

# Middle School of the Arts

## FINAL REPORT



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# Introduction

## About This Report

This final report is the result of an external school curriculum audit (ESCA) of Middle School of the Arts conducted by Learning Point Associates, an affiliate of American Institutes for Research. This audit was conducted in response to the school being identified as being in corrective action under the New York State Education Department differentiated accountability plan, pursuant to the accountability requirements of the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act. The utilized ESCA process was developed for and carried out under the auspices of the New York City Department of Education (NYCDOE) Office of School Development, within the Division of Portfolio Planning.

## About Middle School of the Arts

Middle School of the Arts (K587), an arts-themed middle school located in Brooklyn, was founded in 2004 by the current principal. The school is located in Community School District 17 and is colocated in the Mahalia Jackson Campus along with Achievement First Crown Heights Charter School (K–4). Each school has its own floor(s), and the two schools share common spaces like the auditorium, library, gymnasium, and cafeteria. Middle School of the Arts serves approximately 340 students in Grades 6–8. However, enrollment has declined over the past three years. As part of the middle school choice program, student applicants are screened based on academic performance, attendance, and punctuality. Priority is given to students residing in the zone and then to residents of Community School District 17.

In the 2009–10 school year, Middle School of the Arts did not make adequate yearly progress (AYP) in English language arts for all students, the black or African-American subgroup, students with disabilities, and economically disadvantaged students. The school report card also notes that the school made AYP in mathematics and science for all students, the black or African-American subgroup, and economically disadvantaged students.

## Audit Process at Middle School of the Arts

The ESCA approach utilized at the middle school level examines five topic areas: student engagement, curriculum and instruction, academic interventions and supports, professional learning and collaboration, and support for transitioning students. Data were collected at the school level through teacher surveys, administrator interviews, classroom observations, and an analysis of documents submitted by Middle School of the Arts. From these data, Learning Point Associates prepared a series of reports for the school's use.

These reports were presented to the school at a co-interpretation<sup>SM</sup> meeting on April 29, 2011. During this meeting, 19 stakeholders from the Middle School of the Arts community read the reports. Through a facilitated and collaborative group process, they identified individual findings and then developed and prioritized key findings that emerged from information in the reports.

The remainder of this report presents the key findings that emerged from the co-interpretation process and the actionable recommendations that Learning Point Associates developed in response. Please note that there is not necessarily a one-to-one connection between key

findings and recommendations; rather, the key findings are considered as a group, and the recommended strategies are those that we believe are most likely to have the greatest positive impact on student performance at Middle School of the Arts.

The Appendix provides a school improvement calendar that includes all three recommendations.

## Key Findings

After considerable thought and discussion, co-interpretation participants determined a set of key findings. These key findings are detailed in this section.

### Critical Key Findings

#### **CRITICAL KEY FINDING 1:**

The school and the New York City Department of Education's (NYCDOE) behavior management plan does not offer positive incentives for students to develop social and behavioral skills, which was evident in more than half of classrooms observed. Most students exhibited off-task behaviors, with limited opportunities to respond or ask questions.

Critical Key Finding 1 is supported by information from classroom observations and a review of school-submitted documents. Documents suggested that both the school's behavior plan and positive behavioral interventions and supports (PBIS) do not encourage the development of social and behavioral skills or incentives for positive behavior. Student behavior was a disrupter in more than half of the classrooms observed. Student engagement during classroom observations was seldom consistently active or sustained throughout the observation, and there was inconsistent evidence of positive and respectful communication among teachers and students. Finally, observations noted a lack of opportunities for students to interact with peers, share their thinking, display autonomy, or take a leadership role or responsibility for learning.

#### **CRITICAL KEY FINDING 2:**

Classroom observations revealed a lack of routines and procedures, a lack of proximity of teachers to students, and lessons that were not relevant to everyday lives of students.

Critical Key Finding 2 is supported by information from classroom observations. In almost 25 percent of classrooms, wasted time/lost productivity or tardiness caused disruptions, which may have been due to a lack of routines and procedures. In observations, there were some indications of a positive climate, such as teacher proximity to students and use of respectful language, but these indications were inconsistent or infrequent. Further, lessons showed infrequent opportunities for student choice or leadership, and instruction provided few connections to students' lives.

#### **CRITICAL KEY FINDING 3:**

In general, observations show insufficient rigor, challenge, engagement, and differentiation in English language arts (ELA) instruction.

Critical Key Finding 3 is supported by information from classroom observations and teacher survey results. In the majority of observed classrooms, students were not provided opportunities to use higher-order thinking skills; the focus of teacher questioning was on finding the correct answers through the use of recall or guessing. Discussion and feedback loops during observations were frequently perfunctory, and these interactions did not expand

or extend student learning. Rarely was the focus of the class on linking new concepts/broad ideas to students' prior knowledge in ways that advance understanding. Classes did not focus on a deep understanding of content or communicate essential attributes of content or procedure. Surveys further showed that not all teachers differentiate materials, process, and content during instruction with frequency.

**CRITICAL KEY FINDING 4:**

Middle School of the Arts has developed a cohesive curriculum that articulates academic concepts and skills and is designed around a common set of academic standards. Based on the school's accountability status, however, there is a deficiency in the implementation of the ELA curriculum, which correlates to the lack of sufficient instructional rigor.

Critical Key Finding 4 is supported by information from a review of school-submitted documents and school interviews. According to interviews, Middle School of the Arts has developed a cohesive curriculum that articulates academic concepts and skills and is designed around a common set of academic standards. Documents show that this cohesion is accomplished through curricular materials that include core skills and learning objectives that (1) align to New York state standards; (2) identify essential questions, concept words, and assessments; (3) identify ways to differentiate core skills; and (4) offer opportunities for students to demonstrate mastery of concepts and skill development. The ELA curriculum, however, has been poorly implemented across classrooms and needs to be implemented with instructional rigor.

# Recommendations

## Overview of Recommendations

The ESCA process can help Middle School of the Arts gain a clear picture of its current conditions in the school beyond accountability status and provides three focus areas that will positively impact the school learning community by helping school staff concentrate on issues that will move them toward exiting corrective action. Most schools already are overwhelmed with change. They don't need new initiatives; they need an approach that consolidates existing initiatives and makes it easier for people within the school community to work together toward common ends.

During the ESCA process, auditors noted that the culture and climate of Middle School of the Arts allowed for off-task behaviors, tardiness, and cutting class. Both students and teachers exhibited behaviors that contributed to a negative climate prevalent across the school. An example of this behavior was a teacher yelling at students and students yelling back at the teacher. External distractions were noted in five of the observed classrooms; the outside disruptions were from students in the hallway and hallway noise. Tardiness data were collected in 21 of the observed classrooms. Tardiness was a major disruptor in three classrooms and a minor disruptor in three classrooms. During the co-interpretation, two prioritized key findings by the school staff identified the lack of a behavior management plan inclusive of positive incentives, the need to develop student social and behavioral skills, and the need to develop routines and procedures in the classrooms.

Middle School of the Arts submitted a behavior/discipline plan, which used language from the NYCDOE citywide discipline code. The plan addresses students' negative behaviors and consequences. The school also submitted a Positive Behavioral Interventions and Supports (PBIS)/School-Wide Information System (SWIS) Referral Form. PBIS is a system to reward and promote positive behavior within the school community, but the referral sheet denotes only the negative behavior of students and the action(s) taken (such as loss of privilege, conference, parent contact, detention or time out, in-school suspension, and the like). Neither plan included incentives for positive behavior, nor did they describe supports that encourage the development of social and behavioral skills of students.

Based on classroom observations conducted, the majority of classrooms demonstrate a lack of routines and procedures and a lack of proximity of teachers to students. The most frequent distractions were related to behavior. Of the 22 observations, behavior was reported to be a major distraction in three observed classrooms and a minor distraction in nine. These disruptions included students consistently talking while the teacher was talking and students coming and going from the classroom. Distractions due to wasted time were cited in four observations and were the result of a lack of routines and procedures.

Most teachers (85 percent) reviewed student behavior data at least a few times per semester, but they did so with varying frequency. Of the types of data available to teachers, student discipline referral data were considered the least accessible, and 18 percent of teachers reported minimal to no access. Although 68 percent of teachers indicated that they use behavior strategies consistent with those used in classrooms throughout the school,

71 percent nevertheless indicated that they have developed their own behavior management strategies, which may not be consistent with those used by other teachers in the school.

While interviewees at Middle School of the Arts described paying attention to behaviors that indicate students at risk of failing, neither interview respondents nor documents submitted by the school described a systematic, comprehensive, or data-driven approach for identifying at-risk students.

## **THE THREE RECOMMENDATIONS**

With these issues in mind, Learning Point Associates auditors developed the following three recommendations:

1. Develop and implement a common set of positive behavior expectations and a system for acknowledging and supporting appropriate behavior.
2. Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.
3. Ensure that the elements of guiding curricular documents are consistent across grades and subject areas and aligned vertically and horizontally to eliminate gaps and overlaps in coverage of content.

These three recommendations are discussed on the following pages. Each recommendation provides a review of research, online resources for additional information, specific actions the school may wish to take during its implementation process, and examples of real-life schools that have successfully implemented strategies. All works cited, as well as suggestions for further reading, appear in the References section at the end of this report.

Please note that the order in which these recommendations are presented does not reflect a ranking or prioritization of the recommendations.

## Recommendation 1: Schoolwide Behavior Management System

**Develop and implement a schoolwide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences—including a clear delineation of activities and programs that students are entitled to versus those that are privileges.**

### LINK TO RESEARCH

One of the greatest obstacles within urban schools is the large number of students whose behavior interferes with their achievement or the achievement of others. Often these students have behaved in a manner that disrupts the educational climate of the classroom and the school. One key element for changing this pattern is the implementation of a schoolwide behavior program that is developed with the input and support of parents and staff.

Effective schoolwide behavior programs have clearly established standards for safety, discipline, and respect. Students need a secure, orderly environment that promotes their personal well-being and supports learning. Rules should be fair and stress the student's responsibility to the school community, their parents, and themselves. All students in the school need to be aware of the rules, the reasons for the rules, and the consequences for breaking the rules. Effective discipline programs are based on praise and encouragement for positive behavior and clear, consistent consequences for misbehavior (Chicago Public Schools, 1998).

Effective schools build and maintain a positive “social culture.” Successful students are safe (don't hurt themselves or others), respectful (follow adult requests and get along with their peers), and responsible (arrive to class on time and complete assignments). These foundational skills are essential for a safe and orderly school environment. In addition, members of a positive social culture use “higher order” skills, such as (1) impulse control, (2) anger management, (3) conflict resolution, (4) empathy, and (5) drug and alcohol use resistance and prevention. Research studies consistently show that schools that establish a positive social culture also achieve the best academic gains (California Services for Technical Assistance and Training, 2011).

Positive behavior interventions, used correctly by teachers, administrators, and parents, encourage or strengthen desirable behavior and reduce inappropriate behavior. Positive interventions have a greater likelihood of enabling a student to change his or her behavior in a way that does not interrupt learning. Effective interventions encourage praise and recognition of positive behavior and demand clear and consistent responses to misbehavior. Children and youth tend to respond to positive techniques. In some cases, however, more restrictive interventions may be necessary to control and change extremely inappropriate and aggressive behavior (Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, 2011).

School-wide positive behavior support (SWPBS) is based on the research-based application of lessons learned from more than 7,000 schools currently implementing successful changes in

### QUICK LINKS: Online Sources for More Information

*Alcott Middle School Behavior Expectations and Related Teaching Materials* (Video)

[http://www.pbis.org/swpbs\\_videos/alcott\\_mid.aspx](http://www.pbis.org/swpbs_videos/alcott_mid.aspx)

*Discovering School-Wide PBS: Moving Towards a Positive Future* (from Florida's Positive Behavior Support Project) (Video)

[http://www.pbis.org/swpbs\\_videos/pbs\\_video-discovering\\_swpbs.aspx](http://www.pbis.org/swpbs_videos/pbs_video-discovering_swpbs.aspx)

*Washington Elementary School Example* (Video)

[http://www.pbis.org/swpbs\\_videos/wash\\_elem.aspx](http://www.pbis.org/swpbs_videos/wash_elem.aspx)

their school environment. SWPBS evolved from valid research in the field of special education. SWPBS is not a curriculum, intervention, or practice but a decision-making framework that guides selection, integration, and implementation of the best evidenced-based behavioral practices for improving important academic outcomes for all students (Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, 2011).

Researchers have only recently begun to study the effects of schoolwide behavioral management systems and what it takes to implement these systems effectively. Although it is too early to offer “recipes for success,” the work of key researchers and their school-based colleagues are providing some encouraging developments. Although there are different variations of schoolwide systems of behavioral support, most have certain features in common. The emphasis is on consistency—both throughout the building and across classrooms. The entire school staff is expected to adopt strategies that will be uniformly implemented. As a result, approaches necessitate professional development and long-term commitment by the school leadership for this innovation to take hold. The school-based models featured in the sidebar have been selected to show how different features of a schoolwide behavioral management system can apply across urban, suburban, and rural locations. These schools understand that change is incremental and are approaching implementation of their schoolwide systems slowly and over an extended time period.

### Common Features of Schoolwide Behavioral Management Systems

- Total staff commitment to managing behavior, whatever approach is taken.
- Clearly defined and communicated expectations and rules.
- Consequences and clearly stated procedures for correcting rule-breaking behaviors.
- An instructional component for teaching students self-control and/or social skill strategies.

Reprinted from Schoolwide Behavioral Management Systems by Mary K. Fitzsimmons, at <http://www.eric.ed.gov/PDFS/ED417515.pdf>. Published in 1998 as ERIC/OESP Digest E563

## IMPLEMENTATION CONSIDERATIONS

### 1. Understand the guiding principles of student behavior management.

The Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports has established the following SWPBS guiding principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports.
  - If not already established, a well-articulated schoolwide behavior policy/student code inclusive of positive expectations, minor and major infractions, etc., must first be in place. Clarity around expectations for staff’s handling of in-class behaviors is important. Authentic faculty feedback and participation are important throughout the policy and system development processes.

- Use data to make decisions and solve problems.
  - Data on both minor and major behavior incidents should be collected, tracked, analyzed, and utilized in decision making by the team and faculty on at least a monthly basis. Data should be presented in a user-friendly format.
- Arrange the environment to prevent the development and occurrence of problem behavior.
  - This is inclusive of three to five positively stated overarching schoolwide social expectations that are visibly posted around the schools, particularly in problematic areas.
- Teach and encourage prosocial skills and behaviors.
  - Students should be introduced/taught the schoolwide expectations, rules for specific settings, reward/consequence system, and related interventions/supports. Staff should be trained on how to present expectations to students. Ongoing communication and collaboration with families and the community are very important.
- Implement evidence-based behavioral practices with fidelity and accountability.
  - Interventions should be multitiered, increasing in levels of intensity and inclusive of evidence-based programs or strategies. The primary level (all students) is the overall behavior management plan. The secondary level (some students) is for a targeted group focused on individual plans for those who did not respond to the first level. The tertiary level (few students) includes highly individualized plans for students who did not respond to the first two levels.
- Monitor data for program effectiveness and make adjustments.
  - There should be a plan for collecting data to evaluate SWPBS outcomes in which data are collected as scheduled and used to evaluate their effectiveness for future adjustments.

## **2. Build a team.**

Florida's Positive Behavior Support Project (2005) outlines an SWPBS process that can provide a systematic structure and formalized procedures that can be implemented during the summer months. The initial steps to be taken should be to establish and obtain all staff buy-in. Establish a schoolwide leadership team or behavior support team. The suggestion is not to develop another group but to fold SWPBS into the roles and responsibilities of an already established team. Members of the team should include administrators (i.e., principal, assistant principal, or dean), counselors, social workers, general education teachers, special education teachers, members with behavior expertise, and a coach/district representative. It is vital for administration to support the process, take an active role along with the rest of the team, and/or attend most meetings.

### 3. Determine school capacity.

Other important implementation consideration points center around gauging and developing the school's individual and collective capacities to implement a comprehensive program. Related initial key questions include:

- What are the schoolwide social expectations, routines, etc.?
- Who at the schoolwide level has the unique disposition necessary to both firmly hold students accountable and support them as they attempt to adjust with fidelity?
- What are the procedural expectations of teachers for managing in-class behaviors?
- What manageable recourse do teachers have for patterns of and/or extremely disruptive and disrespectful instances of behavior “in the moment” (i.e., immediate referrals to a dean/counselor/administration, in-school time-out room, etc.) and criteria for reentry?
- What is the specific, realistic, and manageable continuum of interventions and supports?
- What is the specific, realistic, and manageable continuum of consequences for patterns of disruptive in-class behavior?
- How will the efficacy of chosen interventions and supports be intermittently monitored and adjusted as needed in a data-driven manner? Who is responsible for this?
- What are the mechanisms for notifying and collaborating with students’ parents/guardians in the process early and often?
  - Who is responsible for this (i.e., teachers, counselors, social workers, deans, administrators)?
- What are the thresholds for more severe consequences/privilege losses for patterns of disruptive behaviors?
- What outside resources are available to support students and families struggling with issues that are affecting students’ behavior but are well outside of the school’s capacity to address?
- What privileges and incentives (i.e., extracurricular activities, athletics, field trips, social activities, etc.) are currently in place that can serve as points of leverage?
  - Do more need to be identified or developed?
- How are students who actively exhibit established desirable social behaviors formally recognized?
  - Perhaps most importantly, how are those actively attempting to make sustained social adjustments formally recognized and supported (without stigmatizing)?

## Positive Behavior Support in the Classroom

- Arrange classroom to minimize crowding and distraction.
- Establish explicit classroom routines and directions that are linked to schoolwide routines and directions.
- Post three to five positively stated expectations and teach and reinforce them.
- Provide frequent acknowledgement of appropriate behaviors.
- Give students multiple opportunities to respond and participate during instruction.
- Actively supervise the class during instruction.
- Ignore or provide quick, direct, explicit reprimands/redirections in response to inappropriate behavior.
- Implement multiple strategies to acknowledge appropriate behavior (points, praise) linked to schoolwide strategies.
- Give specific feedback in response to social and academic errors and correct responses.

(Simonsen, Fairbanks, Briesch, & Sugai, 2006)

## **Jonesboro Middle School**

**Jonesboro Middle School in Jonesboro, Georgia, serves students in Grades 6–8. The school has had success in implementing Effective Behavioral and Instructional Supports (EBIS).**

Jonesboro Middle School (JMS) has a population of 558 students, a 65 percent poverty rate, and sits in the center of Clayton County, Georgia. JMS also is a model demonstration school for the state of Georgia’s School-Wide Positive Behavior Support (SWPBS) efforts. In 2003, JMS was one of several middle schools in Clayton County that received a stipend to send a team of staff members to a three-day training on a SWPBS effort that Georgia calls Effective Behavioral and Instructional Supports (EBIS). The team included the assistant principal in charge of data and discipline, representative core teachers from each grade level, representative special education teachers, representative staff members, and a parent representative. The JMS team learned how to develop capacity by successfully implementing the following characteristics of EBIS:

- Using data-based decision making
- Developing a simple set of behavioral expectations
- Teaching behavioral expectations
- Acknowledging appropriate behavior

Like hundreds of schools across the United States and Canada, JMS has found that implementing SWPBS can have many benefits. The JMS team developed three simple rules, or behavioral expectations, for their school. Once they were developed, the team took the expectations to the entire staff for approval. The staff settled on the following set of behavioral expectations:

- Be respectful of self, others, and property.
- Be responsible and prepared at all times.
- Be ready to follow directions and procedures.

To acknowledge the good behavior of students, the team decided on a “gotcha” system that would be brought to the office to be traded for a small prize such as ice cream at lunch. They introduced the gotchas to the teachers and instructed them on how to use them. They made sure that the entire staff understood that these were not to be given out to every child in their class; rather, the staff was to monitor the nonclassroom areas, looking for good examples of “Doing It the Jonesboro Way” and giving a gotcha for a specific exemplar. This is why unsuspecting students who picked up trash on the school grounds were surprised by the assistant principal jumping out of the bushes or coming out from around a tree to give them a gotcha for picking up litter and respecting property. Students in the cafeteria are quick to assist someone who drops a tray because they never know when someone will be watching to give them a gotcha for respecting their neighbor.

Prior to implementing EBIS, JMS dealt with 1,252 office discipline referrals (ODRs). In the first year of EBIS implementation, they dealt with only 674 ODRs. Assuming the average ODR takes approximately 15 minutes to address, this is a savings of 8,670 minutes. This is equivalent to 145 hours or almost 21 days. That is a month more of contact time that the staff had to spend instructing and interacting positively with their students.

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(Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, 2011)

## Recommendation 2: Instructional Rigor

**Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.**

### LINK TO RESEARCH

Instruction that pushes students to engage in higher-level thinking leads to deeper learning for students (Marzano, Pickering, & Pollock, 2001; Newmann, Bryk, & Nagaoka, 2001; Pashler et al., 2007). Too often, particularly in schools where students are struggling, instruction focuses on lower-level thinking skills, basic content, and test preparation. Teachers of struggling student groups or tracks usually offer students “less exciting instruction, less emphasis on meaning and conceptualization, and more rote drill and practice activities” than do teachers of high-performing or heterogeneous groups and classes (Cotton, 1989, p. 8). Yet this focus on basic skills does not necessarily improve student achievement.

Several research studies were completed from 1990 to 2003 “which demonstrated that students who experienced higher levels of authentic instruction and assessment showed higher achievement than students who experienced lower levels of authentic instruction and assessment” (Newmann, King, & Carmichael, 2007, p. vii). These results included higher achievement on standardized tests (Newmann et al., 2001). It also is important to note that these results “were consistent for Grades 3–12, across different subject areas (mathematics, social studies, language arts, science), and for different students regardless of race, gender, or socioeconomic status” (Newmann et al., 2007, p. vii).

Teachers need to provide structured opportunities and time for students to take on higher-level cognitive work (Tomlinson, 2003). In discussing the *gradual release of responsibility model*, Fisher and Frey (2008) state that “the cognitive load should shift slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice and application by the learner” (p. 2). This process allows students to become what Graves and Fitzgerald (2003) call “competent, independent learners” (p. 98).

There are several steps to ensure that students are being asked to complete this type of intellectually challenging work, which increases test scores and improves performance on authentic assessment measures as well. Newmann et al. (2001) define *authentically challenging intellectual work* as the “construction of knowledge, through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school” (p. 14). Daggett (2005) agrees, stating that all students should be pushed “to achieve academic excellence, which ultimately boils down to applying rigorous knowledge to unpredictable, real-world situations, such as those that drive our rapidly changing world” (p. 5). Disciplined inquiry, which occurs in the classroom, requires that students “(1) use a prior knowledge base; (2) strive for in-depth understanding rather than superficial awareness; and (3) express their ideas and findings with elaborated communication” (Newmann et al., 2001, p. 15).

### QUICK LINKS: Online Sources for More Information

Doing What Works:  
Research-Based Education  
Practices Online (Website)

<http://dww.ed.gov/>

*Organizing Instruction and  
Study to Improve Learning*  
(Publication)

[http://ies.ed.gov/  
ncee/wwc/pdf/  
practiceguides/20072004.  
pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf)

## IMPLEMENTATION CONSIDERATIONS

### 1. Cultivate schoolwide high expectations for students.

- Align instruction with the New York State P–12 Common Core Learning Standards. According to NYCDOE (2011), schools in New York City are set to have fully adopted the P–12 Common Core Learning Standards for students to take aligned assessments during the 2014–15 school year. These standards are internationally benchmarked and rigorous; they clearly explain what students at each grade level are expected to know and be able to do. Some schools were involved in pilot programs in 2010–11.
- Develop a shared understanding of instructional rigor through collaborative curriculum planning, design, and/or redesign. When developing or revising curriculum maps, identify opportunities for formative assessment tasks that encourage higher-level thinking for each unit of study.
- Through teacher collaboration, develop common student assignments that ask students to perform rigorous and authentic tasks.
- Through teacher collaboration, develop common student assessments that include rigorous and authentic summative assessment tasks.
- Monitor implementation of expectations through classroom observations, lesson plan review, and student achievement results on common formative assessments.

### 2. Provide professional development for teachers on instructional strategies that push students to engage in higher-order thinking.

- Provide ongoing professional development for teachers that describes the importance of pushing students to do higher-level thinking and provides strategies for how to do so. This training may be provided through ongoing professional development sessions and/or support of an instructional coach.
- Create clear expectations regarding how teachers should implement this professional development in the classroom (e.g., one strategy utilized each day as reflected in lesson plans, authentic assessments at the end of each unit).
- Identify how this professional development can be incorporated into scheduled teacher collaboration sessions.
- Monitor implementation of professional development through classroom observations, lesson plan review, and student achievement results on common formative assessments.

### 3. Develop examples of authentic intellectual work.

The following example can be used to help school leaders and teachers understand what authentic intellectual work might look like.

## Examples of High-Scoring and Low-Scoring Measures of Authentic Intellectual Work

The research report *Improving Chicago's Schools: Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?* by Newmann, Bryk, and Nagaoka (2001) provides examples of two sixth-grade writing assignments: one that scored high and one that scored low on measures of authentic intellectual work. The authors conclude each example with a commentary of why the assignment received the score that it did.

### High-Scoring Writing Assignment

Write a paper persuading someone to do something. Pick any topic that you feel strongly about, convince the reader to agree with your belief, and convince the reader to take a specific action on this belief.

### Commentary

*In this high-scoring assignment, demands for construction of knowledge are evident because students have to select information and organize it into convincing arguments. By asking students to convince others to believe and act in a certain way, the task entails strong demands that the students support their views with reasons or other evidence, which calls for elaborated written communication. Finally, the intellectual challenge is connected to students' lives because they are to write on something they consider to be personally important.*

### Low-Scoring Writing Assignment

Identify the parts of speech of each underlined word below. All eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—are included in this exercise.

1. My room is arranged for comfort and efficiency.
2. As you enter, you will find a wooden table on the left.
3. I write and type.
4. There is a book shelf near the table.
5. On this book shelf, I keep both my pencils and paper supplies.
6. I spend many hours in this room.
7. I often read or write there during the evening...

### Commentary

*This assignment requires no construction of knowledge or elaborated communication, and does not pose a question or problem clearly connected to students' lives. Instead it asks students to recall one-word responses, based on memorization or definitions of parts of speech.*

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Reprinted from page 24 of *Improving Chicago's Schools: Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence?* by Fred M. Newmann, Anthony S. Bryk, and Jenny K. Nagaoka, available online at <http://ccsr.uchicago.edu/publications/p0a02.pdf>. Copyright © 2001 Consortium on Chicago School Research. Reprinted with permission.

Further examples of authentic intellectual instruction, teachers' assignments, and student work can be found in the following source:

Newmann, F. M., King, M. B., & Carmichael, D. L. (2007). *Authentic instruction and assessment: Common standards for rigor and relevance in teaching academic subjects*. Des Moines, IA: Iowa Department of Education. Retrieved July 21, 2011, from <http://centerforaiw.com/sites/centerforaiw.com/files/Authentic-Instruction-Assessment-BlueBook.pdf>

## **Plainwell Middle School**

**Plainwell Middle School in Plainwell, Michigan, serves students in Grades 6–8. The school has had success in improving instructional rigor.**

In 2005, Plainwell Community Schools implemented districtwide curriculum restructuring with professional development focused on using the research-based instructional strategies outlined in Robert Marzano's *Classroom Instruction that Works* (2001).... Some of the instructional delivery techniques that were adopted as part of this professional development include the use of nonlinguistic representations of abstract concepts and the use of higher-order questions to elicit student explanations. Teachers find Marzano's strategies to be compelling, noting the evidence of a significant correlation between increased student achievement and the use of research-proven instructional techniques. This approach lays the groundwork for a shift in staff culture, moving away from the use of personal intuition to the use of empirical, quantitative data to inform decisions around teaching and learning.

In 2005, social studies teachers at Plainwell Middle School decided to adopt a new curriculum aligned with Marzano's strategies.... Interactive slideshows are used as a way to actively engage students in new content learning, letting them participate in lectures by touching, interpreting, and acting out historical images and events projected onto a screen. The curriculum also supports vocabulary instruction with graphic organizers that connect definitions with visuals to help students understand and retain key terms. Some teachers...have modified the workbook graphic organizers to create their own "visual dictionaries:"...

Higher-order questions are also used as an instructional technique through the new curriculum. Response groups are a structure that teachers use to facilitate small group discussion on controversial topics in history. Through a series of probing questions that require critical thinking and the use of evidence, teachers elicit student explanations that require analysis and application of historical information. Finally, students match up their decisions and viewpoints with actual decisions made in history.

In addition to these strategies, social studies teachers at Plainwell Middle School intentionally build review into daily lessons and assessments. Each day begins with a warm-up activity that quizzes students on a previous lesson.... When introducing a lesson, teachers also make sure to begin with a preview activity that they can refer back to when reviewing the material....

Curriculum restructuring at the middle school is carefully implemented to ensure success.... First, a less-is-more approach is taken, allowing ample time for teachers to learn and practice a single strategy before moving on to another one. Also, teacher training is conducted by lead teachers...who model classroom techniques, lead guided discussions, and set periodic objectives for teams. Instead of a passive "sit-and-get" approach, teachers actively practice the strategies and report to their teams about their progress. Finally, administrators support the efforts by aligning observational classroom walk-through forms to match the professional development focus, keeping the strategies at the center of conversation about teaching.

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Description excerpted from the from the *Doing What Works* website at [http://dww.ed.gov/media/CL/OIS/TopicLevel/case\\_plainwell\\_71508.pdf](http://dww.ed.gov/media/CL/OIS/TopicLevel/case_plainwell_71508.pdf). This information is in the public domain.

## Recommendation 3: Vertical and Horizontal Curriculum Alignment and Consistency of Guiding Documents

**Ensure that the elements of guiding curricular documents are consistent across grades and subject areas and are aligned vertically and horizontally to eliminate gaps and overlaps in coverage of content so that all students are ensured of having learning experiences. Include in the guiding documents materials for the effective delivery of instruction and modifications and adaptations for struggling and diverse learners.**

### LINK TO RESEARCH

A curriculum is a school's written specification for what students should know, understand, and be able to do as a result of instruction, and for how content is distributed and sequenced over time. Curriculum has three components: the written, the taught, and the tested (English, 2000). "The curriculum guide should indicate what should be taught (and also what will or should be learned), how what is to be taught or learned will be assessed, and by which instrument and when, and curricular objectives should be keyed to the textbooks teachers may use to implement the designated curricular objectives (by page number)..." (English, 2000, p. 49). English goes on to write that other resources, such as videos, worksheets, etc., should be included: "In this way, teachers know very quickly not only where various curricular objectives can be located in all of the textbooks but also what other resources contain the curricular objectives that must be taught and learned." Finally, "there must be some sort of time designation within the curriculum guide as to how much stress (in some convenient unit of time) is required to teach the designated objectives (or topics, subjects, themes, facts, processes, or the like)" (English, 2000, p. 50). Hale notes that "Since curriculum maps are oftentimes accessed, read and discussed without the map writer or writers present, consistency in wording, format and intra-alignment contribute significantly to the quality and clarity regarding accurate map data interpretation throughout a learning organization" (Hale, 2008, p. 39).

As identified in Marzano's (2003) meta-analysis, a guaranteed and viable curriculum is the most important school-level factor impacting student achievement. Marzano (2003) defines *guaranteed and viable* as a combination of "opportunity to learn" and "time" (p. 22). Of the school-level factors, opportunity to learn has the strongest apparent link to student success. Opportunity to learn is related to the extent to which a school (1) clearly articulates its curriculum, (2) monitors the extent to which teachers cover the curriculum, and (3) aligns its curriculum with assessments used to measure student achievement. Time is a crucial element because it determines viability. "The content that teachers are expected to address must be adequately covered in the instructional time teachers have available" (Marzano, 2003, p. 24). Whitehurst (2009) found that the effects of curriculum on student achievement are larger, more certain, and less expensive than the effects of popular reforms such as common standards, charter schools, and reconstituting the teacher workforce. He recommends that curriculum have a prominent place in the education reform agenda.

Much has been written about the need for curricular alignment with standards or external alignment. Just as important is internal alignment, which is alignment within subject areas and across grade levels so that learning experiences are cumulative and coordinated and support subsequent student learning. The following definitions are helpful:

### QUICK LINKS: Online Sources for More Information

*Vertical Alignment: Ensuring Opportunity to Learn in a Standards-Based System* (Publication)

<http://www.centerforcsri.org/files/CenterIssueBriefAug09.pdf>

- **Horizontal alignment:** The extent to which the standards, content/materials, instructional strategies, and assessments are delineated and coordinated within a single grade level or course.
- **Vertical alignment:** The extent to which the standards, content/materials, instructional strategies, and assessments used in one grade level or course are designed to support student learning and success in subsequent grade levels and courses.

“Curriculum mapping is a strategy that has proven useful for helping teachers engage in the alignment process” (Kallick & Colosimo, 2009). Mapping provides authentic data that can be used for reviewing, revising, and renewing the written curriculum. A diary map is an example. It is developed by an individual teacher after instruction, usually on a monthly basis (Jacobs, 1997). Diary maps can be shared among other teachers and compared with the district’s written curriculum” (The Center for Comprehensive School Reform and Improvement, 2009, p. 5). Diary or journal maps are teacher-developed and record the content of what was actually taught. Hale defines three additional types of curriculum maps in *A Guide to Curriculum Mapping*; each addresses content that is planned to be covered:

- **Projection maps:** Completed monthly by individual teacher and contain the content and learning experiences that a teacher expects to deliver.
- **Consensus maps:** Completed monthly or by grading period. Developed at a school site with two or more teachers, these maps contain agreed-upon compulsory content for a subject area or discipline.
- **Essential maps:** These maps are developed for districtwide use and are typically developed by a committee of representatives from all schools that includes teachers as well as specialists and administrators. The content of these maps address the mandatory content and learning experiences for a course or series of courses. (Hale, 2008, p. 12)

At the middle school level, vertical and horizontal alignment requires that educators consider the multiple routes to promotion to high school that students may take. It is crucial to ensure that all courses provide students with the necessary learning experiences to be successful, regardless of which pathway to graduation a student takes or courses in a given subject area the student enroll in. For this reason, regular and ongoing reflection and discussion among teaching staff is necessary for sustained and successful efforts to vertically and horizontally articulate curriculum. Four components to keep in mind during the curriculum mapping process are:

**Breadth:** The number of topics included at each grade level. Analysis of breadth is important given the limited number of hours in a school year; greater breadth implies less depth of instruction.

**Duration:** The length of time (number of grades) topics are retained in the curriculum. Analysis of duration is important because it may contribute to broad curricula or one where topics are retained, recycled, reinforced, or reintroduced rather than being dropped from the curriculum. This in turn has implications for rigor. More advanced topics are crowded out or not covered in depth.

**Flow:** The interplay between breadth and duration; how topics flow into or out of the curriculum (e.g., the number of topics, placement within the curriculum, and duration of topics are central to flow). Analysis of flow is important because it is central to the goal of meeting state standards by moving students through material. When flow of the curriculum is blocked by too many topics or excessive duration, mastery of material is difficult to obtain.

**Rigor:** The depth of understanding of complex content. It is difficult to determine what is developmentally appropriate within the local culture. Most educators would agree that the goal of a rigorous curriculum is to push students to a higher level of proficiency as they move from Grades 9–12. Ultimately, a rigorous curriculum focuses on appropriately challenging topics while attending to the breadth, duration, and flow by dropping less challenging topics as students progress through grades.

Middle School of the Arts should pay close attention to the ELA curriculum, which was found to have been poorly implemented across classrooms and correlated to the lack of sufficient instructional rigor.

## IMPLEMENTATION CONSIDERATIONS

Middle School of the Arts should take the following steps to ensure that all student have the requisite learning experiences to adequately prepare them for future high school Regents examinations, successful graduation, and post-middle school success:

- 1. Determine the type of curriculum map best suited for the school: diary, projection, or consensus map.**
- 2. Provide time and support (i.e., materials, training, guidance) for teachers to engage in initial map development.**
- 3. Decide on a common format for the maps and ensure that the maps contain the following elements:**
  - Common Core State Standards
  - The content of instruction and the skills to be addressed
  - The time frames for instructional delivery
  - Differentiated instructional methods used to meet all students' learning needs as well as modifications and adaptations used to meet the needs of diverse learners
  - Instructional and curricular materials, including sample lesson plans
  - Formative and summative assessment tools and techniques
- 4. Provide time for teams of teachers, specialists, and administrators to review the maps and to identify gaps and overlaps in coverage across grade levels and within subject areas. Share and discuss findings with all faculty members.**
- 5. Develop a plan for eliminating gaps and redundancies. Determine a timeline for immediate revisions as well as a timeline to address issues that need additional time for planning and research.**

6. **Develop and execute a system to monitor the implementation of the curriculum within the school.**
7. **Develop a plan for the use of monitoring data to annually reflect on and evaluate the effectiveness of the curriculum. Intersperse times for teams to reflect on data throughout the year.**

### The Path to Success: Developing Curriculum Maps

Curriculum maps should be used as tools for educators to communicate about and plan instruction and evaluate internal and external curriculum alignment. Once developed, curriculum maps should be examined and revised regularly to identify and eliminate unneeded redundancies, gaps, and weaknesses. Following are steps to consider when developing curriculum maps.

1. Provide opportunities for teachers to work in collaborative grade-level and/or content-area teams, and identify what they are currently teaching through a curriculum mapping process.
2. Identify redundancies and gaps between what teachers should be teaching and what they are teaching. Determine solutions for addressing the redundancies and gaps.
3. Evaluate the resulting curriculum based on the following criteria:
  - **Alignment.** The curriculum provides the following types of alignment:
    - Alignment to the Common Core State Standards (Common Core State Standards Initiative, 2010) and local and state assessments
    - Horizontal alignment—The extent to which the standards, content/materials, instructional strategies, and assessments are delineated and coordinated within a single grade level or course
    - Vertical alignment—The extent to which the standards, content/materials, instructional strategies, and assessments used in one grade level or course are designed to support student learning and success in subsequent grade levels and courses
  - **Quality.** The curriculum provides sufficient activities addressing the learning goals to ensure that all students can learn; activities reflect best practice.
  - **Rigor.** The curriculum requires students to engage in inquiry of disciplinary concepts and construct knowledge rather than simply reproducing content.
  - **Relevance.** The curriculum engages learners in authentic tasks and connects to students' daily lives and to their future lives and careers. Relevancy also is reinforced when students are able to make connections between content areas.
4. Continuously review the curriculum based on the following information:
  - Data from state and local assessments
  - Analysis of student work to determine any weaknesses in instruction or curriculum
  - Information gathered from classroom walk-throughs
  - Strength of the alignment between objectives, instructional strategies, and assessments
  - Reflection on and examination of curriculum maps
  - Research on student learning
5. Monitor and revise the curriculum to reflect the findings of the review process.
6. Provide professional development to ensure that the curriculum includes evidence-based practices and is implemented with fidelity.

## **Stoneybrook Middle School**

**Stoneybrook Middle School is located on the East Coast. The school has had success in developing consensus maps.**

The process to ensure that a rigorous, relevant, and aligned curriculum is fully articulated and understood by teachers can take many forms. Still, some common steps and practices characterize successful efforts. Stoneybrook Middle School is an urban school on the East Coast serving a population of students that is 65 percent African American, 32 percent white, and about 2 percent Asian American and Native American. Nearly 80 percent qualify for free or reduced-price lunch. After a school-based team analyzed achievement trends from annual and benchmark assessments and analyzed previously developed diary maps, what emerged was a realization that there were gaps in the curriculum at certain grade levels and a lack of rigor in some areas. Because teachers at Stoneybrook and other district schools had previously engaged in diary mapping, it was decided that it was time to take the effort to the next logical step of developing consensus maps. The renewed curriculum initiative was supported by the district curriculum coordinator, who coordinated logistics and provided leadership and guidance for the work.

The initiative began in the summer months with teams of subject-area teachers meeting for half-days, five days a week over the course of six weeks. The first step was to spend several days “unpacking” the standards. This step was crucial for developing a common language and understanding of the standards. Teachers and content specialists engaged in in-depth discussions about the cognitive demand of the standards for specific grade levels. The teams analyzed what the standards required students to do (i.e., identify, evaluate, synthesize, compare) and how similar content standards differed among grade levels. Small groups examined the existing diary maps. This initial step led to many insights by classroom teachers. Sixth-grade ELA teacher Margery Wallace indicated that she had not been aware of how ELA content standards for the author’s purpose differed between sixth and eighth grade. Eighth-grade mathematics teacher Sean Jenkins shared an “ah-ha” moment when he realized that he needed to spend more time on developing his students’ conceptual understanding of algebraic principles rather than the procedural practice he had been emphasizing.

The curriculum initiative was carried on by Stoneybrook’s grade-level professional learning committees (PLCs) throughout the school year. The PLCs regularly examined student work, discussed evidence of student learning, and reflected on where in the curriculum student learning could be reinforced. When asked about the outcomes and successes of the initiative, one teacher summed up the benefits of the work by saying, “We’re much more targeted with our instruction now. I and my fellow teachers have a firm grip on where our students are at and where they need to go—it was an eye-opener to really examine the learning standards and compare our diary maps. At first I was worried that all this was only going to lead to more ‘teaching to the test,’ but now I think it actually helped me to go deeper with my students.” Initial student achievement results in the two years after the summer planning session are promising. District benchmark assessment results show gains, and the school was able to move off of the state’s accountability watch list this year.

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## Suggestions for Further Reading

- Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). *Turning around chronically low-performing schools: A practice guide* (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved July 21, 2011, from [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround\\_pg\\_04181.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf)

## Appendix

### **The Path to Success: School Improvement Planning Calendar**

Educational researchers find that successful schools focus their improvement efforts on a few key areas. The school improvement planning calendar will help Middle School of the Arts develop and implement three key areas of focus that, if implemented with fidelity, will lead to whole-school improvement. As with all school improvement processes, Middle School of the Arts should ensure it has the support of its stakeholders (people who have an interest in the school, including students, parents, administrators, teachers, other school staff and volunteers, local residents and businesses, community organizations, and corporate partners) and the school leadership team.

During the 2011–12 school year, Middle School of the Arts may wish to utilize this improvement calendar as a guide to the specific action steps that should be taken each quarter to apply the recommendations outlined in this report.

	SUMMER	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
<b>Schoolwide Behavior Management</b>	<ul style="list-style-type: none"> <li>Develop (SWPBS) a continuum of scientifically based behavior interventions and supports</li> <li>Arrange environment to prevent the development and occurrence of problem behavior</li> <li>Provide professional development to staff on SWPBS and on how to teach and encourage prosocial skills and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Teach (all) and encourage prosocial skills and behaviors</li> <li>Implement (all) evidence-based behavioral management practices with fidelity and accountability</li> <li>Observe PBIS in the classroom and provide feedback</li> <li>Monitor (SWPBS) data for program effectiveness and make adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Teach (all) and encourage prosocial skills and behaviors</li> <li>Implement (all) evidence-based behavioral management practices with fidelity and accountability</li> <li>Observe (administrators) for PBIS in the classroom and provide feedback</li> <li>Monitor (SWPBS) data for program effectiveness and make adjustments</li> <li>Use data to make decisions and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Teach (all) and encourage prosocial skills and behaviors</li> <li>Implement (all) evidenced-based behavioral management practices with fidelity and accountability</li> <li>Observe (administrators) PBIS in the classroom and provide feedback</li> <li>Monitor (SWPBS) data for program effectiveness and make adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Teach (all) and encourage prosocial skills and behaviors</li> <li>Implement (all) evidenced-based behavioral management practices with fidelity and accountability</li> <li>Observe (administrators) PBIS in the classroom and provide feedback</li> <li>Monitor (SWPBS) data for program effectiveness and make adjustments for 2012-13</li> <li>Use data to make decisions and solve problems</li> </ul>
<b>Instructional Rigor</b>	<ul style="list-style-type: none"> <li>Align instruction with P-12 Common Core Learning Standards</li> <li>Develop a shared understanding of instructional rigor through collaborative curriculum planning, design, and/or redesign</li> <li>Provide professional development for teachers on higher-order thinking pedagogy in the classroom and ways to differentiate, Universal Design for Learning, and/or Sheltered Instruction Observation Protocol</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate higher-order thinking practices into teacher collaboration time</li> <li>Monitor (administrators) higher-order thinking strategies via classroom observations, lesson plans, and review of student tasks and assessments</li> <li>Develop common assignments through teacher collaboration that ask students to perform rigorous and authentic tasks</li> <li>Develop common assessments through teacher collaboration that include rigorous and authentic summative assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate higher-order thinking practices into teacher collaboration time</li> <li>Monitor (administrators) higher-order thinking strategies through classroom observations, lesson plans, and review of student tasks and assessments</li> <li>Monitor (administrators) implementation using student achievement results on common formative and summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate higher-order thinking practices into teacher collaboration time</li> <li>Monitor (administrators) higher-order thinking strategies through classroom observations, lesson plans, and review of student tasks and assessments</li> <li>Provide professional development for teachers' higher-order thinking pedagogy in the classroom and ways to differentiate, Universal Design for Learning, and/or Sheltered Instruction Observation Protocol</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate higher-order thinking practices into teacher collaboration time</li> <li>Monitor (administrators) higher-order thinking strategies through classroom observations, lesson plans, and review of student tasks and assessments</li> <li>Monitor implementation using student achievement results on common formative and summative assessments</li> <li>Revisit curriculum maps (lesson plans) and formative and summative assessments and make adjustments for 2012-13</li> <li>Revisit professional development and make adjustments for 2012-13</li> </ul>
<b>Coherent Curriculum</b>	<ul style="list-style-type: none"> <li>Provide professional development to ensure that the curriculum includes evidence-based practices and is implemented with fidelity</li> <li>Have teachers identify what they are currently teaching through a curriculum mapping process</li> <li>Identify and/or design formative and summative assessments for students</li> <li>Select and sequence students' learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teachers to work in collaborative grade-level and/or content-area teams</li> <li>Evaluate the resulting curriculum based on the following criteria: alignment, quality, rigor, and relevance</li> <li>Identify redundancies and gaps between what teachers should be teaching and what they are teaching; determine solutions for addressing the redundancies and gaps</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teachers to work in collaborative grade-level and/or content-area teams</li> <li>Provide professional development to ensure that the curriculum includes evidence-based practices and is implemented with fidelity</li> <li>Review the curriculum based on data from local and state assessments, analysis of student work, and classroom walk-throughs</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teachers to work in collaborative grade-level and/or content-area teams</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teachers to work in collaborative grade-level and/or content-area teams</li> <li>Revisit professional development to ensure that the curriculum includes evidence-based practices and is implemented with fidelity for 2012-13</li> <li>Monitor and revise the curriculum to reflect the findings of the review process</li> <li>Identify and/or design formative and summative assessments for 2012-13 based on data from 2011-12</li> </ul>

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