

Research Supported Characteristics of Schools that Narrow Achievement Gaps

7 Correlates of Effective Schools	9 Characteristics of High-Performing Schools	Montclair Strategic Plan
Safe and Orderly Environment	Supportive Learning Environment	Implementation of Marshall Teacher Rubric (Classroom Management) Implementation of the Marshall Principal Rubric (Discipline and Family Involvement) Climate Survey (spring 2014) Recruit staff that reflect the diversity of the community
Climate of High Expectations	High Standards & Expectations for All Students	Implementation of Marshall Teacher Rubric (Delivery of Instruction & Monitoring, Assessment and Follow-Up) Climate Survey SAIL program MFEE supported town reading on the importance of high expectations
Instructional Leadership	Effective School Leadership	Implementation of the Marshall Teacher Rubric Implementation of the Marshall Principal Rubric PD on high quality teacher observations & feedback
Clear Mission	A Clear and Shared Focus	Implementation of the Marshall Principal Rubric (Domain Ad)
Frequent Monitoring/Student Progress	Frequent Monitoring of Learning and Teaching	Implementation of the Marshall Teacher Rubric (Monitoring, Assessment and Follow-Up) Implementation of the Marshall Principal Rubric (Curriculum & Data, Supervision, Evaluation & Professional Development) PD on Effective Checks for Understanding & Quality Questioning techniques Common Assessments (Developmental Reading Assessment, unit assessments) Developing and monitoring quality IEP goals Pre-K screening tool to inform K instruction
Home-School Relations	High Levels of Family and Community Involvement High levels of collaboration and communication	School Improvement Plans require new parent engagement strategy (2013/14) Consistent and effective SATs (new policy & regulations); focused on SIP & parent engagement MNDC suspension program Pre-k to k transition coach Summer learning loss program Tracking parent concerns at central to inform continuous improvement (2014-15) Grade 8 to 9 transition (MHS SAT) IEP communication & process improvements for parents Community Partnership* Meetings to increase and improve support for students and families
Opportunity to Learn/Time on Task		School supports for partially proficient students Response to Intervention systems Special Education Services Pre-k to k transition coach (Decrease special education referrals) Partnerships with all community Pre-K providers After school tutoring: IMANI, Succeed 2gether, Y After school programs
	Focused Professional Development	Curriculum PD Teacher Evaluation PD (DEAC determined need areas) Principal PD on teacher observations and implementing the new teacher evaluation system MFEE "Bank" of videos of "best practices" (2014-15) Staff training on cultural sensitivity (2014-15)
Curriculum, Instruction, Assessments Aligned to State Standards		Teacher developed standards aligned curriculum with common assessments (Balanced Literacy)

Strategies specific to Special Education: Goal 1: 17, 18, 19, 22, 23, 24, 25 (recommended by: Special Education Parent Advisory Council)
Community Partners: IMANI, Sister to Sister, Brother to Brother, MNDC, Y afterschool, summer and enrichment, Montclair Art Museum,

Correlates of Effective Schools Research (Edmunds, Brookover, Lezotte)

- A response to the conclusions in the 1966 Federal Study titled known as “The Coleman Report” which concluded that schools don't make a significant difference in determining levels of student achievement. The findings proposed that children from poor families could not learn regardless of what the school did or did not do.
- The movement to counter “The Coleman Report” was led by Dr. Ronald Edmonds, Director of the Center for Urban Studies at Harvard
- From 1966-1976 Edmunds working with Brookover, Lezotte and others studied schools that showed high achievement with large populations of poor students and then published those commonalities as the seven correlates of effective schools
- Work continues to present day and research continues to link these 7 practices to schools that effectively educate ALL students to high levels

Nine Characteristics of High Performing Schools (Compilation of many research studies (2 editions): Authors referenced include: Darling-Hammond, DuFour, Elmore, Fullan, Marzano, Schlechty, Schmoker, Senge, Saphier, Wagner, Stigler – over 120 supporting research articles from 1990-2010)

- Seeking common practices of High Performing Schools
- Emphasize that there is no single “silver bullet” but instead a group of practices with inter-dependencies
- Focus on actual implementation versus making plans to take action

Descriptions of Criteria

Safe & Orderly Environment: An environment free from the threat of physical or emotional harm, conducive to teaching and learning.

Supportive Learning Environment: A safe, civil, healthy and intellectually stimulating learning environment.

Climate of High Expectations for Success: Staff believes and demonstrates that all students can attain mastery of the essential skills and the staff also believes that they have the capacity to help all students achieve that mastery.

High Standards and Expectations for all students: Teachers and staff believe that all students can learn and meet high standards.

Instructional leadership: The principal acts as an instructional leader and effectively and persistently communicates the mission to the staff, parents and students.

Effective School leadership: Effective leaders are proactive and seek help that is needed. They nurture an instructional program and school culture conducive to learning and professional growth.

Clear and Focused Mission: There is a clearly articulated school mission through which the staff shares an understanding of, and commitment to, the instructional goals, priorities, assessment procedures and accountability. Staffs accept responsibility for students' learning of the schools essential curricular goals.

A Clear and Shared Focus: Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Frequent Monitoring of Student Progress: Academic progress is measured frequently through a variety of procedures. The results of these assessments are used to improve individual student performance and the instructional program.

Frequent Monitoring of Learning and Teaching: A steady cycle of different assessments identifies students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instruction.

Home-School Relations: Parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

High level of Family and Community involvement: There is a sense that all have a responsibility to educate students, not just teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities play a pivotal role.

High levels of collaboration and communication: There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

Curriculum, instruction and assessments aligned with state standards. The planned, taught and learned curricula are aligned with essential academic learning requirements. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what assessments measure, and how student work is evaluated.

Opportunity to Learn and Student Time on Task: Teachers allocate a significant amount of time to instruction in the essential skills.

Focused Professional Development: A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses on extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.