

2012 FORM A – COVER PAGE

DISTRICT AND SCHOOL INFORMATION	
District: TOWNSHIP OF UNION PUBLIC SCHOOLS	District Code: 5290
Chief School Administrator : Dr. Patrick Martin	
E-Mail Address for Chief School Administrator : pmartin@twpunionschools.org	
Contact Person: Noreen Lishak	
Office Address: 2369 Morris Avenue, Union, New Jersey 07083	
Phone Number for Contact Person: 908-851-3020	
Fax Number for Contact Person: 908-851-6799	
E-Mail Address of Contact Person: NLISHAK@TWPUNIONSCHOOLS.ORG	
SCHOOL INFORMATION	
School Name: Union Senior High School	School Code:
School Type: <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input checked="" type="checkbox"/> Secondary	
Current Grade Levels: 9 th -12 th	
Current School Improvement Status: 6	
School Address: 2350 North 3rd Avenue, Union , NJ 07083	
School Phone Number: 908-851-6490	Fax: 908-687-6553
Principal: Edward Gibbons	
Principal's E-Mail Address: egibbons@twpunionschools.org	
Principal's Fax Number: 908-687-5204	

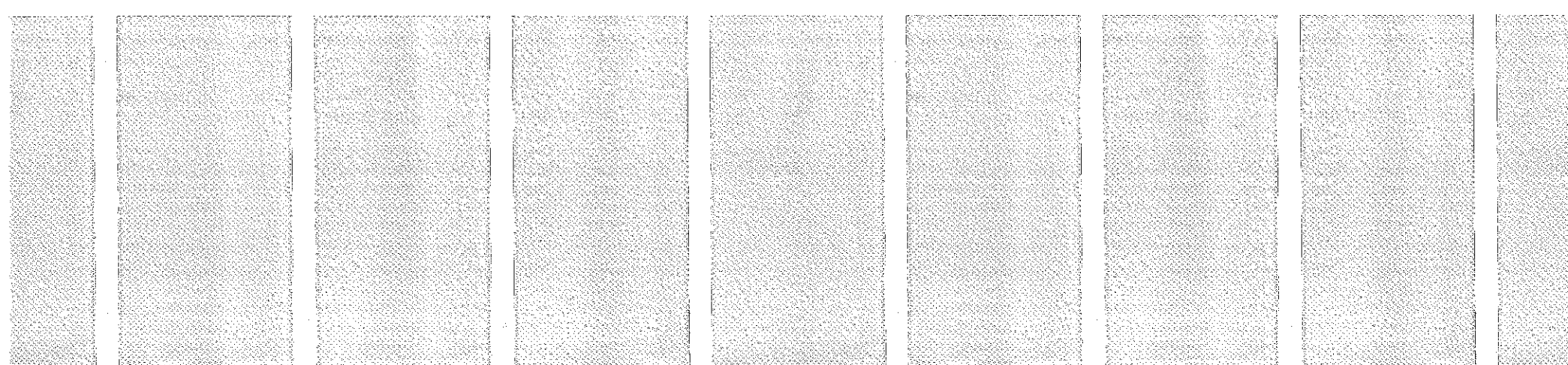
Due Date: May 17, 2011

**2012 FORM B
APPROVAL SIGNATURES**

SCHOOL NAME: Union Senior High School

DATE APPROVED BY BOARD OF EDUCATION: 10/18/2011

TITLE	PRINT NAME	SIGNATURE	DATE
Chief School Administrator	DR. PATRICK MARTIN		
Board President	MR. FRANCIS "RAY" PERKINS		
Assistant Superintendent	MR. GREGORY TATUM		
District Restructuring Contact	DR. NOREEN LISHAK		
District Level Education Association Representative	MS. ANN MARGARET SHANNON		
District Parent - NCLB Committee Representative			

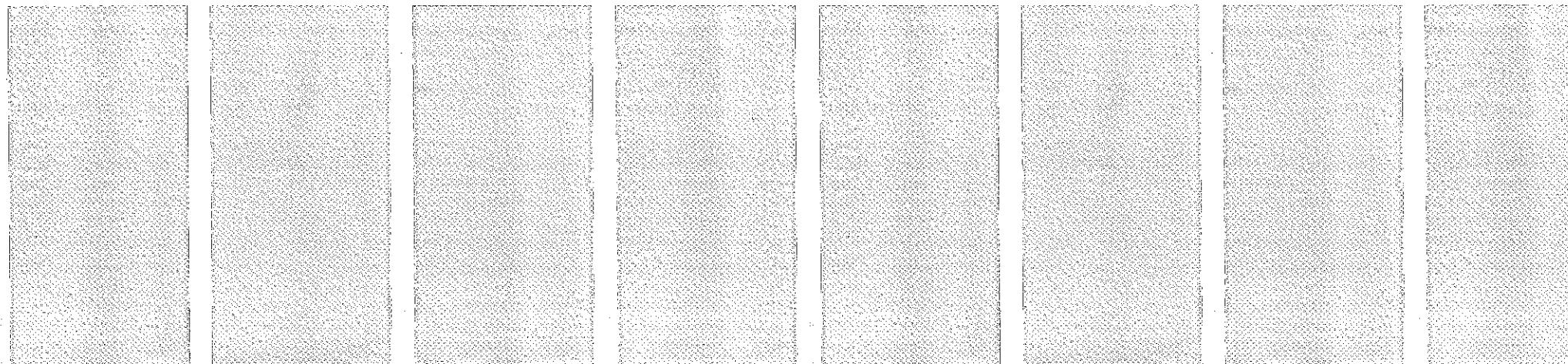


**2012 FORM C
CERTIFICATION OF CONSULTATION**

SCHOOL NAME: Union Senior High School

TITLE	PRINT NAME	SIGNATURE	DATE
School Principal	MR. EDWARD GIBBONS		
Teacher	MR. JAMES GROSSI		
School Level Education Association Representative	MAUREEN DREHER		
School Parent - NCLB Committee Representative	Richard Massarelli		
Community Member	Diane Esquivel		

The signatures listed above on Form C certify that representatives from the stakeholder groups had an opportunity to participate in the development of the restructuring plan (at minimum, one meeting for general input and a second meeting for review of the proposed restructuring plan) pursuant to Section 1116(b) of the *No Child Left Behind Act of 2001*.



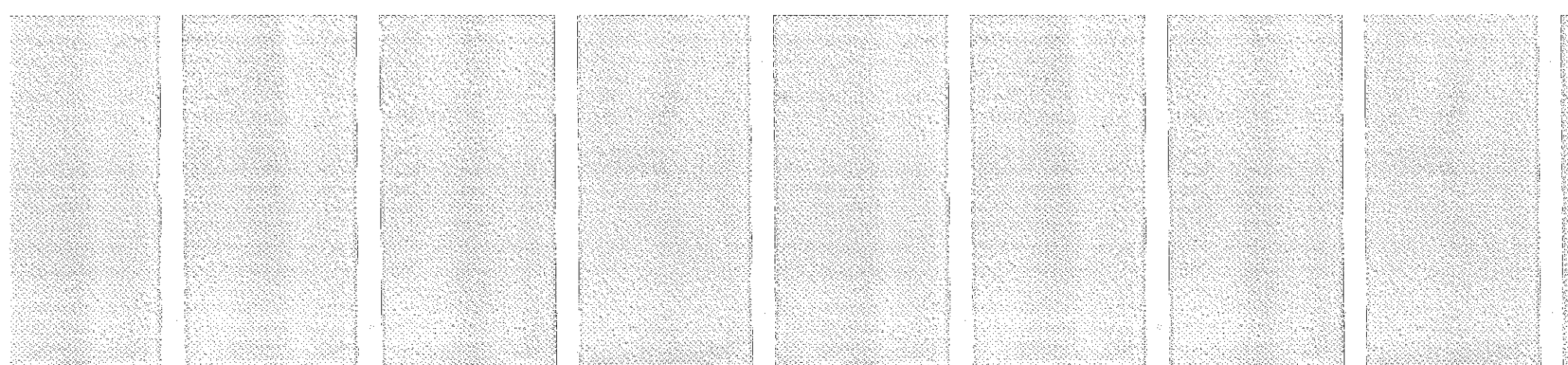
**2012 FORM D
PROPOSED RESTRUCTURING OPTION(S)**

The option checked below has been selected with input from all stakeholder groups as certified in this plan.

- Option 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*.

- Option 2:** Reopen the school as a public charter school as defined by and consistent with state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).

- Option 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).



2012 FORM E
RATIONALE FOR SELECTION AND PROCESS USED TO SELECT THE RESTRUCTURING OPTION(S)

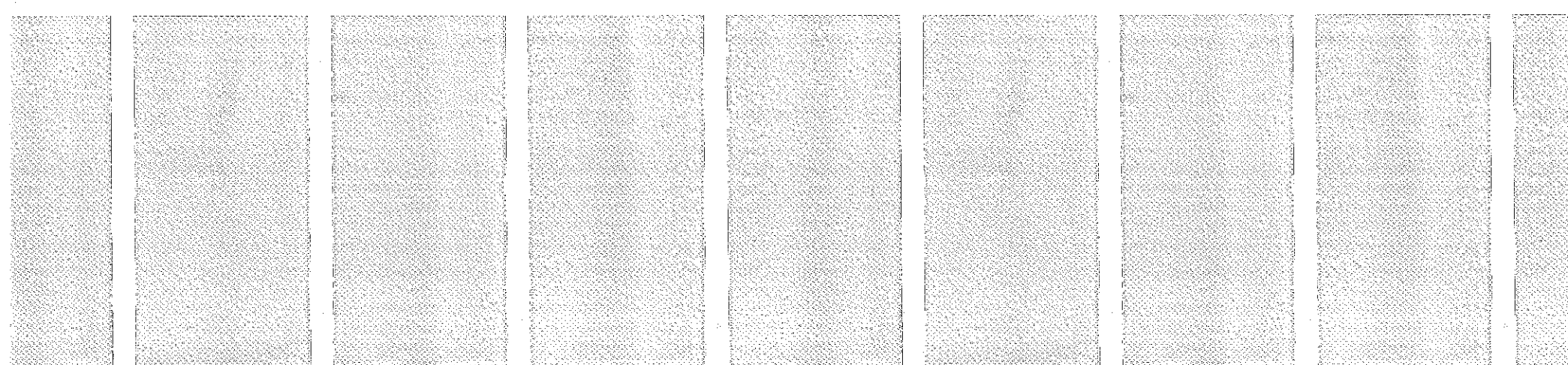
Rationale and Process for Selection of Option:

Union Senior High School developed a school leadership committee (SLC), consisting of administrators, teachers, parents and community members to review and discuss the needs of the students attending the high school. During the first year of Title I designation Union Senior High School received Title I funding that allowed for additional program implementations at the high school. These programs included a Title I remediation afterschool program in English and mathematics, as well as an innovative program focusing on foundation skills in writing and mathematics computation. In addition, the district developed curriculum and implemented academic classes that included a foundation program in English and mathematics for all students identified as in need of academic support throughout the school year. A greater focus was placed on professional development that included the use of best practices within the classroom, use of technology for instruction and assessments, as well as differentiated instruction, tiered lesson planning, cross curricular and inter-disciplinary projects. Data analyses of standardized test results, classroom assessments, proficiency assessments and quarterly assessments were infused into PLC meetings held throughout the month. As a result of the review and additional program implementations, Option I was selected as the restructuring model for Union Senior High School.

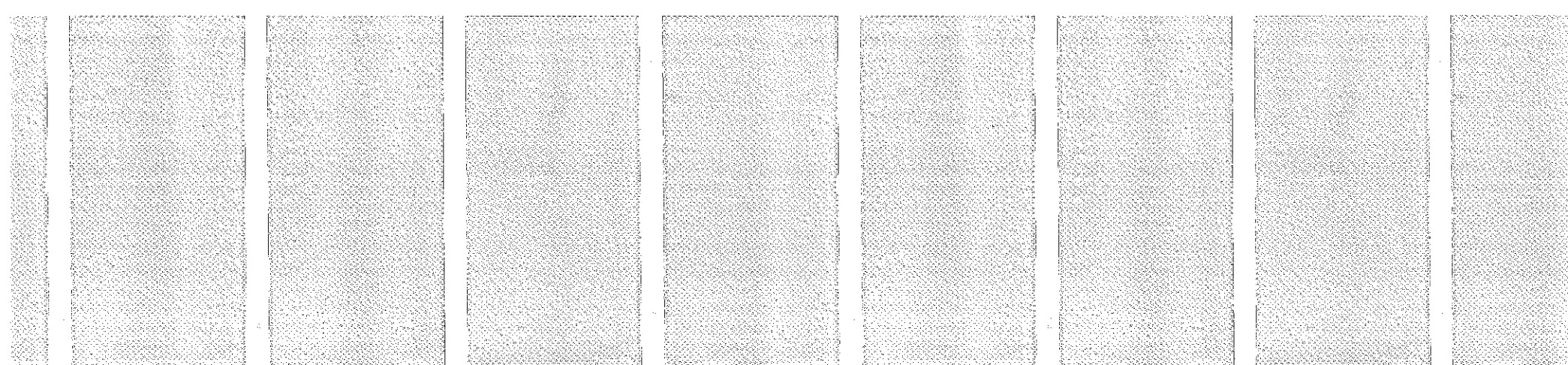
In spring of 2011 Union Senior High School, after a review of the mid-term and 3rd marking period grade a recommendation to implement a Title I Summer School program was presented to the board of education and county office of education for approval. As a result, the program received approval allowing for courses in Algebra I, Geometry, English 9, English 10, English 11, and English 12 were offered to all students who were unable to attain a passing score throughout the school year. A total of 640 Title I students enrolled and received additional instruction during the months of July and August.

The committee, in selecting Option I, took into consideration the new program implementation at the high school, as well as the additional professional development, lesson planning format and PLC meetings as a factor in the decision to continue with the plan as it stands for at least (1) full school year. It was the determination of the committee that the efforts made thus far have made improvements as indicated by the decrease in discipline issues and the points gained in the English portion of the HSPA standardized test scores.

In addition, the data reviewed during PLC meetings that included state and building and classroom assessments indicated an increase in the understanding of NJCCCS and student performance in mathematics and language arts. The committee discussed the ongoing collection and analysis of data as pertaining to data driven instruction and the continued efforts of building administration and faculty to review data in a timely manner providing real time analysis.



The committee took all of these factors into consideration when selecting Option I for the restructure Union Senior High School .



2012 FORM F
GOVERNANCE CHANGES - CURRENT AND RESTRUCTURED DISTRICT AND SCHOOL ADMINISTRATIVE STAFF

DESCRIPTION OF GOVERNANCE CHANGES

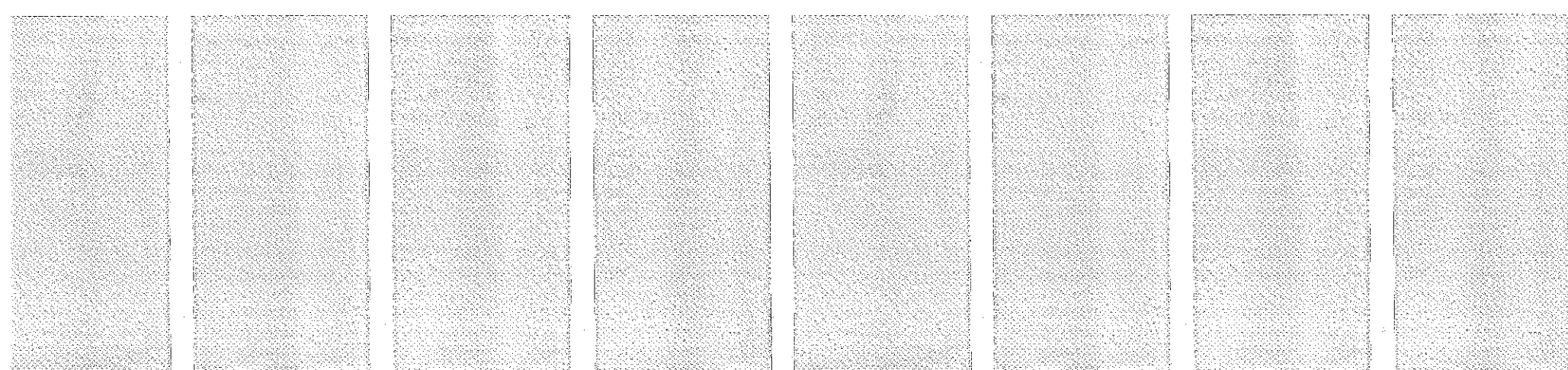
Provide a description of the governance changes, consistent with the selected option, in the restructured school. Include changes at both the school and district levels. Attach a revised organizational chart for the school.

If the school was in restructuring previously, explain what governance changes were not successful and why.

The governance of the building will remain as is for the 2011-2012 school year with full recommendations of the district/consultation committee to follow all program implementations, professional development, and data analysis plans as required. A district liaison will be assigned to the building to conduct targeted walkthroughs with monthly meetings scheduled for central office and building administration to review instruction and strategies.

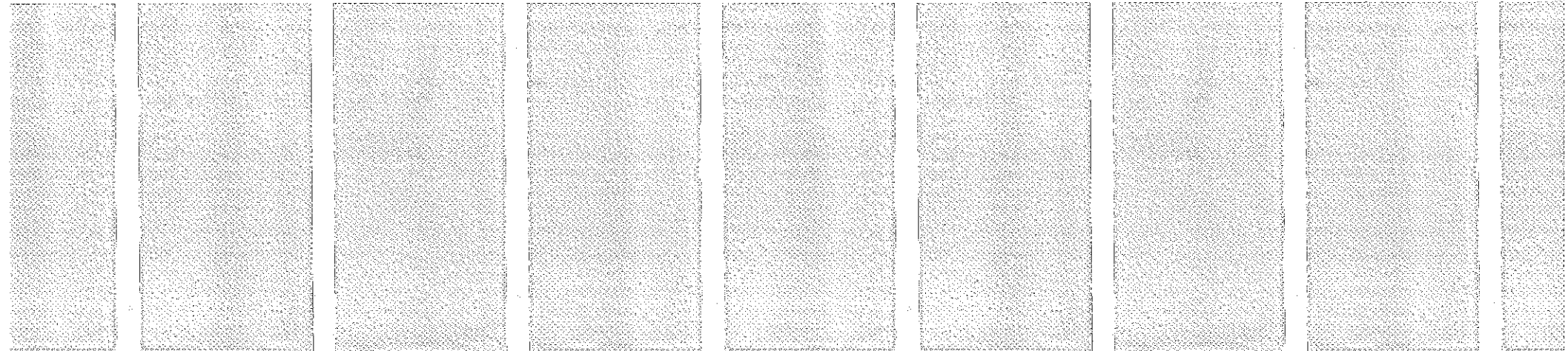
CURRENT AND RESTRUCTURED DISTRICT AND SCHOOL ADMINISTRATIVE STAFF

Current Administrative Staff—District and School (2010-2011)		Restructured Administrative Staff—District and School (2011-2012)	
Title	Name	Title	Name
Principal	Mr. Edward Gibbons	Principal	Mr. Edward Gibbons
Vice Principal	Mr. Gerald Benaquista	Vice Principal	Mr. Gerald Benaquista
Vice Principal	Mr. Michael Hamberg	Vice Principal	Mr. Michael Hamberg
Vice Principal	Mr. Benjamin Kloc	Vice Principal	Mr. Benjamin Kloc
Vice Principal	Mrs. Latee McCleod	Vice Principal	Mrs. Latee McCleod
		Director of Curriculum Secondary	Dr. Noreen Lishak



2012 FORM G
RESTRUCTURED ROLES AND RESPONSIBILITIES OF SCHOOL AND DISTRICT GOVERNANCE STAFF

Current Governance Staff		Restructured Governance Staff	
(1) Role/Responsibility	(2) Person(s) Responsible	(3) Restructured Role/Responsibility	(4) Person(s) Responsible
Observation and Evaluation of teacher performance	Principal/Vice Principal/Supervisor	Observation and Evaluation of teacher performance. Teacher walkthrough forms	Principal/Vice Principal/Supervisor
Monitor student performance through assessment data	Principal/Vice Principal/Supervisor	Monitor student performance through assessment data <ul style="list-style-type: none"> • Classroom assessment • Mid-Term Assessment • Final Assessment • Standardized Test 	Central Office Director Principal/Vice Principal/Supervisor
Student Discipline	Vice Principal	Student Discipline Grade Level	Principal Vice Principal
Student Attendance	Vice Principal	Student Attendance Grade Level	Principal Vice Principal
		Professional Learning Communities	Central Office Director Principal Vice Principal
		Teacher Lesson Review and Modeling	Central Office Director Principal Vice Principal Supervisor
		Grade Level Proficiency Review Grades 9 th , 10 th , 11 th , and 12 th	Central Office Director Principal Vice Principal Supervisor



Current Governance Staff		Restructured Governance Staff	
(1) Role/Responsibility	(2) Person(s) Responsible	(3) Restructured Role/Responsibility	(4) Person(s) Responsible

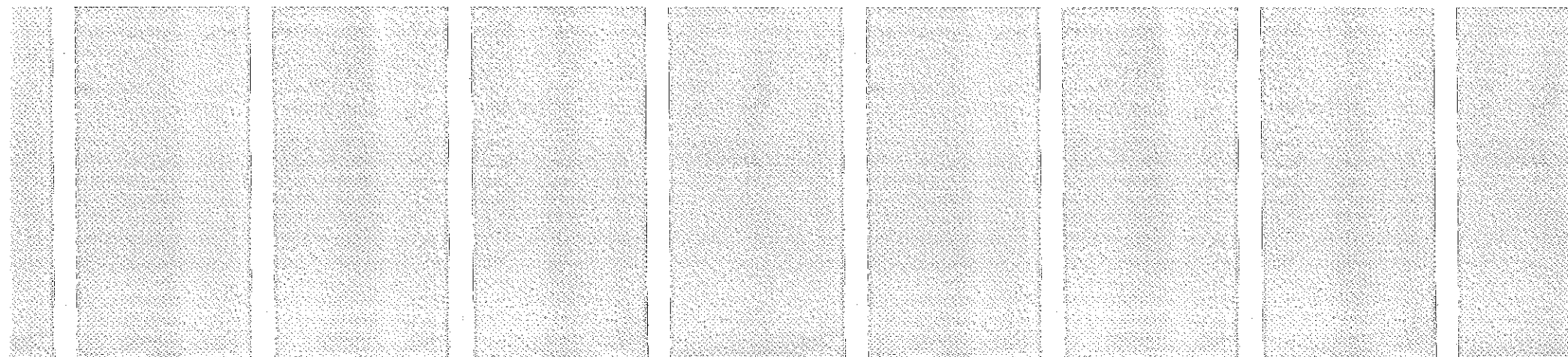
G1. In the space below, describe how the principal's responsibilities will change in the restructured school.

The principal will be responsible for closely monitoring lesson plan implementation and classroom instruction through teacher observation/evaluation and walkthroughs as well as assessing data from discipline and student absenteeism reports. The building principal will be responsible for reviewing monthly professional learning community agendas and minutes, providing topics and support as required. The principal will also be responsible for data analysis in the building as well as the dissemination of building data to faculty.

G2. How will the responsibilities of the district support staff change in the restructured school?

District mathematics and language arts supervisors will be responsible for additional review of teacher lesson plans as well as providing data on classroom assessments to teachers during PLC, common planning periods and department meetings. Additionally, the supervisors will be responsible for setting up classroom visitation for teachers to monitor other high school teachers within the same discipline considered to be implementing highly effective teaching strategies. Supervisors will continue to provide constructive feedback through teacher evaluations/observations and classroom walkthroughs.

The central office director will be responsible to monitor the building through the review of teacher observation/evaluation and walkthrough forms. The director will meet with the principal on a monthly basis to review the data collected in the building to include classroom assessment, proficiency assessment and standardized data. The central office director will conduct walkthroughs in the building utilizing a focused model walkthrough form for the implementation of best practices within the classroom that include differentiation of lessons and instructional strategies that meet the needs of all learners.

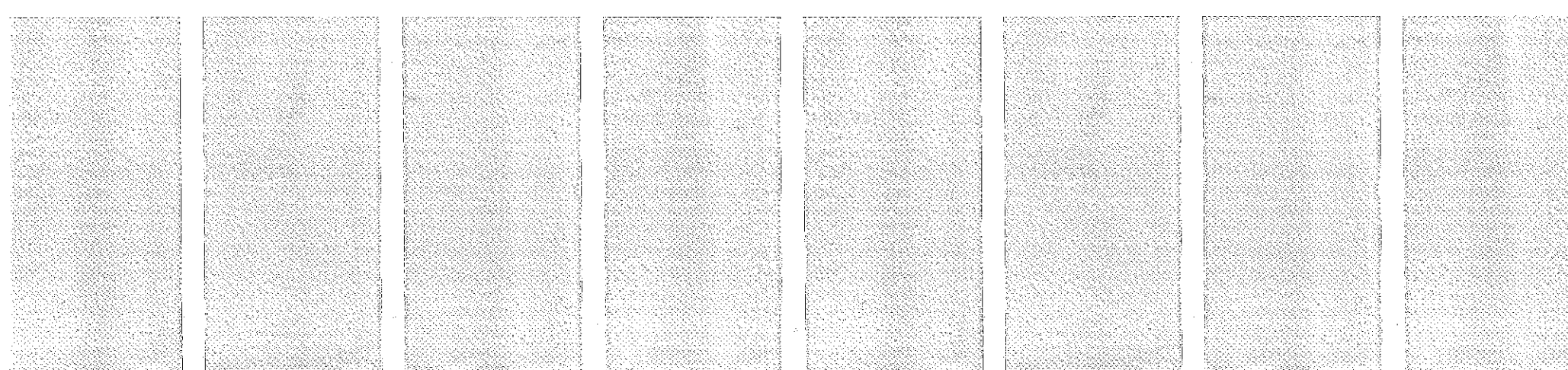


**2012 FORM H
LANGUAGE ARTS LITERACY - IMPACT OF RESTRUCTURING CHOICE ON STUDENTS**

Include the major language arts literacy programs/strategies that will be implemented at the school in 2012 for all students, special education students, and ELLs.

List the subgroups not making AYP in language arts literacy:	Total Population Students with Disabilities African-American Economically Disadvantaged
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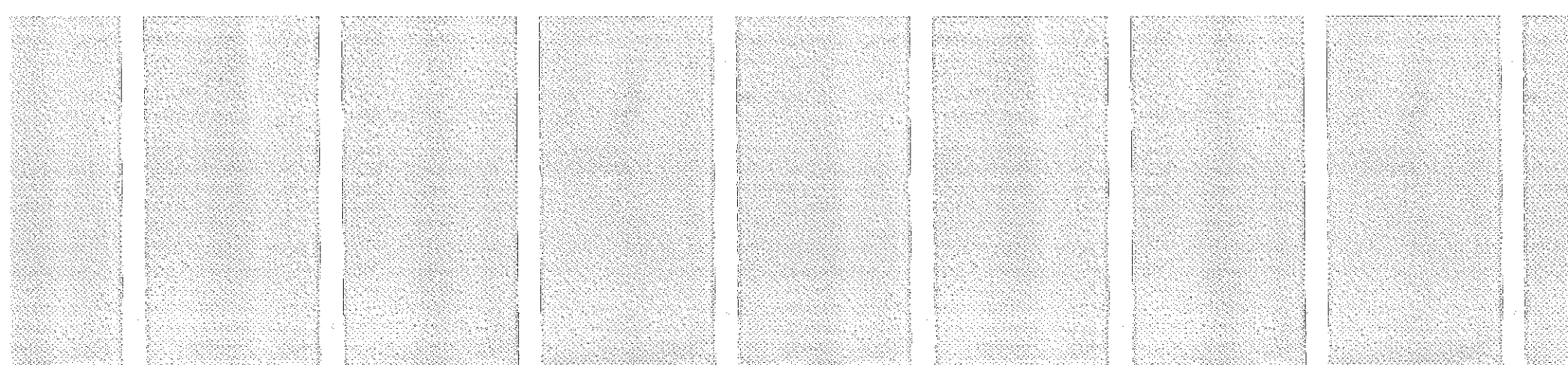
LAL Program/Strategy	Grade Level	All Students Yes/No	Special Education Yes/No	ELL Yes/No	Describe the impact of the governance changes on each LAL program/strategy.
Implementation of Co-Teaching Model	9 th -12 th	Y	Y	Y	Students will be instructed in a co-teaching model that includes general education and special education students receiving instruction from (2) teachers within one classroom. Impact of this strategy includes an increase in small group and one on one instruction for both general education and special education students, therefore resulting in an increase in classroom and standardized scores.
Implementation of Foundational class	9 th -12 th	Y	Y	Y	All students who are identified partly proficient on the NJASK8, NJPASS 9 th /10 th and/or HSPA standardized testing will be scheduled into an additional LAL class. Student enrolled in the foundation LAL class will receive review in grade level materials as well as an additional focus on reading, writing, and grammar. As a result of the foundational instruction each student's instructional time in LAL will increase to no less than XX minutes per day.
Implementation of Chapter Book Reading/Response	9 th -12 th	Y	Y	Y	All students are required to read at least 4 additional chapter books on grade level, beyond their required LAL class reading. Each student is required to respond



LAL Program/Strategy	Grade Level	All Students Yes/No	Special Education Yes/No	ELL Yes/No	Describe the impact of the governance changes on each LAL program/strategy.
					to a writing prompt upon completion of the book. The response is graded utilizing a teacher developed rubric.
Implementation of Tiered Lesson Planning/Differentiated Lesson Planning	9 th -12 th	Y	Y	Y	All students are scheduled into a teams and clusters model to increase the accountability of students within a small group of teachers. Impact includes the ability to discuss the student progress and provide additional communication with parents in a timely manner.
Extended Learning Opportunities	9 th -12 th	Y	Y	Y	Extended learning opportunities include after school program, and innovative learning opportunities program for language arts/writing and summer program. All of these programs focus on increasing the understanding of NJCCCS for language arts, student reading skills, comprehension and writing. Impact includes an increase in student writing and skills assessed in formative and summative assessments.
Administrative Reporting and Monitoring	9 th -12 th	Y	Y	Y	The additional requirements of the building administration, content area supervisors and district level director will allow for more oversight into the instructional strategies implemented within the LAL classroom. Administration will be charged with providing timely feedback to LAL teachers in best practices within the classroom and data analysis. Administrative attendance in weekly planning meetings and/or PLC meetings will allow administration to take part in discussions and obtain feedback as to the areas of difficulty teacher face within their department, therefore guiding the professional development required by the department.

* Add an asterisk if the program or strategy is new.

H1. If the school was in restructuring previously, explain what strategies were not successful and why.

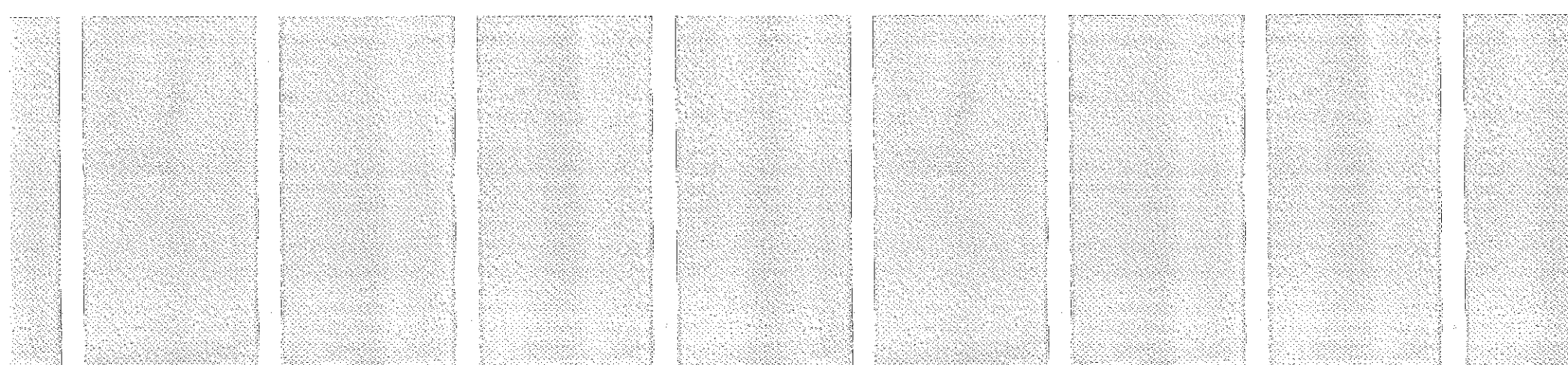


**2012 FORM I
MATHEMATICS - IMPACT OF RESTRUCTURING CHOICE ON STUDENTS**

Include the major mathematics programs/strategies that will be implemented at the school in 2012 for all students, special education students, and ELLs.

List the subgroups not making AYP in mathematics:	Total Population Students with Disabilities African-American Economically Disadvantaged
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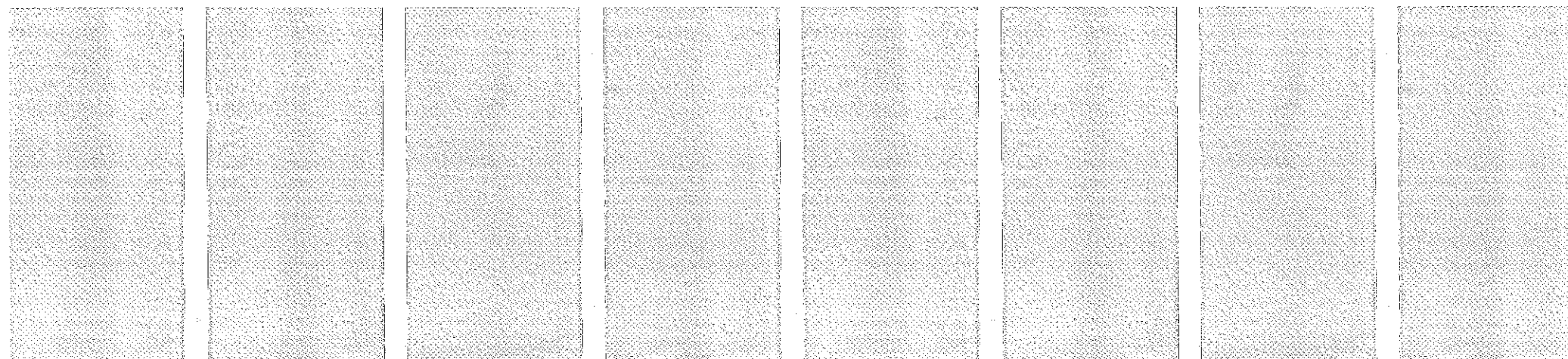
Mathematics Program/Strategy	Grade Level	All Students Yes/No	Special Education Yes/No	ELL Yes/No	Describe the impact of the governance changes on each Mathematics program/strategy.
Implementation of Co-Teaching Model	9 th -12 th	N	Y	N	Students will be instructed in a co-teaching model that includes general education and special education students receiving instruction from (2) teachers within one classroom. Impact of this strategy includes an increase in small group and one on one instruction for both general education and special education students, therefore resulting in an increase in classroom and standardized scores.
Implementation of foundation class of (2) periods of mathematic instruction per day	9 th -12 th	N	Y	Y	All identified students in need receive instruction in language arts and writing for no less than 2 periods (84 minutes) per day increasing instructional time to double . Students will receive instruction allowing for a deeper understanding of the core content standards for language arts and the increase writing requirements of the class.
Extended Learning Opportunities	9 th -12 th	N	Y	Y	Extended learning opportunities include embedded instruction of math in small group for remediation during elective and lunch periods. Saturday instruction for mathematics on a leveled program to reinforces concepts presented in class. Summer School for credit



Mathematics Program/Strategy	Grade Level	All Students Yes/No	Special Education Yes/No	ELL Yes/No	Describe the impact of the governance changes on each Mathematics program/strategy.
					recovery in mathematics. All of these programs focus on increasing the understanding of NJCCCS of mathematics and student computation skills. Impact includes an increase in student understanding of number sense, data analysis, and measurement assessed in formative and summative assessments.
Administrative Reporting and Monitoring	9th-12th	Y	Y	Y	The additional requirements of the building administration, content area supervisors and district level director will allow for more oversight into the instructional strategies implemented within the mathematics classroom. Administration will be charged with providing timely feedback to mathematic teachers in best practices within the classroom and data analysis. Administrative attendance in weekly planning meetings and/or PLC meetings will allow administration to take part in discussions and obtain feedback as to the areas of difficulty teacher face within their department, therefore guiding the professional development required by the department.

* Add an asterisk if the program or strategy is new.

II. If the school was in restructuring previously, explain what strategies were not successful and why.



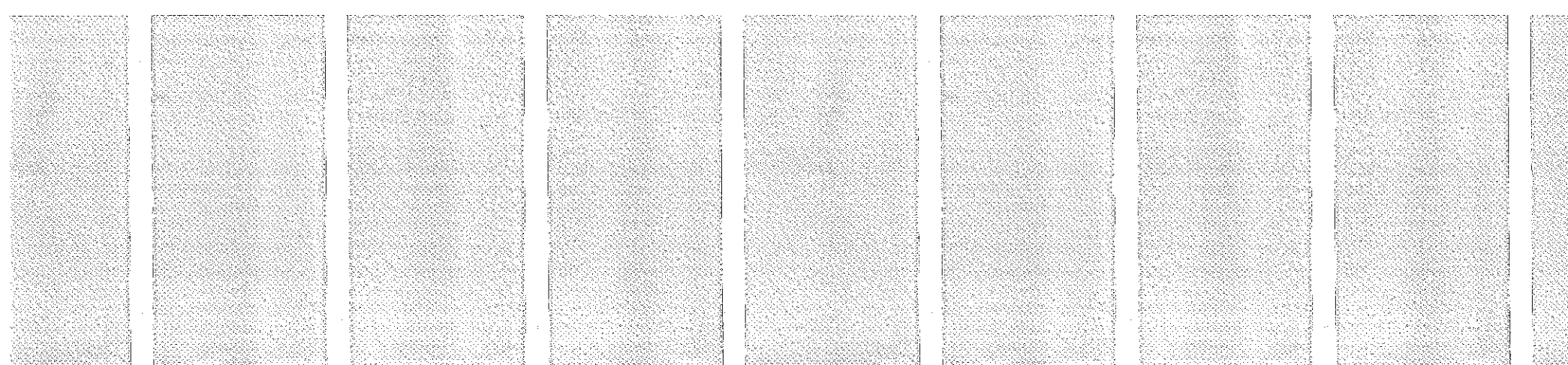
**2012 FORM J
PROGRAMMATIC, STRUCTURAL, AND INSTRUCTIONAL IMPACT OF DISTRICT/SCHOOL GOVERNANCE CHANGES**

Describe how the governance changes will positively impact the following:

1	Implementation of instructional programs recommendations in each domain—academic, culture, leadership	<p>1. Administration in the building will fully implement all instructional program recommendations set fourth by the central office as related to curriculum and instructional strategies including best practices, co-teaching and differentiated instruction. Recommendations presented and approved by the Board of Education address academics, culture and leadership tied directly to principal monitoring and teacher evaluation.</p> <p>2. All strategies set forth in the unified plan include the recommendation of the SLC for increased instruction in mathematics and language arts through the implementation of the foundation classes at Union High School, best practices, differentiated instruction and ongoing data analysis. Building administration along with district curriculum director and academic supervisors will continue to provide training and support in the development of these instructional programs as well as data analysis plans for the building. Additionally, continued use of targeted walkthroughs will serve as a tool in evaluating the effectiveness of program and instruction.</p> <p>The additional requirements of the building administration, content area supervisors and district level director will allow for more oversight into the instructional strategies implemented within the classroom. Administration will be charged with providing timely feedback to teachers in best practices within the classroom, data analysis, and other factors such as attendance and discipline that could be impacting the academic success of the students.</p>
2	Implementation of strategies in the NCLB Unified Plan	

Describe how the governance changes will positively impact the instructional schedule, including each of the following:

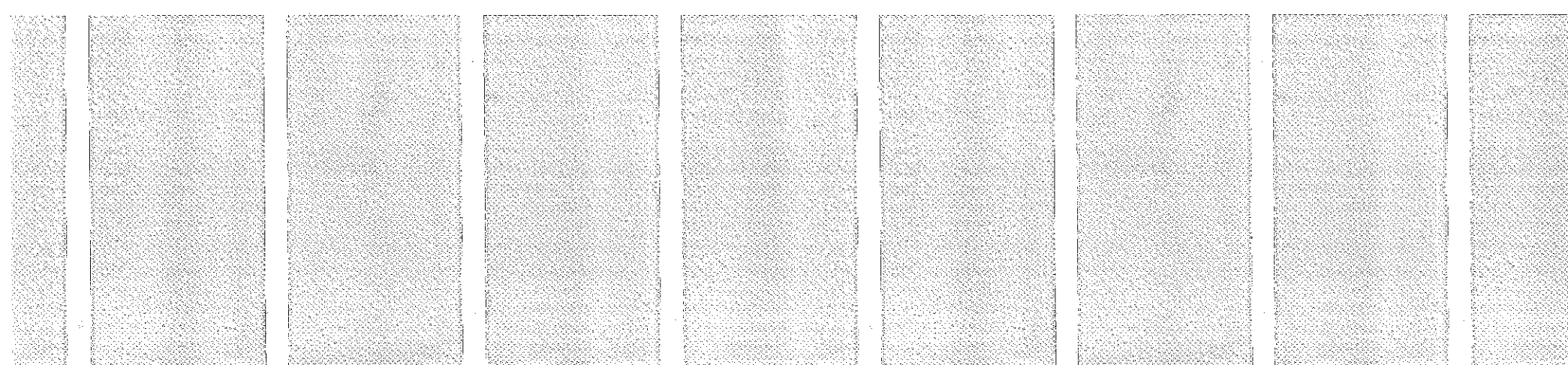
3	Time for language arts and/or mathematics instruction	<p>3. Increase in mathematics and language arts to no less than 84 as a result of the implementation of foundation classes will allow for building administration to monitor the strategies, instruction, best practices and assessments of students more often allowing for real time data review.</p>
4	Professional Learning Communities (PLC)	
5	Introduction of new instructional materials, including textbooks and technology	



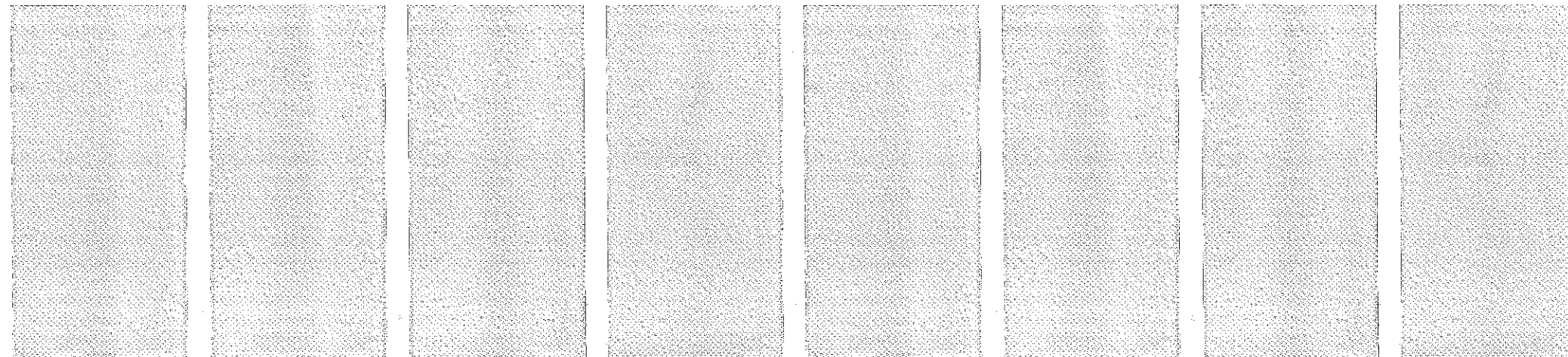
6	Use of interim or formative benchmarks and assessments, including the use of student performance evidence	4. Implementation of PLC's will allow for administration to meet with teachers at least twice per month to review student progress and provide support for teachers in instruction and program.
7	Extended learning opportunities	<p>5. Increase in technology will allow for the use of various software i.e. Compass Learning (Odyssey) and provide tools for differentiation of instruction. Building administration will utilize the new technology to collect data and student progress as well as review plans to ensure the use of technology in the classroom weekly.</p> <p>6. Additional assessments that include proficiency assessments and quarterly assessments will allow for the collection and distribution of student data to faculty. Building administrators will review and distribute data for discussion of root causes at least two times per school year.</p> <p>7. Extended learning opportunities in both language arts and mathematics include the Title I embedded support program, Title I Saturday program and Title I Summer School. Building administration along with central office will review data collected from all programs to measure if significant change has occurred as a result of the extended learning program implementation.</p>

Describe the strategies which the district will use to support the school's new governance structure, including each of the following:

8	Leadership and evaluation	8. Building leadership and evaluation of all building administrators will be conducted during monthly meetings that include all identified subgroups within the high school.
9	Tailored professional development	9. Professional development for all building administration will include training in all programs and strategies implemented in the building as well as additional training on effective leadership provided by the district.
10	Supplemental curriculum materials and technology	10. Reading of 6 grade level novels along with "dip stick" assessments and essay writing will continue throughout the school year.
11	Scheduled reviews of formative student assessments	11. Monthly meetings between the central office director, academic supervisors and building administration will include data review of formative student assessments.
12	Scheduled learning walks with feedback	12. Monthly walkthroughs will include a targeted focus strategy provided by the building administration. Walkthroughs will include strategies and building objectives as well as program implementation.



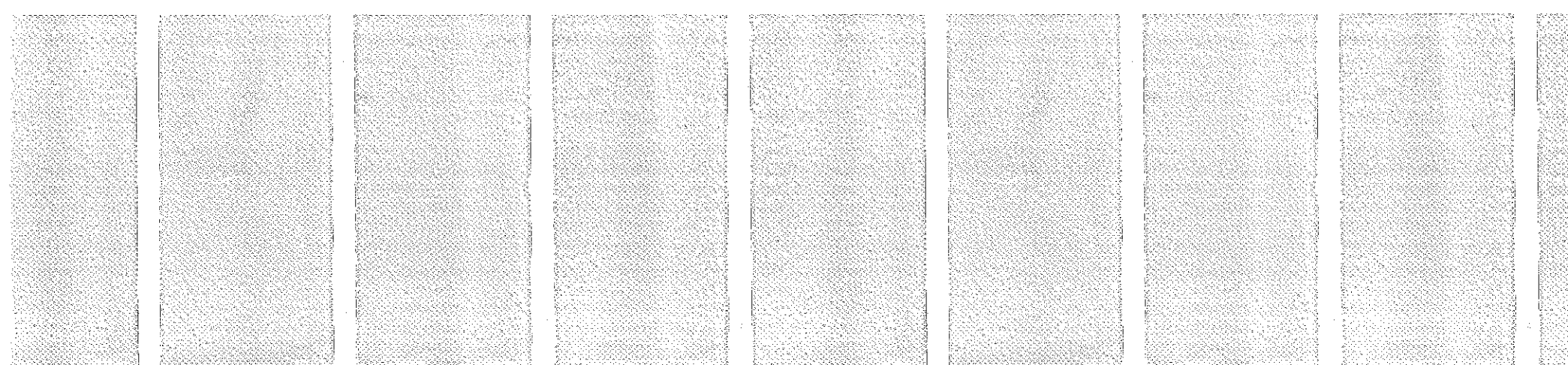
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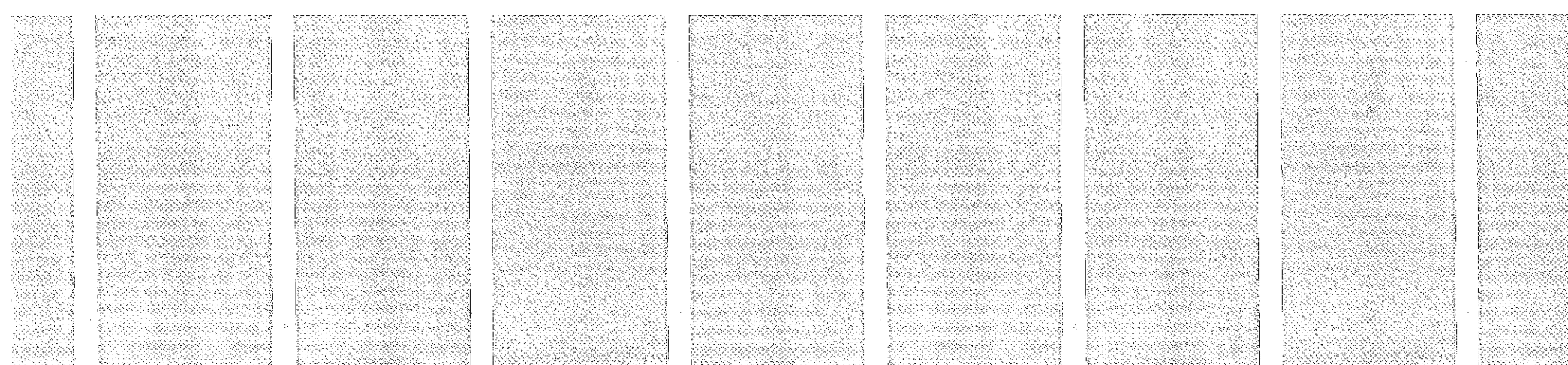
**2012 FORM K
COMMUNITY INVOLVEMENT, STAKEHOLDER INPUT, PLAN DEVELOPMENT & OVERSIGHT MEETINGS**

In the table below, summarize all meetings held with stakeholder groups regarding the development and planned (future) oversight regarding the restructuring plan. Attach signed attendance forms, agendas, and minutes when submitting the plan.

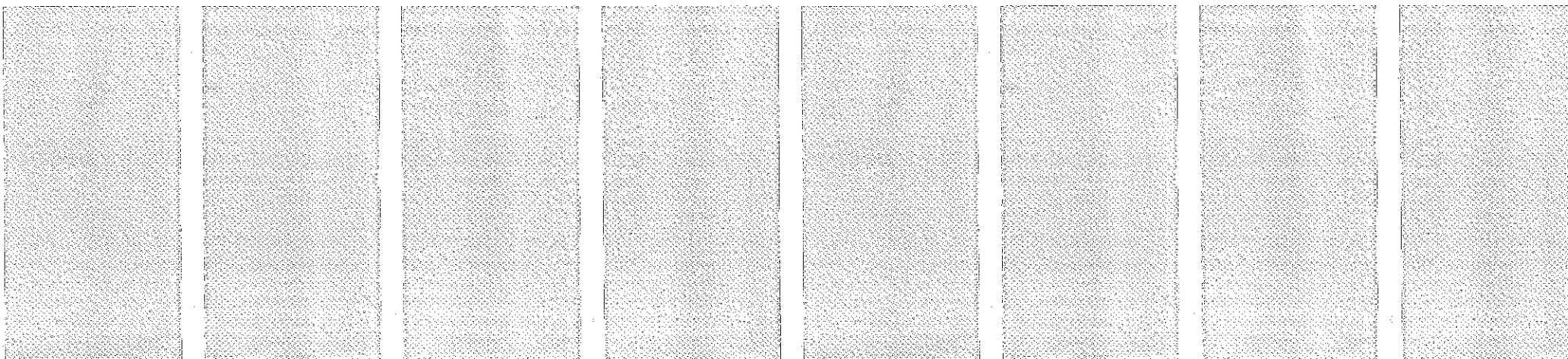
Meeting Date	Location	Stakeholder Groups Attending	Number Attending	Purpose	Meeting Summary
August 9, 2011	Township of Union Board Office	Consultation Committee	7	Review Restructuring Plan Options NCLB Unified Plan Timeline Discussion Schedule of Community Meetings	The committee reviewed the Unifies Plan , well as the changes to program and instruction already set in place for the school year 2011-2012. The committee discussed the culture and climate of Union Senior High School since the changes have been implemented. The committee discussed the various options available for the restructuring plan. The committee decided additional information needed to be collected from the community to ensure the concerns of the community would be addressed when developing the restructuring plan. Community meetings were scheduled for Union Senior High School
August 15, 2011	Union Senior High School Library	Consultation Committee Members Community Members	11	Union Senior High School Restructuring Meeting Root Causes Analysis Options	During a presentation conducted by the Director of Curriculum information regarding the Union Senior High School restructuring plan, root causes and data review was provided to the community. Parents and teachers discussed the concerns they had regarding the restructuring plan as well as reviewed the changes that had been put in place in the 2010-2011 school year. The overwhelming response from parents was positive regarding the changes in schedule, teams and clusters, student assessments and additional homework and reading; however parents were vocal on parent communication. The community feels Union Senior High School has a lack of communication between families and



Meeting Date	Location	Stakeholder Groups Attending	Number Attending	Purpose	Meeting Summary
					<p>community. The community recommended various strategies for increasing parental involvement that includes:</p> <p>List-serve PTA e-mail Reverse Dial all System</p> <p>Parent Workshop Parent University "How To" Genesis Program Training</p> <p>Teacher Developed: Teacher Website</p>
August 18, 2011	Union Senior High School Library	Consultation Committee Members Community Members	9	Union Senior High School Restructuring Meeting Root Causes Analysis Options	<p>During a presentation conducted by the Director of Curriculum information regarding the Union Senior High School restructuring plan, root causes and data review was provided to the community. Parents and teachers discussed the concerns they had regarding the restructuring plan as well as reviewed the changes that had been put in place in the 2010-2011 school year. The overwhelming response from parents was positive regarding the changes in schedule, teams and clusters, student assessments and additional homework and reading; however parents were vocal on parent communication. The community feels Union Senior High School has a lack of communication between families and</p>



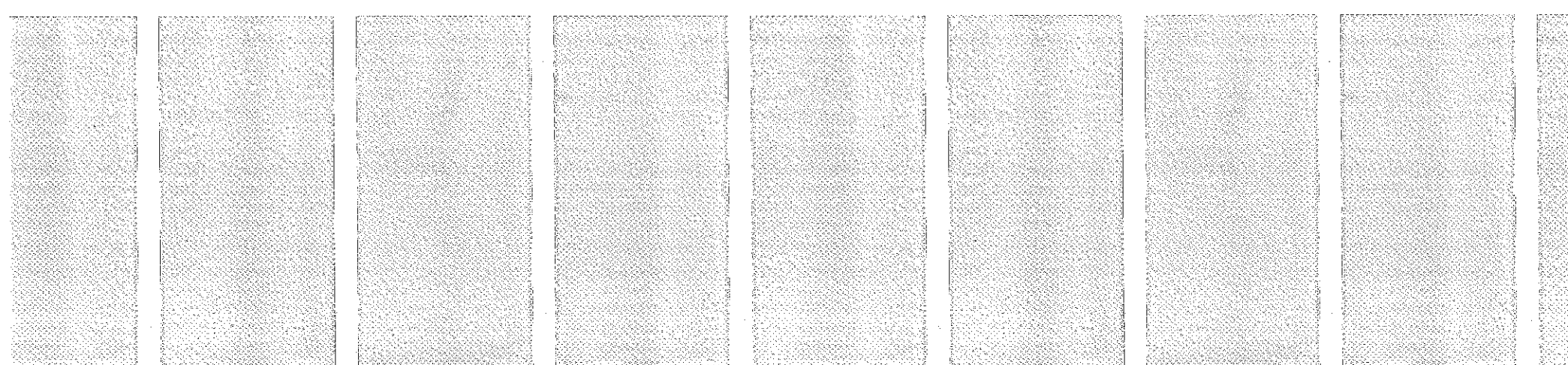
Meeting Date	Location	Stakeholder Groups Attending	Number Attending	Purpose	Meeting Summary
					community. The community recommended various strategies for increasing parental involvement that includes: List-serve PTA e-mail Reverse Dial all System Parent Workshop Parent University "How To" Genesis Program Training Teacher Developed: Teacher Website
August 23, 2011	Township of Union Board Office	Consultation Committee Members Community Members			Union Senior High school community meeting of proposed restructuring plan.
October 4, 2011	Township of Union Board Office	Consultation Committee Members Community Members			Review of Restructure Plan by committee and submission to the UBOE for approval
October 6, 2011	Union Senior High School Auditorium	Consultation Committee Members Community Members			Presentation of Union Senior High School proposed restructuring plan as reviewed by consultation committee with continued instructional strategies and community input suggestions. Community comments and concerns were noted by presenter.
October 19, 2011					Submission of Union Senior High School Restructure Plan



Meeting Date	Location	Stakeholder Groups Attending	Number Attending	Purpose	Meeting Summary

K1. Describe the process the district will use to involve the school community (including, but not limited to, school leadership, instructional and non-instructional school staff, district/school union representatives, School Improvement Committee, parents, PTO, community leaders) in the (a) development, (b) implementation, and (c) oversight of the of the restructuring plan.

Community (including administration, faculty, students, teachers, UTEA members, parents and community) were notified of meetings to provide feedback, comments and concerns regarding the development of the restructuring plan through website, parental notification letters, and sign boards and district website. Community was invited to partake in the development of the plan by providing feedback through community meetings addressing all of the areas listed in the restructuring plan, recommendations from the committee and previous community meetings were provided to the community to discuss and review prior to the plan development. Detailed information was recorded and discussed during Consultation Committee meetings. Implementation of the plan will include monitoring through scheduled community meetings held twice per year (2011-2012) to inform community of the progress of the plan as designed. Oversight of the plan will be conducted through a central office monthly meeting held between building administration and central office that includes data review, strategies, building objectives and school climate.



**2012 FORM L
CHANGES IN SCHOOL ORGANIZATION/STRUCTURE**

Grade Levels	2010-2011 Structure			2011-2012 Structure		
	(1) Number of Classes in Each Grade	(2) Number of Inclusion Classes	(3) Average Size of Classes	(4) Number of Classes in Each Grade	(5) Number of Inclusion Classes	(6) Average Size of Classes
Pre K						
Kindergarten						
1						
2						
3						
4						
5						
6						
7						
8						
9	69	37	21	63	35	24
10	83	32	20	71	31	23
11	75	22	21	74	2	22
12	46	8	19	48	5	20
Self-Contained Special Education	2		11	3		6
Resource Room	58		7	49		6
Bilingual/ESL	7		9	5		8

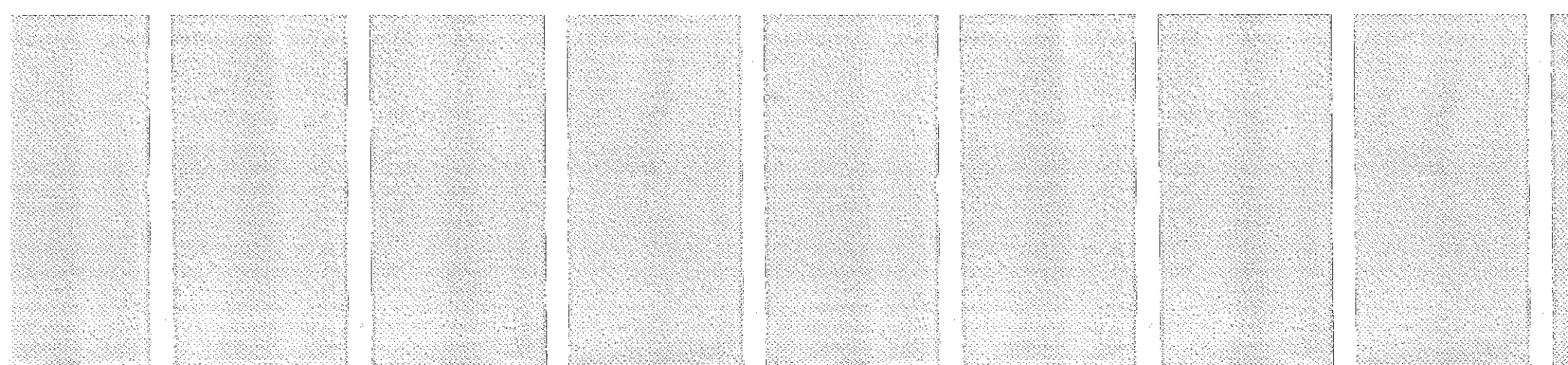
**2012 FORM M
CHANGES IN INSTRUCTIONAL STAFF ASSIGNED TO EACH GRADE LEVEL**

Number of Teachers Assigned to School			
	Current School: 2011	Restructured School: 2012	
Grade	Number	Grade	Number
PreK		PreK	
Kindergarten		Kindergarten	
Grade 1		Grade 1	
Grade 2		Grade 2	
Grade 3		Grade 3	
Grade 4		Grade 4	
Grade 5		Grade 5	
Grade 6		Grade 6	
Grade 7		Grade 7	
Grade 8		Grade 8	
Grade 9	187	Grade 9	178
Grade 10	187	Grade 10	178
Grade 11	187	Grade 11	178
Grade 12	187	Grade 12	178
Special Education Self-Contained	2	Special Education Self-Contained	3
Special Education Resource Room	2	Special Education Resource Room	3
Bilingual		Bilingual	
ESL		ESL	

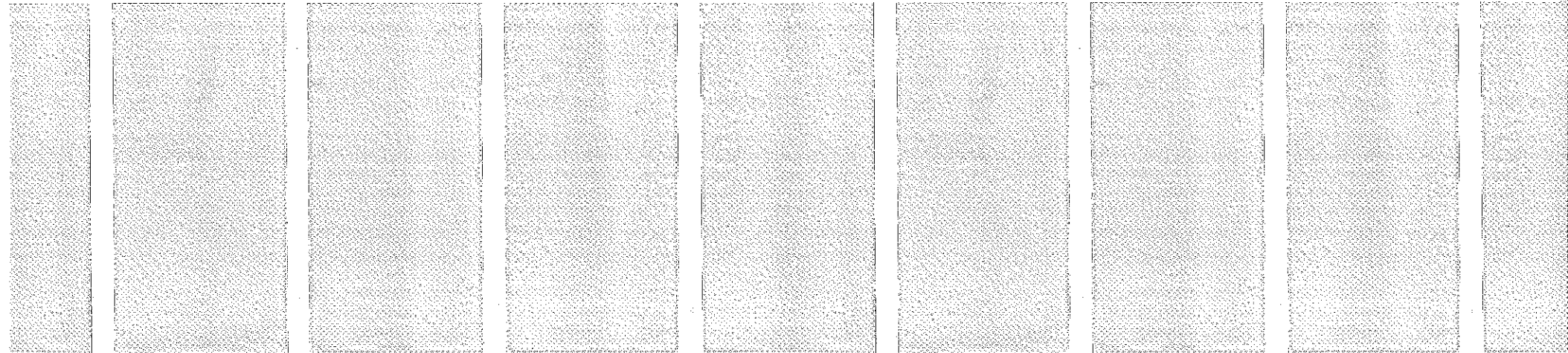
2012 FORM N
CLASSROOM INSTRUCTIONAL STRATEGIES TO SUPPORT THE RESTRUCTURED SCHOOL

In the chart below, indicate classroom strategies that will be used to support the restructured school.

(1) Classroom Instructional Strategy	(2) Brief description of the strategy	(3) Rationale for implementation of the strategy	(4) Evaluation Method(s)	(5) Name of Person Responsible for Implementation
Holistic Scoring Rubric/Teacher Developed Rubric	Students are required to complete writing assignment utilizing the holistic scoring rubric	Students are aware of requirements and scoring expectations prior to submission.	Student work observation	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Noreen Lishak Director of Curriculum
Tiered Lesson Planning	Teachers design lessons to meet the needs of all learners through differentiation of assignments and assessments.	Utilization of differentiation strategies into the classroom	Weekly review of lesson plans that include differentiated activities and assessments	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Noreen Lishak Director of Curriculum
Co-Teaching	Teachers assigned to classroom to instruct general education and special education students thought seamless transitions in lesson instruction. Small group and one on one are encouraged for presenting and reinforcing academic concepts.	Opportunity for general education teachers to receive instruction on working with special education students within the inclusive classroom	Teacher lesson plans Teacher evaluations and observations	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special



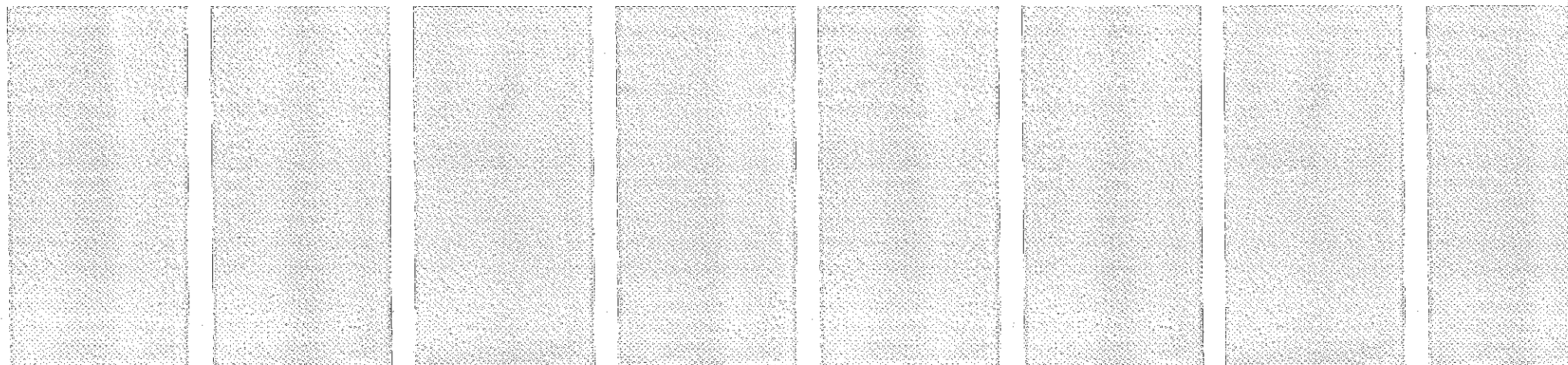
(1) Classroom Instructional Strategy	(2) Brief description of the strategy	(3) Rationale for implementation of the strategy	(4) Evaluation Method(s)	(5) Name of Person Responsible for Implementation
				Education
Cross Curricular Lessons/Projects	Students work on projects Designed to incorporate information from various curricular areas. Students develop projects and are assessed on a variety of areas listed in the project plans	Utilization of best practices to include cross curricular lessons as well as improve the culture of the schools by encouraging group interaction for learning	Project Student assessments Lesson Plans	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special Education
Small Group Instruction	Lesson and instruction methods include instruction within small groups through stations and facilitation of lessons	Best practice of limited lecture and whole class instruction. Development of student driven instruction opposed to teacher directed instruction.	Student work Lesson Plans that include station and various group assignments	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special Education
Technology Infusion	Teachers include in weekly lessons the infusion of technology into classroom instruction, classroom work and assessments	Infusion of varied learning through differentiation of instructional strategies	Lesson Plans Student Projects and Assignments	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special Education



(1) Classroom Instructional Strategy	(2) Brief description of the strategy	(3) Rationale for implementation of the strategy	(4) Evaluation Method(s)	(5) Name of Person Responsible for Implementation
Implementation of differentiated strategies including Choice Menu Perfect Ten Tic-Tac-Toe Jig Saw Carousel Stations Think-Pair -Share	Teachers include in weekly lessons one or more of the following differentiated activities to meet the needs of the various learners in the classroom	Utilization of differentiation instructional strategies in the classroom	Lesson Plans Student Projects and Assignments Homework Assignments	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special Education

* Add an asterisk if the strategy is new.

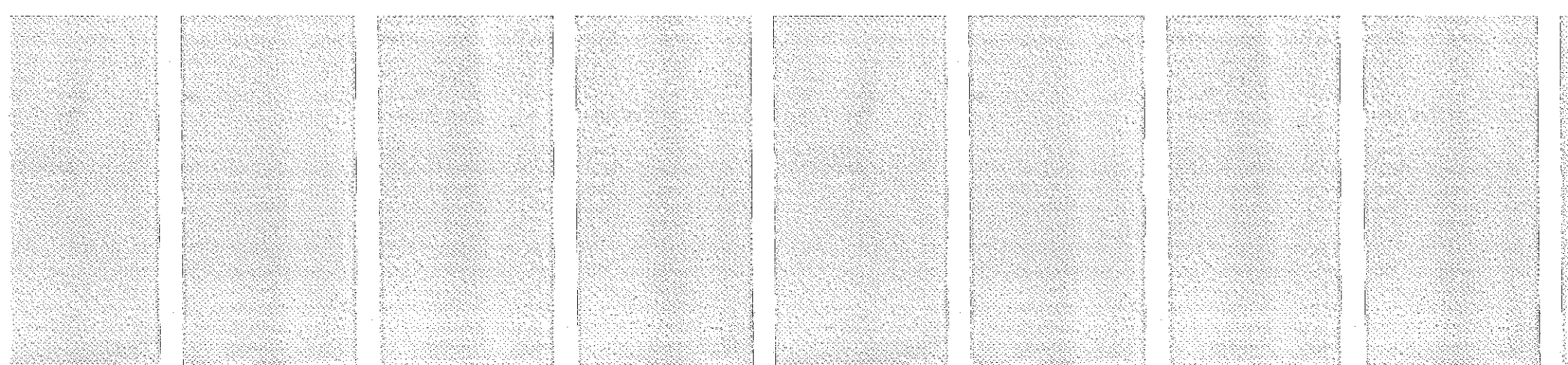
N1. If the school was in restructuring previously, explain what strategies were not successful and why.



**2012 FORM O
PROFESSIONAL DEVELOPMENT TO PREPARE INSTRUCTIONAL STAFF**

Indicate the professional development that will be implemented to support instructional staff in the restructured school. Do not include professional development already listed in the NCLB Unified Plan.

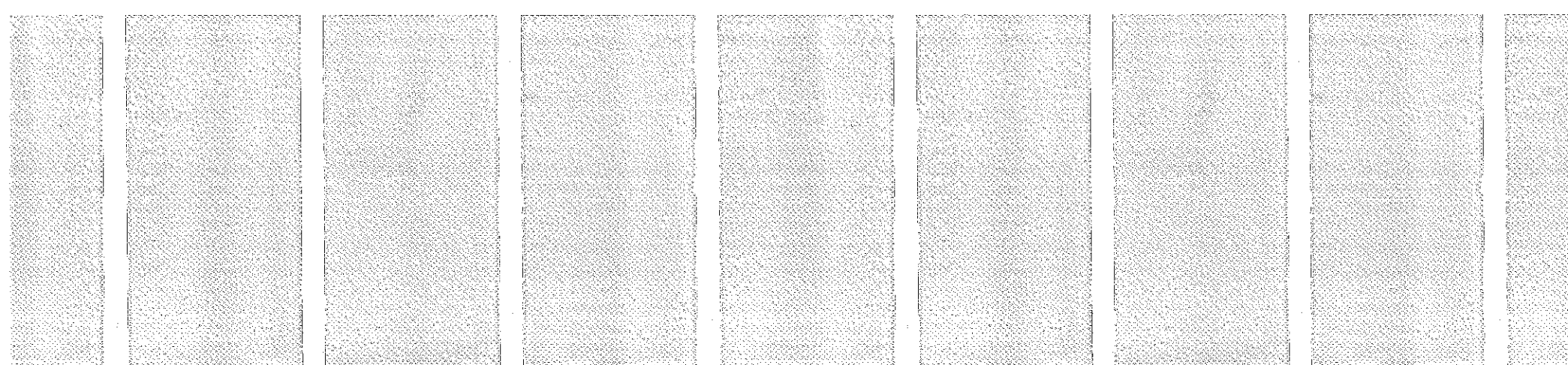
(1) Professional Development	(2) Rationale	(3) Provider	(4) Frequency	(5) Evaluation Method	(6) Person Responsible Implementation & Evaluation
Use of scoring rubric in the classroom	Students utilize the scoring rubric to ensure all requirements of the assignment are met	Rutgers University	21 days of ongoing days of professional development	Lesson plans that include the use of scoring rubric	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special Education
Use of best practices in the classroom setting	Best practices including differentiation in the classroom	Rutgers University	21 days ongoing	Lesson plans, assignments and assessments that include differentiation	Building Principal Edward Gibbons Supervisor Language Arts Mary Malyska Supervisor Mathematics Jason Mauriello Donna Wozniak Supervisor Special Education
Instructional strategies	Implementation of best practices including	Rutgers University	21 days ongoing	Lesson plans, assignments and	Best practices including



(1) Professional Development	(2) Rationale	(3) Provider	(4) Frequency	(5) Evaluation Method	(6) Person Responsible Implementation & Evaluation
for including differentiation tools within the classroom	differentiation in the classroom			assessments that include differentiation tools	differentiation in the classroom

* Add an asterisk if the program or strategy is new.

O1. If the school was in restructuring previously, explain what strategies were not successful and why.



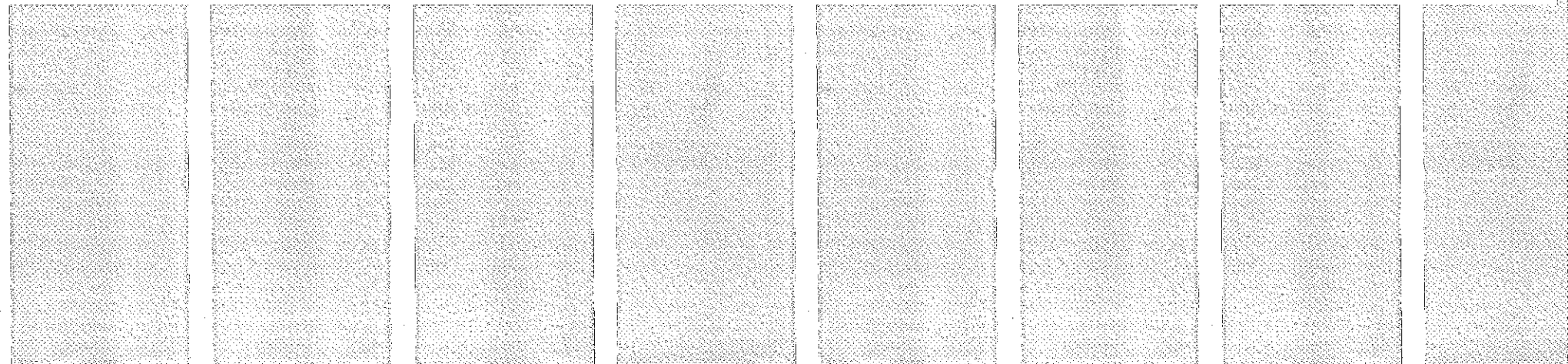
**2012 FORM P
PROFESSIONAL DEVELOPMENT TO PREPARE LEADERSHIP STAFF**

Indicate the professional development that will be implemented to support leadership staff in the restructured school. Leadership staff in restructured schools must participate in a turnaround network.

(1) Professional Development	(2) Rationale	(3) Provider	(4) Frequency	(5) Evaluation Method	(6) Person Responsible Implementation & Evaluation
District Professional Development that include: Teacher Observation and Evaluation Best Practices Data Analysis Understanding Curriculum Design Professional Learning Communities Motivating Students for Success Teaching in Extended Time	District administration is in need of training on implementing leadership skills necessary to lead a successful building. Principal University is designed to provide training to administrators on how to become successful leaders.	District	Summer Institute 3 Professional Development Days per year On going Professional Development monthly	District evaluation Teacher Feedback Survey	Central Office Superintendent Assistant Superintendent Principal Vice Principal

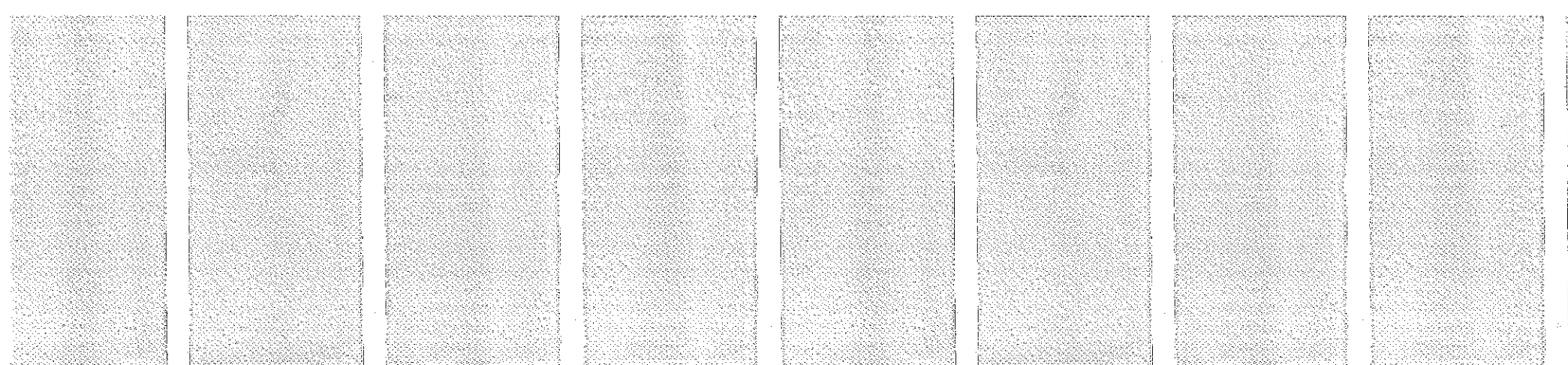
* Add an asterisk if the program or strategy is new.

P1. If the school was in restructuring previously, explain what strategies were not successful and why.



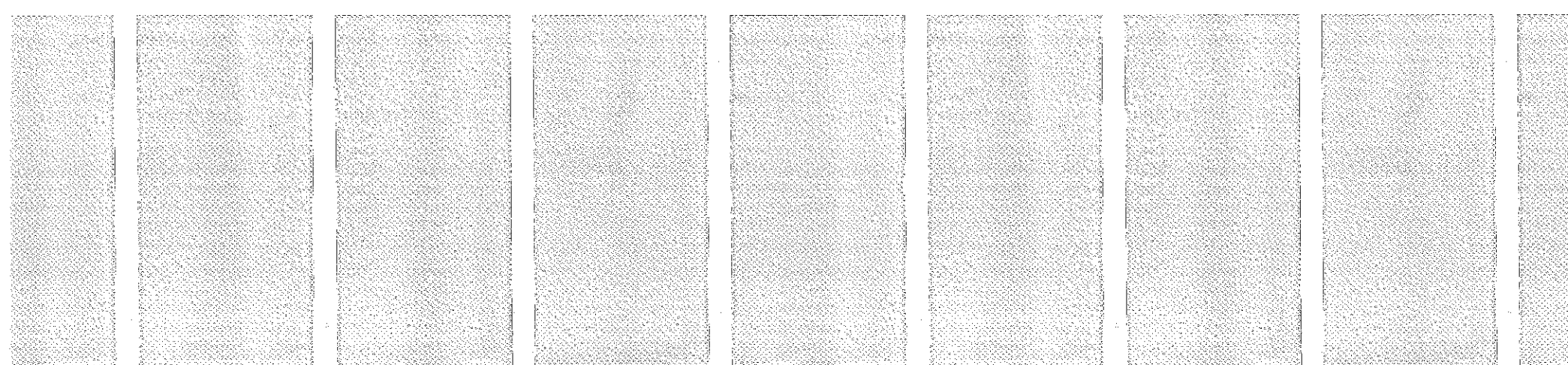
2012 ACTION PLAN RESTRUCTURING PLAN—GOVERNANCE

<p>Governance Changes: Briefly indicate the governance changes.</p>	<p>It is recommended at this time to have administrations who are currently assigned to the building continue in their current positions with amended and additional duties. All Unified plan strategies have been implemented, however a sufficient amount of time has not past to determine if the fully implemented plan has been effective.</p>		
<p>Indicators of Success: What outcomes will indicate effectiveness of the governance changes?</p>	<p>Indicators of success will include a monthly review of reports and district approved forms on instructional practices and strategies within the classroom., walkthrough reports and a review of classroom data with building administrators, supervisors and central office director conducted on a monthly basis. In addition, a data review of mid-year and final proficiency assessments, as well as standardized test results will be conducted between building administrators supervisors and central office director. Bi-monthly review of student discipline and attendance reports will be analyzed in an effort to recognize patterns of academic deficiency within the student population.</p>		
Description of Action Plan Steps	Persons Involved	Resources* Needed	Due Date - Timeline
Administration planning meeting for the development of data action plan based on HSPA assessment data and building proficiency assessments	Principal Vice Principals Supervisors Curriculum Director	School / District Approved Schedule	August 2011
Review and update building walkthrough form concentration on instructional strategies	Principal Vice Principals Supervisors Curriculum Director	Copy of Walkthrough Form	August 2011
Walkthrough schedule and building theme review	Principal Vice Principals Supervisors Curriculum Director	Copy of Walkthrough Form	September 2011 and continuing throughout the school year
Development of administrative lesson plan assessment schedule	Principal Vice Principals Supervisors	Supervisor schedule of lesson plan collection and review	September 2011



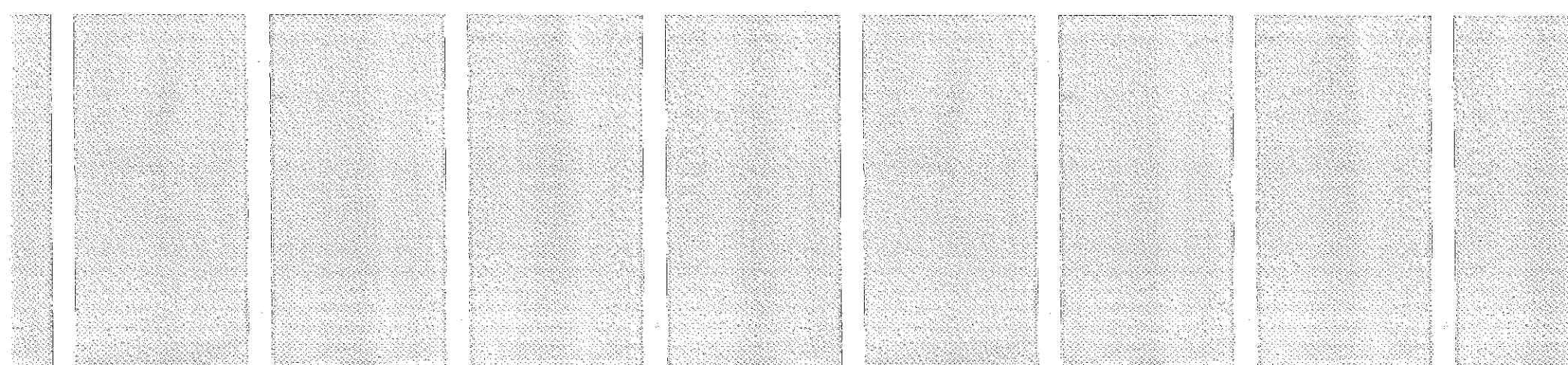
	Curriculum Director		
Development of data analysis schedule (summative and formative)	Principal Vice Principals Supervisors Curriculum Director	Building assessment cycle chart	September 2011
Presentation of data analysis to faculty	Principal Vice Principals Supervisors	Assessment data analysis	September 2011 and continuing throughout the school year
Review of student discipline reports	Principal Vice Principals Guidance	Discipline report	September 2011 and continuing throughout the school year
Review of student absent reports	Principal Vice Principals Guidance	Absentee Report	September 2011 and continuing throughout the school year
Development of a schedule for administrators attendance at a minimum of (1) grade level common planning/team meeting per week	Principal Vice Principals Supervisor	Team schedule	September 2011 and continuing throughout the school year

*List the possible costs for implementing the governance changes listed in the restructuring plan? List possible sources of funds and reallocations.

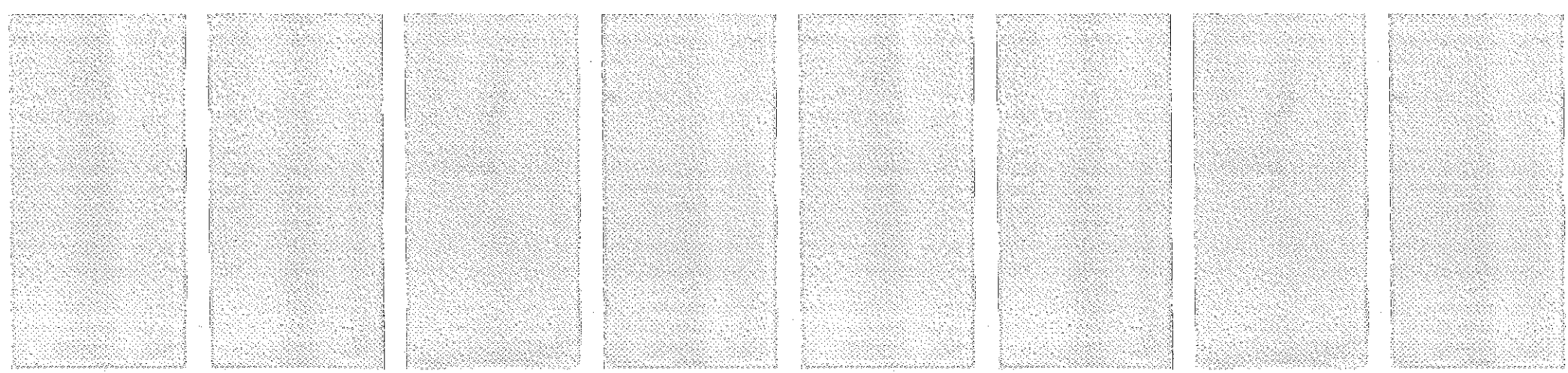


2012 ACTION PLAN RESTRUCTURING PLAN—PROGRAM & INSTRUCTION

<p>Name of Program or Strategy: Briefly indicate the changes in program and instruction</p>	<p>At this time there are no plans to make any changes to the building administration due to the implementation of strategies showing a measureable improvement in language arts. Additionally, the high school is awaiting the CAPA visit for recommendations on improvement from the team. Recommendation may include the following : a change in program, schedule, common planning and implementation of best practices</p>		
<p>Indicators of Success: What outcomes will indicate effectiveness of the program & instruction changes?</p>	<p>Increase in student scores both summative and formative as well as an increase in differentiated instruction within the classroom will indicate the effectiveness of the consistent implementation of strategies.</p>		
<p align="center">Description of Action Plan Steps</p>	<p align="center">Persons Involved</p>	<p align="center">Resources* Needed</p>	<p align="center">Due Date - Timeline</p>
<p>Schedule design to include instruction of 2 periods of mathematics and language arts for students in need of additional instruction.</p>	<p>Building Principal Vice Principal Technology Director Guidance</p>	<p>Technology Master Schedule</p>	<p>September 2011 and continuing throughout the school year</p>
<p>Implementation of Holistic Scoring Rubric</p>	<p>Building Principal Vice Principal Supervisor Language Arts Curriculum Director</p>	<p>Materials Outside Training</p>	<p>September 2011 and continuing throughout the school</p>
<p>Implementation of best practices including differentiated strategies</p>	<p>Building Principal Vice Principal Supervisor Language Arts Supervisor Supervisor mathematics Supervisor Special</p>	<p>Tool Kit</p>	<p>September 2011 and continuing throughout the school year</p>



	Education Curriculum Director		
Data analysis of building data	Building Principal Vice Principal Faculty Supervisor Language Arts Supervisor mathematics Supervisor Special Education Curriculum Director	Assessment Scores Formative/Summative	September 2011 and continuing throughout the school year
Professional Learning Communities (PLC)	Building Principal Vice Principal Faculty Supervisor Language Arts Supervisor mathematics Supervisor Special Education Curriculum Director	Printed Materials Professional Development Scheduled Meeting Time	September 2011 and continuing throughout the school year
Supplemental Reading Novels	Building Principal Vice Principal Faculty Supervisor Language Arts Supervisor mathematics Supervisor Special Education Curriculum Director	Novels Schedule Assessments	September 2011 and continuing throughout the school year



Cross Curricular Planning	Building Principal Vice Principal Faculty Supervisor Language Arts Supervisor mathematics Supervisor Special Education Curriculum Director	PLC Planning Time Materials	September 2011 and continuing throughout the school year

*List the possible costs for implementing the program and instruction changes in the restructuring plan? List possible sources of funds and reallocations.

