

2012 TITLE I UNIFIED PLAN TEMPLATE

District and School Information

District: KEANSBURG SCHOOL DISTRICT

Chief School Administrator: MR. GERRY NORTH

Chief School Administrator E-mail: GNORTH@KEANSBURG.K12.NJ.US

NCLB Contact: DR. THOMAS TRAMAGLINI

NCLB Contact E-mail: TTRAMAGLINI@KEANSBURG.K12.NJ.US

School: JOSEPH R. BOLGER MIDDLE SCHOOL

The school is designated (select one): Targeted Assistance

Schoolwide

Principal: JOHN COVERT

Principal E-mail: JCOVERT@KEANSBURG.K12.NJ.US

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..

Principal's Name

Principal's Signature

Date

School NCLB Committee

Select committee members to develop the Unified Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the 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
GABE GRIECO	Parents	X	X	
JOHN COVERT	School Staff--Administrators	X	X	
PATTY WESTENDORF	School Staff—Classroom teachers	X	X	
CHARLENE PRIOLO	School Staff—Reading Specialist	X	X	
ROZ SIMEK	School Staff—Math Specialist	X	X	
BROOK KELLY	School Staff—Special Education	X	X	
JOE LAROCCA	School Staff—Classroom teachers	X	X	
PATTY MARTUCCI	School Staff—Guidance	X	X	
PATTY VACCARELLI	School Staff--Support	X	X	
KIM LEE	Other: Extended time teacher	X	X	
KRISTINE THORN	School Staff—Technology	X	X	
GERALD NORTH	LEA Administration	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	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
3-2-2011	Room 501 Bolger School	Needs Assessment	X		X	
4-27-2011	Room 501 Bolger School	Plan Development	X		X	
5-18-2011	Room 501 Bolger School	Plan Development	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.

<p>What is the school's vision statement?</p>	<p>We believe that all children can learn.</p> <p>We believe that to meet the challenges of change, risk must be taken.</p> <p>We believe that every student is entitled to an equal educational opportunity.</p> <p>We believe that it is our responsibility to enable students to succeed and become the best that they can be.</p> <p>We believe that all individuals should be treated with dignity and respect.</p> <p>We believe that the school system should be responsive to the diversity within our total population.</p> <p>We believe that the degree of commitment and level of involvement in the decision making processes, from the student, community, home and school will determine the quality of education.</p> <p>We believe that decisions should be based on the needs of the students.</p> <p>We believe that achievement will rise to the level of expectation.</p> <p>We believe that students should be taught how to learn.</p> <p>We believe that the educational process should be a coordinated system of services and programs.</p>
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What is the school's mission?	The mission of the Joseph R. Bolger Middle School, in partnership with home and community, is to provide a safe learning environment that promotes the academic, physical, social, and emotional development of our diverse students while challenging them to become and excel as life-long learners, independent thinkers, respectful individuals, and responsible citizens.
Describe the process for developing or revising the school's vision and mission.	During CPT meeting have discussions by grade and subject to determine needs and adjustments. Through collaboration develop adjustments to original plan

2012 Comprehensive Needs Assessment & Data Analysis Summary

Data Collection and Analysis

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

 Results and outcomes must be measurable.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
Academic Achievement - Writing	The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
Academic Achievement - Mathematics	The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
Parent Involvement	Title One membership; parent programs; awards programs; student performances; Project Fair; Family Science & Math; Principal Parent Information Flyers; Father Time: Parent Meetings	These measures indicated not only the frequency in which our parents participate in school functions but also to what level and depth they involve themselves with their students along with the entire student body and staff.
Professional Development	Self Reflection, Performance Plus, Monthly Assessments, Restorative Practices, Bolger Discussion Group	The school improvement plan addresses professional development in the following areas: All staff members will receive training in the use of the NJ Holistic Scoring Rubric for use in all writing tasks across the curriculum in all core content and instructional areas including physical education, art, music, industrial arts, instrumental music and computers. Staff members have attended workshops on Open-Ended Questioning, NJASK MATH and LA preparation and test taking strategies. Staff members receive training in the "Writing Process" thereby continuing with our school-wide initiative of Writing Across the Curriculum. Staff members will attend workshops in Integrating Language Arts Literacy Across the Curriculum, thereby continuing with our efforts of integrating Language Arts Literacy and Writing in social studies,

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		<p>and science classes. Staff members will receive training in the development, implementation, and analysis of interval assessments that are being administered monthly. Staff members have attended workshops on lesson modifications and accommodations for all students, as well as the ICS model of co-teaching. Staff members continue to receive professional development on effective classroom management strategies, parental contact, character education, and safe-school environment</p> <p>During the 2009-2010 significant and relevant professional development was implemented in support of building and district wide initiatives in Math, mathematics. Scientifically-based programs in support of these initiatives have been implemented over the course of the last three years which include SuccessMaker in both mathematics and Language Arts, as well as KidBiz and TeenBiz, through Achieve 3000 in Language Arts, as well as everyday mathematics (grade five) and connected math in grades six through eight. Teachers develop and implement interdisciplinary and thematic units aligned with the NJCCCS and the assessment takes place in all academic disciplines on a monthly basis. Teachers will receive training in Performance Plus to be able to analyze data and to drive interventions. Students who were not proficient in either LAL or math will have an in class intervention.</p>
Extended Learning Opportunities	After school tutoring; RTI; Summer program;	<p>Extended day programs included in the plan are as follows. Students identified as at risk are invited to participate in the after school supplemental program. Students are provided with small group remedial instruction as identified by analysis of all sources of data. Articulation of teachers providing the before and after school tutoring with the classroom teacher has been arranged through a process devised by the principal and teachers. Special supports for students reading below grade level and / or not reaching proficiency on State assessments in Literacy or Math will include extended day tutorial program that will include before and after school small group tutorials based upon student individual needs. Tutorials will be based upon monthly assessments in core academic subjects and DRA results. Extended year program will include a summer program providing additional tutoring in the core content areas and activities that will provide experiences that otherwise are not available to disadvantaged students, but which will provide students with enrichment that will motivate and encourage students to strive for achievement.</p>
Homeless	Transfers of students through daily and monthly records. The data from NJASK, monthly	<p>Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These</p>

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
Students with Disabilities	The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
English Language Learners	The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
Economically Disadvantaged	The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources such as, running records, DRA scores, Monthly assessments, and the NJASK. The NJASK results. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal will meet with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Data will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings. Teachers compile monthly data reports using Performance Plus on the various forms of student assessments, with monthly interval assessments, including item analysis by student/grade level.
School Culture	Student discipline data, restorative practices sheets, student surveys	Reduction in discipline referrals, an increase in positive referrals, and an increase in student participation in extracurricular activities.
Leadership	CPT meetings, Title One meetings, teacher surveys	Data collection and related information is compiled in a variety of ways utilizing a number of school related resources. Data reports from targeted student groups are identified by analyzing grade level common assessments, Running Records and DRA. The 2010 & 2011 NJASK results are also used. These targeted groups contain disaggregated data that are regularly updated with monthly assessment results in both Math and Language Arts. The Principal meets with teams of teachers bi-weekly to review student work, review data from monthly, quarterly and state assessments and determine the needs of students both individually as well as on grade level. This analysis and discussion drives curriculum and provides the basis for the differentiation of instruction. Performance Plus will continue to be compiled and updated with all assessment data and provide clear documentation of the progress of students. These reports are articulated, both vertically and horizontally, at grade level, team and faculty meetings.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Highly Qualified Staff	All teachers and paraprofessionals are Highly Qualified	All teachers at JRBMS meet the HQT qualifications, consistent with Title IA All Paraprofessionals meet the HQT qualifications required by NCLB
School-Based Youth Services		

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/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Balanced Literacy	LAL	Y		Improvements in monthly, and bench mark assessments
Connected Math Everyday Math	Mathematics	Y		Improvements in monthly, and bench mark assessments
Push-in interventions / skill based summer program / pull out reading intervention program	Students with Disabilities	Y	Y	Improvements in monthly, and bench mark assessments
Restorative Practices	Homeless/Migrant	Y	Y	Decrease in discipline referrals.
Kurzweil	ELL	TBD	TBD	

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/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Push-in interventions / skill based summer program / pull out reading intervention program	Students with Disabilities	Y	Y	Improvements in monthly, and benchmark assessments
Restorative Practices	Homeless/Migrant	Y	Y	Decrease in discipline referrals.
Kurzweil	ELL	TBD	TBD	


Table D: Professional Development That Was Implemented in 2011

1 Strategy or Program	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Writers Workshop	LAL	Y	Y	Improvements in monthly, and bench mark assessments
Discrete Math	Mathematics	Y	Y	Improvements in monthly, and bench mark assessments
Discrete Math, Science notebooks, Writers Workshop	Students with Disabilities	Y	Y	Improvements in monthly, and bench mark assessments
Discrete Math, Science notebooks, Writers Workshop, restorative practices, RTI	Homeless/Migrant	Y	Y	Improvements in monthly, and bench mark assessments
Discrete Math, Science notebooks, Writers Workshop, restorative practices, RTI	ELL	Y	Y	Improvements in monthly, and bench mark assessments

Table E: Parent Involvement That Was Implemented in 2011

1 Strategy or Program	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Bolger Social Tea	LAL	Y	Y	Increased participation in program
Bolger Social Tea, Father Time, Bolger Social Tea	Students with Disabilities	Y	Y	Increased participation in program
Bolger Social Tea, Father Time, Bolger Social Tea	Homeless/Migrant	Y	Y	Increased participation in program
Bolger Social Tea, Father Time, Bolger Social Tea	ELL	Y	Y	Increased participation in program

2012 Needs Assessment & Evaluation Summary

 When responding to the questions below, data from Tables A, B, C, D and E should be used.

1. Describe the process and techniques used in the needs assessment.

Data collection involves a number of methods. Keansburg Schools hired a District Data Coordinator that will supervise and implement data collection and analysis. The building administration along with the guidance department analyzes the results of standardized testing. Targeted groups are identified in this process. The school-wide data analysis committee provides yearlong assessments and analysis of monthly interval assessments and target groups of students per grade level. Spreadsheets are created and forwarded to grade level teachers for monthly analysis and the Principal during department meetings. Monthly interval assessment item analysis and related reports are compiled by teachers using Performance Plus. These reports will be discussed during grade level meetings. Varied instructional strategies and programs will be implemented according to the individual needs of the students.

2. Describe methods used to collect and compile data for student subgroups.

The data from NJASK, monthly assessments, quarterly benchmark assessments, surveys, professional development feedback, counseling data, NJDOE Reading First Representatives, School-Based Health and Social Services and records of parental involvement were analyzed by district administrators, building administrators, and teachers. These data are disaggregated by all NCLB subgroups.

3. Explain how the data from the collection methods are valid and reliable.

Data collection is analyzed through state assessment results, as well as monthly interval assessments in both mathematics and language arts. The data analysis committee reviews the data and compiles monthly interval reports for analysis and review by staff, and building administration. The monthly assessments are standardized across grade levels and based on NJCCCS in order to be sure results can be compared student to student as well as track individual student progress. NJ state approved rubrics for open ended questions are used where appropriate and computer programs, such as Performance Plus, are used in order to generate certain analysis results.

4. What did the data analysis reveal regarding classroom instruction?

The data analysis revealed specific strands in math and language arts need to be further addressed in the curriculum by possibly adjusting pacing guides to provide additional instruction in identified areas. Also, a curriculum review and mapping of the math and language arts programs in the middle school is needed.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development must be continual and on-going. Also, the professional development needs to target instructional and twenty first century skills of teachers.

6. How are educationally at-risk students identified in a timely manner?

At-risk students are identified through teacher recommendation, school-based services counselors, the I&RS team, , time-out room referrals, the CST, alternative program staff, building administration, targeted data, such as student assessment profiles and monthly interval assessments. Interventions take place on an-as needed and on-going basis through a variety of out-reach programs and support services both in and out of district. Academic assistance is provided through individual tutoring, placement in the alternative program, behavior and positive incentive plans, after school supplemental instruction programs, individual and group counseling and parental programs. Mentoring programs are in place which provide identified students with support and guidance.

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

The I&RS team meets frequently to discern resources that may be dedicated to students who continue to appear at risk. Response to Intervention (RTI) will continue to be part of a district wide initiative for the 2009-2010 academic year. The implementation of RTI will further enable teachers to support, document and track targeted students. Students will also be involved in documenting some of their own common assessment scores on Student Progress Charts which will be available to all students on their own private part of the School's central H-drive. Using common planning time and weekly team meetings students' work is analyzed for strengths and weaknesses which in turn drive the differentiation of instruction. At risk students are also provided with additional after school tutoring, and extended day/year programs.

8. How does the needs assessment address migrant student(s) needs?

Migrant students are identified through transfer records, teacher recommendation; school-based services counselors, the IRS team, building administration, targeted data, such as student assessment profiles and monthly interval assessments. Interventions take place on an-as needed and on-going basis through a variety of out-reach programs and support services both in and out of district. Academic assistance is provided through individual tutoring, placement in the alternative program, behavior and positive incentive plans, after school supplemental instruction programs, individual and group counseling and parental programs. Mentoring programs are in place which provides identified students with support and guidance.

9. How does the needs assessment address homeless student(s) needs?

Homeless students are identified through transfer records, teacher recommendation; school-based services counselors, the IRS team, building administration, targeted data, such as student assessment profiles and monthly interval assessments. Interventions take place on an-as needed and on-going basis through a variety of out-reach programs and support services both in and out of district. Academic assistance is provided through individual tutoring, placement in the alternative program, behavior and positive incentive plans, after school supplemental instruction programs, individual and group counseling and parental programs. Mentoring programs are in place which provides identified students with support and guidance.

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

Using common planning time weekly team meetings students' work is analyzed for strengths and weaknesses which in turn drive the differentiation of instruction. The I&RS team meets frequently to discern resources that may be dedicated to students who continue to appear at risk. Response to Intervention (RTI) will continue to be part of a district wide initiative for the 2011-2012 academic year. The implementation of RTI will further enable teachers to support, document and track targeted students. In the school year, 2011-2012, Bolger staff members will begin training and implementation of the Performance Plus software system. Performance Plus is a data warehousing system which will simplify viewing

demographic and assessment on children during the current school year and over time. In addition to storing the data the software enables the user to develop common assessments on it and store the assessments as well.

11. Describe the transition plan for preschool to kindergarten, if applicable. NA

12. Describe the process used to select the priority problems and root causes for this plan?

Data analysis and staff articulation across and among grade levels continues to play a major role in the identification of priority problems. The NCLB committee and the building and district administration analyzed all relevant data to identify priority problems to be addressed in this plan.

13. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP? There is a correlation between students reading below grade level and our subgroups meeting AYP

14. Describe the evaluation results regarding the status of SMART goal #1 in the action plan? We have not closed the achievement gap in these areas

15. Describe the evaluation results regarding the status of SMART goal #2 in the action plan? NJASK data has not been fully analyzed at this time 8-1-2011

16. Describe the evaluation results regarding the status of SMART goal #3 in the action plan? NJASK data has not been fully analyzed at this time 8-1-2011

2012 Needs Assessment – Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in Language Arts Literacy and mathematics.

Language Arts	2008-2009	2009-2010	Services Provided	Describe why services provided did not result in proficiency.
Grade 5	19	52	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day
Grade 6	59	41	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day
Grade 7	40	53	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day
Grade 8	22	26	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day

Mathematics	2008-2009	2009-2010	Services Provided	Describe why services provided did not result in proficiency.
Grade 5	13	24	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day
Grade 6	40	32	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day
Grade 7	30	54	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day
Grade 8	26	36	Supplemental instruction, and SES	At risk students are less likely to extend school day. These services require extending school day



Selection of Priority Problems

School Needs Assessment Summary Matrix

- STOP **Certification: For Title I SINIs and SW schools, Population Categories A-M have been annually assessed.**
- STOP Using information from the data analysis, identify all priority problems.
- STOP Select three or four priority problems to address in this plan. The selected problems should be checked in column T.
- STOP When completing the matrix below, data from Tables A, B, C, D, E and the Needs Assessment Summary should be used.

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

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	3A:B,D, G	3B: B,G,
Name of priority problem	Core curriculum Content Standards – Language Arts Literacy and Reading	Core curriculum Content Standards – Mathematics
Describe the priority problem	<p>The data listed below indicates an achievement gap in language arts in the areas of students with disabilities, students of race, and students with economic disadvantages. The achievement gap is illustrated below from our monthly assessment data</p> <p>Grade 5 LA M/A Black 23.5 proficient Hispanic 31.58 proficient White 65.38 proficient Economic Disadvantage (title one) 13.95 proficient</p> <p>Grade 6 LA M/A Black 41.18 proficient Hispanic 52.0 proficient White 65.38 proficient Economic Disadvantage (title one) 21.95 proficient</p>	<p>The data listed below indicates an achievement gap in mathematics in the areas of students with disabilities, students of race, and students with economic disadvantages. The achievement gap is illustrated below from our monthly assessment data</p> <p>Grade 6 Math M/A Black 57.14 proficient Hispanic 68.0 proficient White 82.67 proficient Economic Disadvantage (title one) 23.08 proficient</p>
Describe the root causes of the problem	Students with disabilities, students of race, and students with economic disadvantages are not reading on grade level due to challenges in comprehension and vocabulary	Students with disabilities and students of race are not reading on grade level due to challenges in comprehension and vocabulary. Students are lacking basic math skills.
Subgroup or population addressed	Students with disabilities, students of race, and economically disadvantaged students	Students with disabilities and students of race,
Grade span	5-6	6
Related content area missed	Language Arts	Math
Name of scientifically research based program/strategy/practice to address problem	Wilson Reading, Balanced Literacy, Monthly Assessments, Reading First Initiatives, Achieve 3000	Monthly Assessments, Accelus Learning, EveryDay Math, Connected Math
How does the program/strategy align with the NJ CCCS?	Directly align strategy to improve student learning 3.1 Reading and 3.2 Writing	Directly align strategy to improve student learning. Standard 4.1 (Number and Numerical Operations) Standard 4.2 (Geometry and Measurement) Standard 4.3 (Patterns and Algebra)

		Standard 4.4 (Data analysis, Probability and Discrete Math) Standard 4.5 (Mathematical Processes)
CAPA finding or recommendation related to the priority problem	NA	NA

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

	#3	#4
Population Category Letter & Problem Number	45A	
Name of priority problem	Parental Involvement	
Describe the priority problem	Parental Involvement has shown an increase during the 09-10 year, however our goal is to maintain and increase the percentage of parent participation in all facets of the Bolger Middle School.	
Describe the root causes of the problem	Develop and monitor a variety of methods and avenues to foster a positive relationship between district, school and community. Parent involvement opportunities must be promoted, advertised, and distributed in a variety of methods with ample notification for parents and staff.	
Subgroup or population addressed	All	
Grade span	5-8	
Related content area missed	Math and LAL – Students with disabilities, students of race, and economically disadvantaged students	
Name of scientifically research based program/strategy/practice to address problem	Title I membership; parent programs; awards programs; student performances; ; Project Fair; Family Science & Math; Principal Parent Information Flyers; Father Time: Parent Meetings	
How does the program/strategy align with the NJ CCCS?	Directly align strategy to improve student learning	
CAPA finding or recommendation related to the priority problem	NA	

Action Planning

STOP Check Before Proceeding:

- The action planning section is required for all SINIs.
- The action plans are developed for the primary strategies and programs selected that address the priority problems.
- At least ten steps must be identified.

Action Plan for Strategy Related to Priority Problem #1

Name of Program, Strategy or Practice to Address Priority Problem:	Pull out reading intervention program, Monthly Assessments, Achieve 3000, Intervention Program and extended skills based summer school		
SMART Goal: (Specific, Measurable, Achievable, Relevant, Timely)	During the 2011-2012 school year the percentage of 7/8 grade students with disabilities, students of race and economically disadvantaged students on reading grade level will increase by 10% from the 2010-2011 school year as measured by monthly assessments		
Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)	Reducing stereotype threat in classrooms: a review of social-psychological intervention studies on improving the achievement of Black students (REL 2009-No. 076) Corrective Reading		
Indicators of Success:	<p>1. Improved performance on monthly assessments – during the 2011-2012 school year the percentage of students with disabilities, students of race and economically disadvantaged students on reading grade level will increase by 10% from the 2010-2011 school year as measured by monthly assessments.</p> <p>2. Skills Based Summer Program – 50% of the students with disabilities, students of race and economically disadvantage student will enroll in the skills based summer program. 50% of this targeted group will complete the summer program demonstrating a 10% gain on pre/post testing.</p> <p>3. NJASK – Students with disabilities will show a 20% improvement (8students) in students who gain proficiency in LAL in grades 7/8. Students of race will show a 20% improvement (11 students) who gain proficiency in LAL in grades 7/8.</p>		
Description of Action Plan Steps	Persons Involved	Resources Needed	Due Date - Timeline
1 Reading intervention program – identification of students who will be remediated and then implementation of the developmental reading program grounded in research and best practices for weakest readers.	Building Principal, Elementary/Secondary	Training Texts Performance Plus	2011-2012 School year

		Supervisors, Teachers		
2	Balanced Literacy – lesson planning and implementation of a balanced literacy approach in all Language Arts classrooms.	Principal, Supervisors, LA Teachers	Training Lesson Plans	2011-2012 School year
3	Monthly Assessments	Principal Supervisors Teachers	Performance Plus, Monthly Assessments	2011-2012 School year Tracked Monthly
4	Interventions – dedicated use of teacher contact time to push –in to classes with additional professionals to supplement targeted student groups.	Principal Supervisors Teachers	Performance Plus, Monthly Assessments Genesis	2011-2012 School year Tracked Monthly
5	Achieve 3000 – dedicated student supplemental program that will be the curriculum in technology special for all students in the targeted groups.	Principal Supervisors Teachers	Performance Plus Genesis Computers Training	2011-2012 School year Weekly Report

Action Plan for Strategy Related to Priority Problem #2

Name of Program, Strategy or Practice to Address Priority Problem:		Reading intervention program, Monthly Assessments, Accelus Learning, Intervention Program, and Extended skills based summer program,		
SMART Goal: (Specific, Measurable, Achievable, Relevant, Timely)		During the 2011-2012 school year 50% of students with disabilities, and 70% of students of race in grades 7/8 will obtain proficiency on the Monthly Assessments in mathematics.		
Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)		<p>1. Improved performance on monthly assessments – during the 2011-2012 school year the percentage of students with disabilities, students of race and economically disadvantaged students on reading grade level will increase by 10% from the 2010-2011 school year as measured by monthly assessments.</p> <p>2. Skills Based Summer Program – 50% of the students with disabilities, students of race and economically disadvantage student will enroll in the skills based summer program. 50% of this targeted group will complete the summer program demonstrating a 10% gain on pre/post testing.</p> <p>3. NJASK – Students with disabilities will show a 20% improvement (8students) in students who gain proficiency in LAL in grades 7/8. Students of race will show a 20% improvement (11 students) who gain proficiency in LAL in grades 7/8.</p>		
Indicators of Success:		<p>1. Improved performance on monthly assessments-during the 2011-2012 school year 50% of students with disabilities and 50%of students of race in grades 7/8 will obtain proficiency on monthly Assessments in mathematics.</p> <p>2. Accelus Learning – 100% of the students with disabilities and students of race will be enrolled in the technology courses using the Accelus Learning program. 50% of the target groups will complete the programs at the proficient level.</p> <p>3. Skills Based Summer Program – 50% of the students with disabilities and students of race will enroll in the skills based summer program. 50% of this targeted group will complete the summer program demonstrating a 10% gain on pre/post testing.</p>		
Description of Action Plan Steps		Persons Involved	Resources Needed	Due Date - Timeline
1	District Math Task Force – year long K-12 task force during school year 10-11 to review and analyze effectiveness of math program in terms of alignment, sequencing, and achievement.	NCLB Director' District Supervisors, Principals and teachers	Agendas Release Time Evaluative Materials Performance Plus	2010-2011 School year Implementation of recommendation for the 2011-2012 school year
2	EveryDay Math and Connected Math programs-Implementation of core curriculum and pacing guides.	Teachers	EveryDay Math materials and texts Connected Math texts Resources	2011-2012 School Year

			Additional Supplementary text and materials	
3	Pearson SuccessMaker- This computer based program is utilized four times a week in twenty minute sessions. This program differentiates instruction for students and addresses all math strands.	Principal Teachers	Performance Plus, Monthly Assessments	2011-2012 School year Monthly Evaluations
4	Interventions – dedicated use of teacher contact time to push –in to classes with additional professionals to supplement targeted student groups.	Principal Supervisors Teachers	Performance Plus, Monthly Assessments Genesis	Tracked Monthly
5	Accelus Learning – dedicated student supplemental program that will be the curriculum in technology special for all students in the targeted groups.	Principals Supervisors Teachers	Performance Plus Genesis Computers Training	2011-2012 School year Weekly Report

Action Plan for Strategy Related to Priority Problem #3

Name of Program, Strategy or Practice to Address Priority Problem:		Host more parent involvement activities – Family Science and Math, Project Fair, Bolger Social Tea, Math Practice, Father Time Advertise parent involvement events in a timely manner Improved flexibility of scheduled events Child care to be provided for parents attending events Document attendance and data from each event Improve school website to provide easier access to information		
Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)		Parent Involvement activities in school improvement plans REL 2008-No 064		
SMART Goal: (Specific, Measurable, Achievable, Relevant, Timely)		By the end of the 2011-2012 school year parents attending school sponsored functions, performances, and athletics will increase by 10%		
Indicators of Success:		<ol style="list-style-type: none"> 1. Parent Conferences – A 10% increase in average attendance at the two nights. This would be an additional 18 parents.(avgas 171) 2. Back to School Night – A10% increase in attendance. This would be an additional 18 parents. (180 attended in 2010) 3. Bolger Social Tea – A10% increase in attendance. This would be an additional 8 parents. (81 attended in 2011) 4. Athletic Events – have not been tracked. Will create baseline during the 2011-2012 school year. 		
Description of Action Plan Steps		Persons Involved	Resources Needed	Due Date - Timeline
1	Will host additional parent involvement events – these will be scheduled periodically throughout the 2010 – 2011 school year	Parent involvement committee, administrator, parents, teachers,	Funding Food Refreshments Decorations	2011-2012 School year
2	Advertise parent involvement events in timely manner- through the use of various communication vehicles (district web site, flyers, newsletters, local newspapers, marquee outside of school, and word of mouth)	Parent involvement committee, administrator, parents, teachers.	District website Ink Paper and cardstock Press releases	2011-2012 School year
3	Flexibility of scheduled events – scheduling events at various times and dates throughout the school year	Parent involvement committee, administrator, parents, teachers	District Calendar	2011-2012 School year

4	Child care will be provided for parents attending events – this allows parents with child care needs to attend at their convenience	Parent involvement committee, administrator, parents, teachers	Staff Child centered games Child centered videos	2011-2012 School year
5	. Parent Involvement Committee Planning Meetings	Parent involvement committee	District Calendar.	2011-2012 School year

Plan Components for 2012

Table F: Proposed 2012 Core Strategies to Address Student Achievement

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Reading Engagement Program	Reading & Writing	All Students	Administration	NJASK scores, Monthly assessments, DRA scores	<p>Anderson, E., & Guthrie, J. T. (1996). Teaching with <i>COR!</i>: Taking the big jump. <i>NRRC News: A newsletter of the National Reading Research Center</i> (pp. 2–4). Athens, GA: National Reading Research Center.</p> <p>Barbosa, P., & Alexander, L. (2004). Science inquiry in the <i>COR!</i> framework. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), <i>Motivating reading comprehension: Concept-Oriented Reading Instruction</i> (pp. 113–141). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Cain, K. (2004). Book reviews. <i>Journal of Research in Reading</i>, 27(4), 426–428. b</p>
Balanced Literacy	Reading & Writing	All Students Daily	Administration	NJASK scores, Monthly assessments, DRA scores	<p>Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. <i>The Elementary School Journal</i>, 99 (3), 201–219.</p> <p>Mathes, P. G., & Babyak, A. E. (2001). The effects of peer-assisted literacy strategies for first-grade readers with and without additional mini-skills lessons. <i>Learning Disabilities Research & Practice</i>, 16</p>

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					(1), 28–44.
EveryDay Math / Connected math	Mathematics	All Students Daily	Administration	NJASK scores, Monthly assessments	Waite, R. D. (2000). A study of the effects of <i>Everyday Mathematics</i> on student achievement of third-, fourth-, and fifth-grade students in a large north Texas urban school district. <i>Dissertation Abstracts International</i> , 61(10), 3933A. (UMI No. 9992659)
Interventions	Language Arts / Math	Homeless Migrant	Administration	NJASK scores, Monthly assessments	<p>Foster, K. C., Erickson, G. C., Foster, D. F., Brinkman, D., & Torgesen, J. K. (1994). Computer administered instruction in phonological awareness: Evaluation of the <i>DaisyQuest</i> program. <i>Journal of Research and Development in Education</i>, 27 (2), 126–137.</p> <p>Mitchell, M. J., & Fox, B. J. (2001). The effects of computer software for developing phonological awareness in low-progress readers. <i>Reading Research and Instruction</i>, 40 (4), 315–332.</p> <p>Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., et al. (2006). National assessment of Title I interim report—Volume II: Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers. Retrieved from Institute of Education Sciences, U. S. Department of Education Web site:</p>

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					http://www.ed.gov/rschstat/eval/disadv/title1interimreport/index.html
Interventions	Language Arts / Math	Students with Disabilities	Administration	NJASK scores, Monthly assessments	<p>Foster, K. C., Erickson, G. C., Foster, D. F., Brinkman, D., & Torgesen, J. K. (1994). Computer administered instruction in phonological awareness: Evaluation of the <i>DaisyQuest</i> program. <i>Journal of Research and Development in Education</i>, 27 (2), 126–137.</p> <p>Mitchell, M. J., & Fox, B. J. (2001). The effects of computer software for developing phonological awareness in low-progress readers. <i>Reading Research and Instruction</i>, 40 (4), 315–332.</p> <p>Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., et al. (2006). National assessment of Title I interim report—Volume II: Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers. Retrieved from Institute of Education Sciences, U. S. Department of Education Web site: http://www.ed.gov/rschstat/eval/disadv/title1interimreport/index.html</p>

*Use an asterisk to denote new programs.

Table G: Proposed 2012 Extended Learning Opportunities to Address Academic Deficiencies. Do not include SES.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Skill based summer program	Math and LA	All students	Administration	NJASK scores, Monthly assessments	Foster, K. C., Erickson, G. C., Foster, D. F., Brinkman, D., & Torgesen, J. K. (1994). Computer administered instruction in phonological awareness: Evaluation of the <i>DaisyQuest</i> program. <i>Journal of Research and Development in Education</i> , 27 (2), 126–137.
Reading intervention program*	LA	Students reading 1 to 2 levels below grade level	Administration	DRA scores, NJASK raw reading score	<p>Jun-Aust, H. (1985, March). <i>Individual differences in second language learning of Korean immigrant students</i>. Paper presented at the International Conference on Second/Foreign Language Acquisition by Children, Oklahoma City, OK.</p> <p>Prater, D. L., & Bermudez, A. B. (1993). Using peer response groups with limited English proficient writers. <i>Bilingual Research Journal</i>, 17 (1&2), 99–116.</p> <p>Serrano, C. J. (1987). The effectiveness of cross-level peer involvement in the acquisition of English as a second language by Spanish-speaking migrant children. <i>Dissertation Abstracts International</i>, 48 (07), 1682A. (UMI No. 8723140)</p>
Math intervention program*	Math	Students displaying skill deficiency	Administration	Math monthly assessments	Ysseldyke, J., & Tardrew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate mathematics instruction. <i>Journal of Applied School Psychology</i> , 24(1), 1–

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					28.

*Use an asterisk to denote new programs.

Table H: Proposed 2012 Professional Development to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Curriculum Redesign and Development	All Content Areas	Principal, Teachers, District Administration	Director of Curriculum & Instruction; Principal; Elementary Curriculum Supervisor	Increased student achievement on New Jersey ASK Curriculum Survey Pre and Post Assessment	Aiken, W.M. (1942). <i>Adventure in education: The story of the eight-year study with conclusions and recommendations</i> . New York, NY: Harper and Brothers. Tanner, D. & Tanner L. (1995). <i>Curriculum development: Theory into practice</i> . Englewood Cliffs, NJ: Prentice Hall. Tanner, D., & Tanner, L. (2007). <i>Curriculum development: Theory into practice (Fourth Edition)</i> . Upper Saddle River, NJ: Pearson. Tienken, C.H., & Canton, D.A. (2009). National curriculum standards: Let's think it over. <i>Journal of Scholarship and Practice</i> , 6(3), 3-9. Tramaglini, T.W. (2010). The curriculum paradigm. In <i>Tramaglini, TW. (2010). Student Achievement in Lower SES High Schools (Doctoral dissertation, Rutgers, The State University of New Jersey)</i> . Retrieved from http://rucore.libraries.rutgers.edu/search/results.php?format=&key=ETD-RU&query=tramaglini
Addressing the Common Core Standards	Mathematics and Language	Principal, Teachers, District	Director of Curriculum & Instruction;		Porter, A., McMaken, J., Hwang, J., & Yang, R. (2011). Assessing the Common Core Standards: Opportunities for improving

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Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	Arts Literacy	Administration	Principal; Elementary Curriculum Supervisor		measures of instruction. <i>Educational Researcher</i> . 40(4), 186-188.
Pedagogical Improvement	All Content Areas	Principal, Teachers, District Administration	Director of Curriculum & Instruction; Principal; Elementary Curriculum Supervisor		<p>Firestone, G., & Brody, N. (1975). Longitudinal investigation of teacher–student interactions and their relationship to academic performance. <i>Journal of Educational Psychology</i>, 67(4), 544–550.</p> <p>Marzano, R. J. (1992). <i>A different kind of classroom: Teaching with dimensions of learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Marzano, R. J. (2001). <i>Designing a new taxonomy of educational objectives</i>. Thousand Oaks, CA: Corwin Press.</p>
Building a district and school framework for success	All Content Areas	Principal, Teachers, District Administration	Director of Curriculum & Instruction; Principal; Elementary Curriculum		Waters, J. T., & Marzano, R. J. (2006). <i>School district leadership that works: The effect of superintendent leadership on student achievement</i> . Denver, CO: Mid-Continent Research for Education and Learning (McREL).

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
			Supervisor		

*Use an asterisk to denote new programs.

Table I: Proposed 2012 Parent Involvement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parents shared reading	LAL	All students	Teachers / administration	Parent participation in high interest novel reading	
Bolger Social Tea	LA	All students	Teachers / administration	The number of parents who attend to show support for their children's written or performance based project.	
Father Time	All	All students	Teachers / administration	The number of fathers or guardians that join and participate.	
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2012 Parent Involvement (PI) Narrative

1. What is the connection between PI and the priority problems identified in the needs assessment?

Parent involvement has increased from last year. The guidance department, along with administrators, is working to increase parent involvement, in an effort to increase overall student achievement, focusing specifically on Special Education and Students of Race parents. The Child Study team has made a concerted effort to reach out to the special education parents. Low parent involvement impacts student performance and ultimately standardized test scores.

2. Do you have a school-parent compact?

During the 2011-2012 school year there will be a 10% in our main areas of parent involvement including Back to School Night, Parent Conferences, Bolger Social Tea, and Co-curricular activities (as indicated in the Action Planning section of this report)

3. Describe the process to ensure that parents receive and review the school-parent compact. yes

4. How is student achievement data reported to the public?

The student-parent compact is distributed to all students. Parents are to sign that they have received and read the compact. The NCLB coordinator also holds a parent meeting.

5. What is the procedure for notifying parents if the district has not met their annual measurable objectives for Title III?

School achievement data is reported to the public via the school report card, Parent Involvement Activities, Board Meetings and notifications are sent home.

6. Identify procedures for informing parents about the school's improvement status.

Parents are notified via US mail of school status prior to students returning in September. Letters are also placed on the district's website

7. Identify procedures for informing parents about the school's disaggregated assessment results.

Disaggregated assessment results are presented at a Board of Education Meeting. They are also posted on-line through the school report card.

8. How were parents involved in the development of the Unified Plan?

The NCLB committee has parent representation. Parent representative attends each monthly NCLB contributes valuable feedback and ideas which are infused in our school wide plan. The plan is also discussed at a public Board of Education meeting to allow for community input.

9. Identify procedures for informing a parent about their child's student assessment results.

State test results are mailed home with a letter from the Principal. Test results are discussed at parent conferences

10. How were the required PI funds used in 2011?

Funds were used to provide academic programs where parents interact with students during the school day. Examples include the social tea and career day.

11. How will the required PI funds be used in 2012?

Parent Involvement activities including meetings, workshops, conferences, celebrations, adult literacy and light refreshments

Table J: 2011-2012 Annual Student Targets 5th Grade Bolger

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total	NJASK	37.2%	100%	NJASK	54.7%	100%
Students with Disabilities	NJASK	4%	100%	NJASK	20%	100%
Limited English Proficient Students						
White	NJASK	42%	100%	NJASK	63.7%	100%
African-American	NJASK	18.8%	100%	NJASK	35.3%	100%
Asian/Pacific Islander						
American Indian/Native American						
Hispanic	NJASK	29.4%	100%	NJASK	41.2%	100%
Others						
Economically Disadvantaged	NJASK	35.7%	100%	NJASK	52.1%	100%
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
Economically Disadvantaged						

Table J: 2011-2012 Annual Student Targets 6th Grade Bolger

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total	NJASK	45.9%	100%	NJASK	65.3%	100%
Students with Disabilities	NJASK	14.3%	100%	NJASK	28.5%	100%
Limited English Proficient Students						
White	NJASK	54.5%	100%	NJASK	74.3%	100%
African-American	NJASK	17.6%	100%	NJASK		100%
Asian/Pacific Islander						
American Indian/Native American						
Hispanic	NJASK	34.8%	100%	NJASK	52.2%	100%
Others						
Economically Disadvantaged	NJASK	40.7%	100%	NJASK	65.9%	100%
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
Economically Disadvantaged						

Table J: 2011-2012 Annual Student Targets 7th Grade Bolger

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total	NJASK	39.6%	100%	NJASK	42.9%	100%
Students with Disabilities	NJASK	19.2%	100%	NJASK	18.5%	100%
Limited English Proficient Students						
White	NJASK	44.8%	100%	NJASK	45.5%	100%
African-American	NJASK	38.5%	100%	NJASK	30.8%	100%
Asian/Pacific Islander						
American Indian/Native American						
Hispanic	NJASK	17.7%	100%	NJASK	41.2%	100%
Others						
Economically Disadvantaged	NJASK	34.5%	100%	NJASK	39%	100%
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total						

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
Economically Disadvantaged						

Table J: 2011-2012 Annual Student Targets 8th Grade Bolger

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total	NJASK	61.4%	100%	NJASK	40.6%	100%
Students with Disabilities	NJASK	25.9%	100%	NJASK	3.6%	100%
Limited English Proficient Students						
White	NJASK	64.6%	100%	NJASK	42.1%	100%
African-American	NJASK	46.7%	100%	NJASK	43.8%	100%
Asian/Pacific Islander						
American Indian/Native American						
Hispanic	NJASK	56.3%	100%	NJASK	31.3%	100%

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS		
	Name of Measurement	Baseline	2012 Target	Name of Measurement	Baseline	2012 Target
Others						
Economically Disadvantaged	NJASK	51.3%	100%	NJASK	38.8%	100%
GRADE SPAN: ELEMENTARY, MIDDLE OR HIGH SCHOOL						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
Economically Disadvantaged						

Highly Qualified Staff

Table K: Strategies to Attract and Retain Highly Qualified Staff

	Number & Percent	Content & Focus	Description of Process to Meet Highly Qualified	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100	All Subjects	Positive work environment, meaningful professional development, and teacher mentoring	Provide meaningful professional development. Create positive work environment
Teachers who do not meet the qualifications for HQT, consistent with Title I-A	0	N/A	N/A	N/A
Paraprofessionals who meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)	100	All Subjects	Positive work environment, meaningful professional development, and teacher mentoring	Provide meaningful professional development. Create positive work environment
Paraprofessionals who do not meet the qualifications required by NCLB (education, ParaPro test, portfolio assessment)	0	N/A	N/A	N/A

Description of Strategy To Attract HQ Staff	Individuals Responsible
District Administrators attend college and university fairs to recruit highly qualified teachers. Job openings are also posed in the local newspapers and on the district's website.	Superintendent

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?
Bolger Discussion Group	Professional growth	Teachers in need of improvement	Principal	Discussion forum, Meetings	Observations
Professional Learning Communities	Professional growth	All teachers	Principal	After school team meetings	Implementation of program

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?
Monmouth University Principal Academy	Administration	P / VP	Superintendent	Superintendent Evaluation	Mandatory
Network					

Student Eligibility and Selection

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

Measure	Homeless	Migrant	Students with Disabilities	Economically Disadvantaged	ELL	Other SubGroups	Targeted Assistance Schools	
							Entrance Criteria (✓)	Exit Criteria (✓)
State Assessment	X	X	X	X	X	X	X	X
Other Assessments (monthly assessments)	X	X	X	X	X	X	X	X
DRA,	X	X	X	X	X	X	X	X
Classroom Grades	X	X	X	X	X	X	X	X

Teacher Recommendation	X	X	X	X	X	X	X	X
Other								

Support Elements

Ongoing and Sustained Technical Assistance*

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

From the district: Administration
From outside experts: Rutgers Professional Development, Hazlet School District, and Erica Denman Literacy Consultant Independent Readers and Writers, LLC
From others: : Monmouth University

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.

Rutgers Professional Development, Hazlet School District, and Erica Denman Literacy Consultant Independent Readers and Writers, LLC
--

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

Technical assistance is targeted to increase teacher use of Performance Plus, Data analysis, monthly assessments to identify need, weekly formative assessments that teachers use to formulate individualized lesson plans.

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

Principal, Vice principal Director of Funding and Curriculum
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*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.

Although improvements have been made in certain areas, the progress is not as uniform or expedited as anticipated. . A number of factors may contribute to this including teacher turnover, lack of parental involvement, outstanding social and mental health issues with families and students, etc. The programs, professional development and focus on these problems have helped to improve the situation.

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	Providing funding for instructional based PD for faculty and staff by recommendation of the principals based on the instructional priorities of the school and district	
Implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects	Continued work on program development based on evidence based programs	
Expanding parental involvement activities that support the school's efforts to increase student achievement	Parental involvement committees in each building and a NJPIRC grant to help promote parental involvement	
Reallocating the budget to fund activities that support the school's improvement plan and are most likely to increase student achievement	Budget analysis and outcome analysis completed and funds are distribute in order to best promote instructional objectives	
Ensuring that curriculum is aligned to the CCCS	Completed during curriculum writing and reinforced over the course of the school year	

2010-2011 Resource Allocation

Resource Allocation – Provide the following information regarding the use of the 2010-2011 funds including but not limited to 2010 SIA Part (A).

Type of Funds	Brief Description of Strategy or Practice Implemented with Funds	Amount Allocated	SIA Amount Carried Over	Reallocated Use of SIA	Outcomes as a Result of Implementing the Strategy or Practice	Evidence
2010 Title I, Part A	Restorative practices					
2010 SIA Part A	Accelus Math Program- reading engagement program	12,000				
Federal						
State						
Local	Supplemental					
Other						

School Budget Pages

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

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

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

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

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

Corrective Action, Restructuring, and School Improvement

STOP **Certification: For schools in Year 4 hold, 5, 5 hold, 6, 6 hold, 7, 7 hold, 8, 8 hold, 9, 9 hold and 10 that have had a CAPA visit. The corrective action plan, corrective actions identified in the CAPA summary report continue to be incorporated into the Unified Plan.**

Corrective Action (CAPA Recommendations) 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 and action plans must be incorporated into the Unified Plan.

Corrective Actions (Recommendations from CAPA Report)

- 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: # 1,8 Complete the table below regarding the corrective actions implemented:

Corrective Action #	Description	Effective Yes - No	Evidence of Effectiveness	Outcomes
1	Identification of corrective actions: LAL and Math interventions and supplemental programs, professional development for participating staff, working with local universities as educational consultant.	Yes	Increased performance on monthly assessments in Math and LA	Increased student engagement
2	Implementation of the corrective actions: Staff training included extended training for writing, reading, and math comprehension. Created writing notebooks for humanities and science, teachers	Yes	Increased performance on monthly assessments in Math and LA. Amount of teaching staff incorporating PD material into	

Corrective Action #	Description	Effective Yes - No	Evidence of Effectiveness	Outcomes
	implemented math skills in their lesson to increase cognitive function. Salary paying for additional teacher time. Identifying students using multiple measures and utilizing intervention strategies.		daily lesson plans.	
3				
4				

SINI Year 5H and Above: Restructuring Implementation

N/A

STOP **Certification:** For schools in Year 5 hold, 6, 6 hold, 7, 7 hold, 8, 8 hold, 9, 9 hold and 10 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 5 hold and above, complete the table below. Add additional rows as needed.

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

List revisions made to the original restructuring plan.

Peer Review

STOP Check Before Proceeding:

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

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

Comprehensive Review, Use of SY2012 Peer Review Form, Title I information.

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

9/18/11 Holmdel, NJ and 9/19/11 Atlantic Highlands, NJ

3. Provide the information below.

Peer Reviewer Name	Title	Affiliation	Area of Expertise	Address
J. Walling	Principal	AHES	Principal/Leadership, Special Education, Basic Skills, Mathematics, PreK-6 educational supervision	140 1 st Ave. Atlantic Highlands, NJ 07716
A. Scotto	Tri-District Director of Curriculum and Instruction	AHES	Curriculum, Instruction, Language Arts, PreK-12 educational supervision	140 1 st Ave. Atlantic Highlands, NJ 07716

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

See attached

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

See attached

