STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2017-2018

Regional ACHIEVEMENT CENTERS
Collaboration
Coaching
Coherence

Rosa Parks Elem School

District: City Of Orange Twp

County: Essex

Region: 9

Classification: Focus

Reason: Lowest Subgroup Performance: LEP, Special Ed

CDS: 133880105

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Climate and Culture	1	3	1.1 The principal uses benchmarkks to check progress of the vision and reguarly communicates these ; milestones to the school community. 1.2 The school improvement plan is devleoped and aligned to the school's needs assessment and the urgent goal of making student achievementv gains. Special empahsis was placed on interventions and extended day programs. 1.4 The principal communicates high expectations by ensuring frequent interaction with families about students' academic, social-emotional, behavioral, and attitudinal progress. These are communicted during progress reports, school events and parent conferences. 1.5 The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. Leadership in collaboration grade level teams anlzyes formative asseements in ELA/Math across all grade-levels linked to the CCSS aligned curriculum. 1.6 1.7 Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD. 1.8 The principal and instructional leaders ensure teachers have sufficient time planning time for grade/content level meetings, as well as vertical staff collaboration. 1.9 The principal uses establsihed processes to ensures that the leadership team participates in and informs staff selection and is present at demo lessons and formal interviews. 1.10 The principal ensures family members are informed about student learning progress and cultivates	"1.3 The principal has in place procedures a to monitor and support a safe and orderly enviornment but are nt not followed consistenlty by staff. 1.6 Although the Principal with the help of the SMT has designed a strategy for improving the quality of instruction and an outlined schedule for Focussed walkthroughs, there is still some room for improvement. Changes to the ELA curriculum and assessments being used proved challenging. Assessments were also given at various times making it difficult for data collection and analysis. Continued work on the Blended Learning implementation is needed. . "
	2	3		
	3	2		
	4	3		
	5	3		
	6	2		
	7	3		
	8	3		
	9	3		
	10	2		

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			resltionships with community partners (21st Century) who offer services to studetns academic and person growth.	
Total		27		
2 - Effective Instruction	1	2	2.2 Academic Learning time is protected and prioritized. All classrooms are regularly monitored as is evidenced by walkthrough data and observation data. The administrative team and some district level supervisors assist with giving feedback to staff regarding instruction and classroom culture. Staff is engaged in practices to support the promotion of professional growth. 2.3 There is a commitment to high expectations which is communicated to families with the aim of informing about students' academic, social-emotional and behavioral progress.	2.1 The PBSIS Universal team was affected by staff changes. There was not a clear focus on consistent implementation. Some teachers do not implement the behavior policies consistently. Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently. There was a need to retrain teachers on the use of the ODR and its impact on student behavior. PBSIS initiatives are in the second year of implementation this year. 2.2 The quality of instruction varies from classroom to classroom, though little instructional differentiation is in place to meet varied student needs. 2.3 The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms.
	2	3		
	3	3		
Total		8		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Curriculum, Assessment and Intervention System	1	2	3.4 Principal verifies content knowledge though informal and formal observations supplemented with observations by the administrative team and central office content experts. 3.6 The focus on Academic Progress continued to be strong this year and continues to be monitored through data discussions during CPT meetings, individual conversations with staff, and an emphasis by the school counselors on putting effective action plans in place to assist students. The leadership team addresses concerns in a timely manner, discuss academic progress, data and require action plans to be put in place to address deficiencies.	3.1 According to baseline and final walkthrough, some students can articulate the learning objective and why it matters to their learning and growth. Teachers post and explain student learning targets but student appear to not internalize the why of the learning. 3.2 Teachers lack the experience of utilizing multiple instructional and response strategies. An examination of lesson plans and walkthrough data indicate that teachers continue to have difficulty planning and utilizing strategies that engage various learning styles in the instructional delivery. The Blended Learning initiative for Mathematics took root and several teachers have implemented some version of the model. 3.3 Teachers occasionally use Checks for Understanding CFU, but do not always know where students are in terms of mastering the learning objective. 3.5 Several teachers continue to struggle with implementing strategies to differentiate instructional activities, materials and procedures to support the learning needs of all students, including students identified as above or below grade grade and those who are identified as SWD or LEP.
	2	2		
	3	2		
	4	3		
	5	2		
	6	3		
Total		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Effective Staffing Practices	1	3	4.1 The curriculum which is designed by the District has grade by grade and content articulation of students learning objectives linked to the CCSS. The instructional sequence is calendared across all grade levels. Each teacher in each subject area is aware of and has easy access to the student-learning objectives and sequence map(unit plans) of the curriculum. 4.4 The school budget and expenditures ensure resources are avaiable and aligned to school priorities. 4.5 Both diagnostic/benchmark data and intervention data are regularly used to ensure regrouping, modifying either into or out of intervention programs.	"This was the third shift in ELA curriculum in as many years. This continues to impact teaching since teachers are asked to become proficient in a new curriculum after have almost mastered the previous one. 4.2 Data from observations indicate that a majority of teachers are teaching lessons aligned to the CCSS, with variability on pacing. Some teachers are using curriculum maps with sequenced student-learning objectives to plan instruction. 4.3 Teachers are implementing district provided formative assessments in ELA and math in most classrooms. A formative assessment schedule aligned to the pacing guide is in place, with some variability in its use. "
	2	2		
	3	2		
	4	3		
	5	3		
Total		13		

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5 - Enabling the Effective Use of Data	1	3	""5.1 Processes are in place to identify staffing needs proactively and early. Leadership team participates in and informs staff selection and is present at demonstration lessons and formal interviews. Classrooms are staffed with full-time, certified and effective teachers. 5.2 The school leadership engages in school-wide observations and provide feedback using aligned on protocols. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data and classroom observations. Teachers consistently receive constructive feedback, support and follow-up to ensure instructional improvement. 5.3 Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals. Structures are established and used for job-embedded collaborative learning. All new teachers and all teachers with specific development needs are mentored by highly skilled peers. 5.5 Professional development is focused on student learning, progress toward student learning challenges and progress toward student achievement goals. "	5.4 District's remuneration scales continue to hinder the hiring and retention of the best qualified staff. There were vacancies throughout the year which affected various grade levels.
	2	3		
	3	3		
	4	2		
	5	3		
Total		14		

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6 - Effective Use of Time	1	3	"6.1 Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. With the addition of new school counselor this process become more focussed and have yield results. Artifacts of consistent communication between families and school are presented in clear and user- friendly formats (student progress reports, parent participation in meetings, parent access to grades _parent portal). Climate and culture surveys are given to students, families, teachers and other stakeholders and the results analyzed as a community and responses for improvement are developed and implemented. There were several data sources for mathematics which gave a more detailed picture of student performance and their specific needs. "	"6.2 A range of student data are collected across classrooms and manually managed to create user-friendly formats for analysis, this continues in ELA and with respect to the climate and culture data.. Data review protocols are used during teacher collaboration time. 6.3 Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers as required by District Observation tools. Administrators utilized a variety of other tools to assist in this process. There is a need for a less labor intensive system of collecting and analyzing data.
	2	2		
	3	2		
Total		7		

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Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
7 - Family and Community Engagement	1	3	"7.1 The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students. Students are enrolled in level appropriate classes on the first day of school, with few changes required. Transition times are used effectively to maximize learning. 7.2 At least 85% of students who are two or more year behinds in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation to fidelity. The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level. 7.3 Teachers have planning time for grade/content meetings, as well as vertical staff collaboration. This year for the first time there is the use of running records to assist with determining students' reading level which support efforts to address the deficiencies. """	Strict District guidelines are sometimes a hindrance to more creative scheduling. One size cannot/does not fit all.
	2	3		
	3	3		
Total		9		

Turnaround Principle Indicator Description
1.1   The principal uses data to establish a coherent vision that is understood and supported by the entire school community.
1.2   The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3   The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4   The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5   The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6   The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.

Turnaround Principle Indicator Description
1.7   The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8   The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9   The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10   The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.
2.1   The school community supports a safe, orderly and equitable learning environment.
2.2   The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
2.3   High expectations* are communicated to staff, students and families; students are supported to achieve them. *Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families
3.1   Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
3.2   Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
3.3   Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
3.4   Teachers demonstrate necessary content knowledge.
3.5   Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
3.6   Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.
4.1   The district or school curriculum is aligned with the Common Core State Standards (CCSS).
4.2   Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the taught curriculum.
4.3   The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
4.4   Instructional materials and resources are aligned to the standards-based curriculum documents.
4.5   An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.
5.1   Hiring timelines and processes allow the school to competitively recruit effective teachers.
5.2   School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
5.3   Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
5.4   Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.
5.5   Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.
6.1   Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
6.2   Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
6.3   A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.
7.1   The master schedule is clearly designed and structured to meet the needs of all students.
7.2   The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
7.3   The master schedule is clearly structured and designed to meet the professional development needs of staff.
8.1   Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students progress in order to increase student learning for all students.
8.2   Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Rating Description

0	None Selected
1	Underdeveloped
2	Developing
3	Proficient
4	Well Developed