



EDUCATION
LEAGUE

EDUCATION LEAGUE PRESENTS

The Turnaround: AASB

INTRODUCTION

“Dr. Gemar Mills”



5 Levers of Change

- Mindset
- Systems
- Instruction
- Monitoring
- Capacity Building

Where We Were

Malcolm X Shabazz High School 2009 – 2011

119 fire alarm pulls

25 in school arrest

1,492 F's issued on Q1 report cards

20 out of 810 students made honor roll

LAL proficiency 37%

Math proficiency 17%

Graduation rate 53%

NJ school ranking 314 out of 328

Where We Were



LEVER 1:

“Mindset”



STORYTIME:

“GOD DOESN’T EXIST”



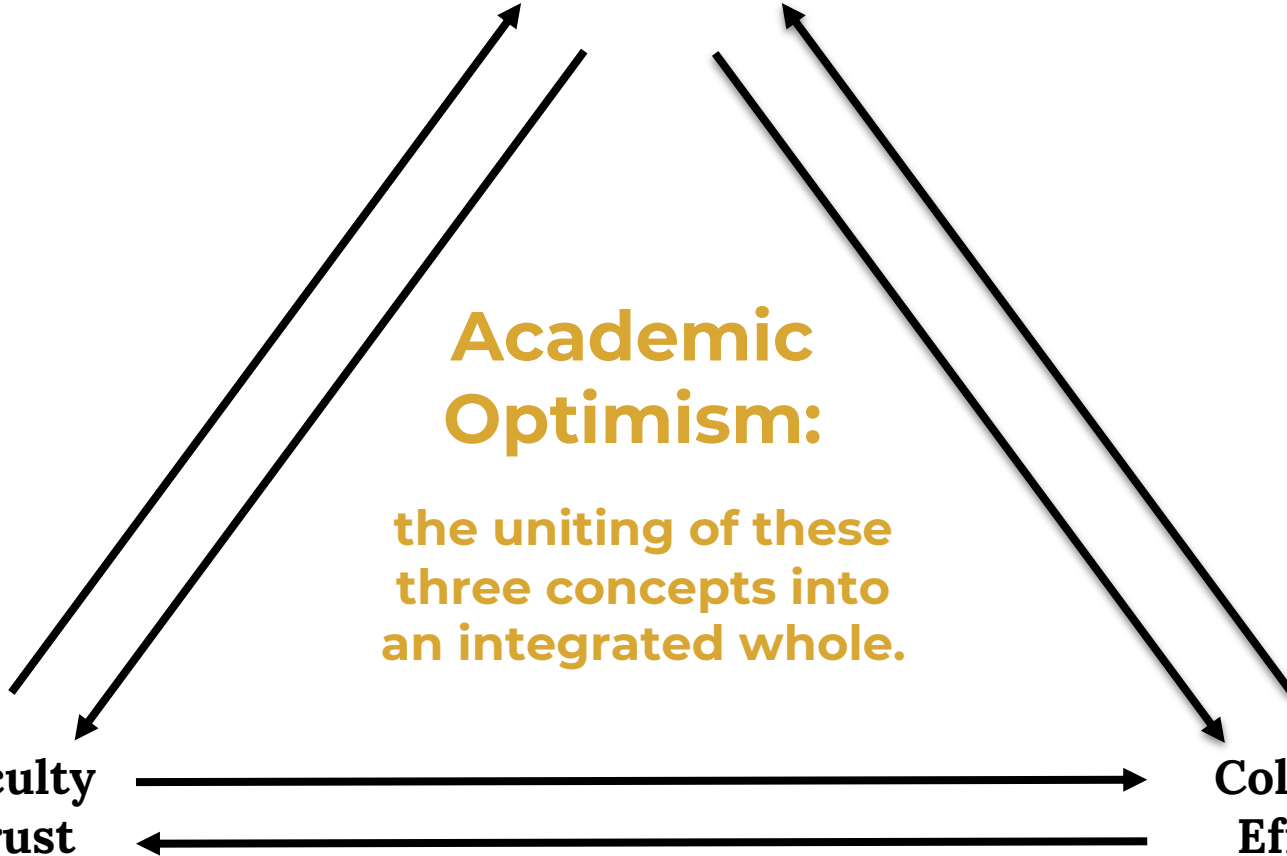
**Academic
Emphasis**

**Academic
Optimism:**

**the uniting of these
three concepts into
an integrated whole.**

**Faculty
Trust**

**Collective
Efficacy**



Academic Optimism

- Collective Efficacy** is the belief that faculty can make a positive contribution to student learning: **teachers believe in themselves.**
- Faculty Trust** is the belief that students, parents, teachers can cooperate to improve student learning: **teachers believe in their students.**
- Academic Emphasis** is the academic enactment of these beliefs: **teachers act to improve academic success of students.**
- Academic Optimism** is the collective belief that that:

- :: The faculty can make a difference — cognitive facet.
- :: Students can learn — affective and emotional side.
- :: Academic performance can be achieved — behavioral enacted.

Malcolm X Shabazz Core Beliefs

Our main purpose is to improve student academic achievement.

Effective instruction makes the most difference in student academic performance.

There is no excuse for poor quality instruction.

With our help, at risk students will achieve at the same rate as non-at risk students.

Staff members must have a commitment to children and a commitment to the pursuit of excellence.

Malcolm X Shabazz Core Beliefs

Our main purpose is to improve student academic achievement. **(Collective Efficacy)**
Effective instruction makes the most difference in student academic performance. **(Academic Emphasis)**

There is no excuse for poor quality instruction. **(Collective Efficacy, Academic Emphasis)**

With our help, at risk students will achieve at the same rate as non-at risk students. **(Faculty Trust)**
Staff members must have a commitment to children and a commitment to the pursuit of excellence. **(Collective Efficacy)**

STAKEHOLDERS:

**Who is more important
the school board, staff, or
students?**



Model Employee



LEVER 2:

“Systems”

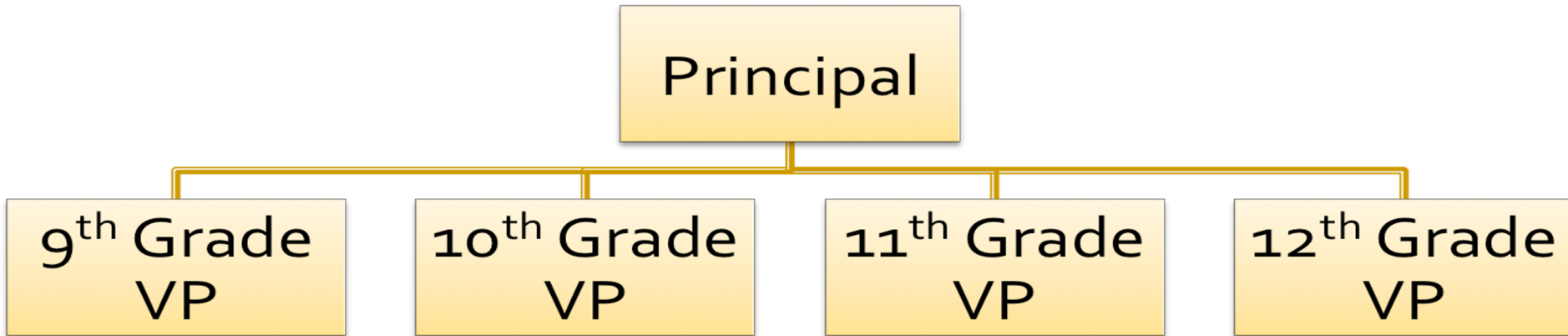


Structural Frame

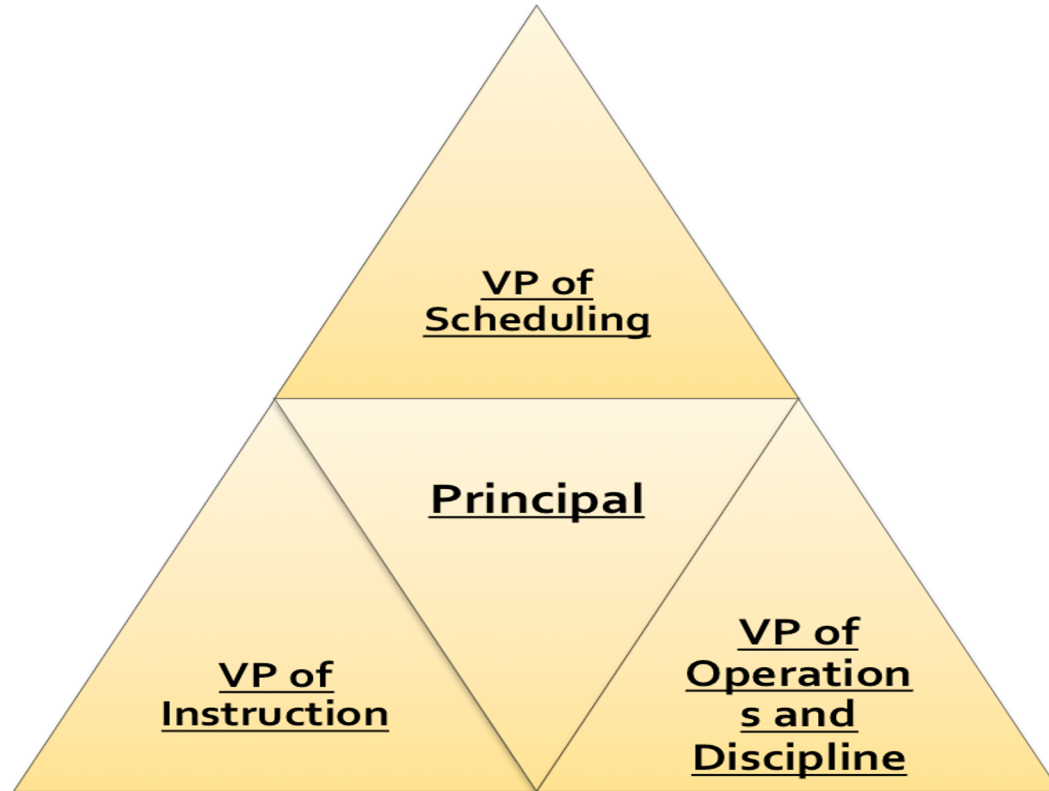
1. Policies to ensure safety and accountability
2. Establish goals and objectives
3. Roles
4. Technology
 - a. Oncourse
 - b. Social media
 - c. Celebratory Environment

Key Structural Changes

Old Shabazz Structure



Key Structural changes



Systems



LEVER 3:

“Instruction”



Curriculum Choice

The eight year study

Project conducted between 1930 to 1942 by the Progressive Education Association (PEA)

Thirty schools were freed to revise their secondary curriculum

Over 250 colleges agreed to suspend their admissions requirements for graduates of the participating high schools

During the initial years of the study, each school staff developed its own curricular program—core curriculum—which sought to integrate and unify the separate academic subjects.

Curriculum choice and Design

Language Arts and History

Standards based rubric

Document Based Questions

Non-Fiction reading cross content

District selected curriculum

- Lexile Level assessments (English, History, and Bio.)

PE and Language Arts

Persuasive Writing on CRT in all Health class

Math and Science

PSI Physics (Algebra based science curriculum)

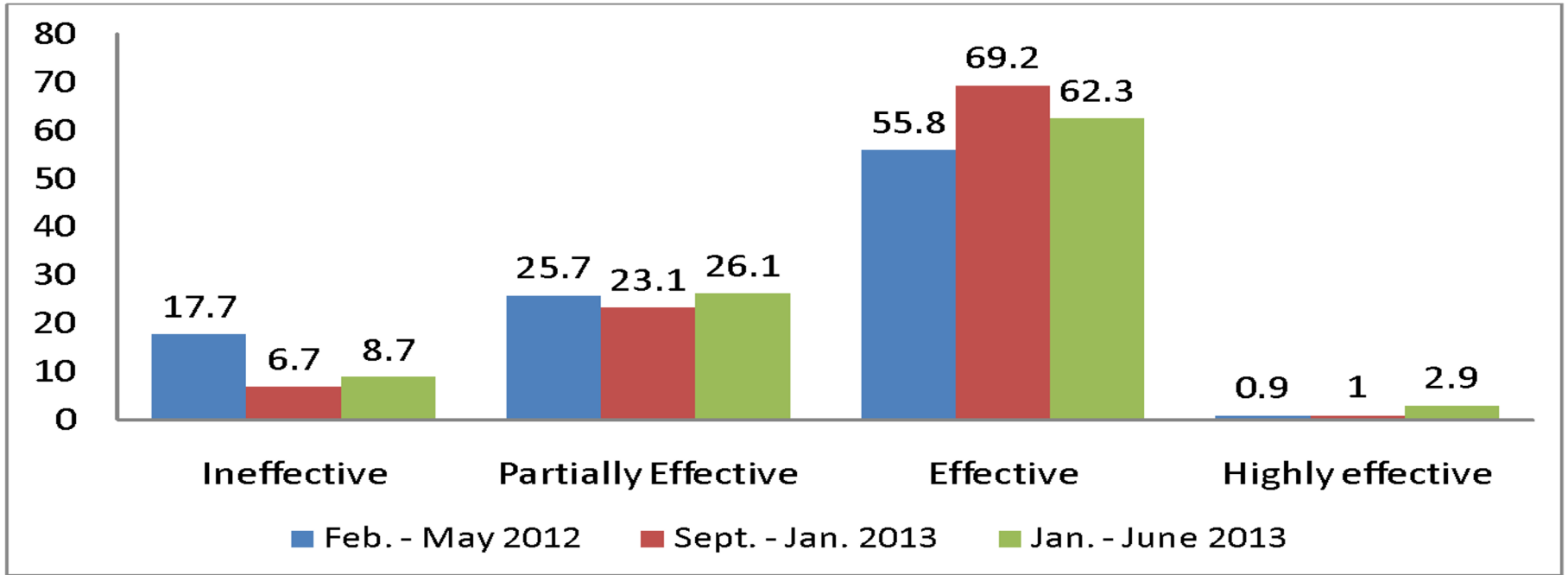
Integrated Calculus and Physics

LEVER 4:

“Monitoring”



Teacher evaluation 2012 – 2013



Walkthrough Focus Areas

Three-Part Lesson Objective (DOL's)

Three-part lesson objective is posted, written in student-friendly language and articulated in the lesson

Student Interviews (Students are selected at random.)

What are you working on? Or: What are you doing?
How do you assess your own learning? Are you called upon to respond for understanding?
What do you do when you need help or assistance?

Preparation for Instruction

Lesson plans closely align to curriculum
Uses common core state standards
Differentiates activities to meet the needs of all learners

Student Engagement (Instruction)

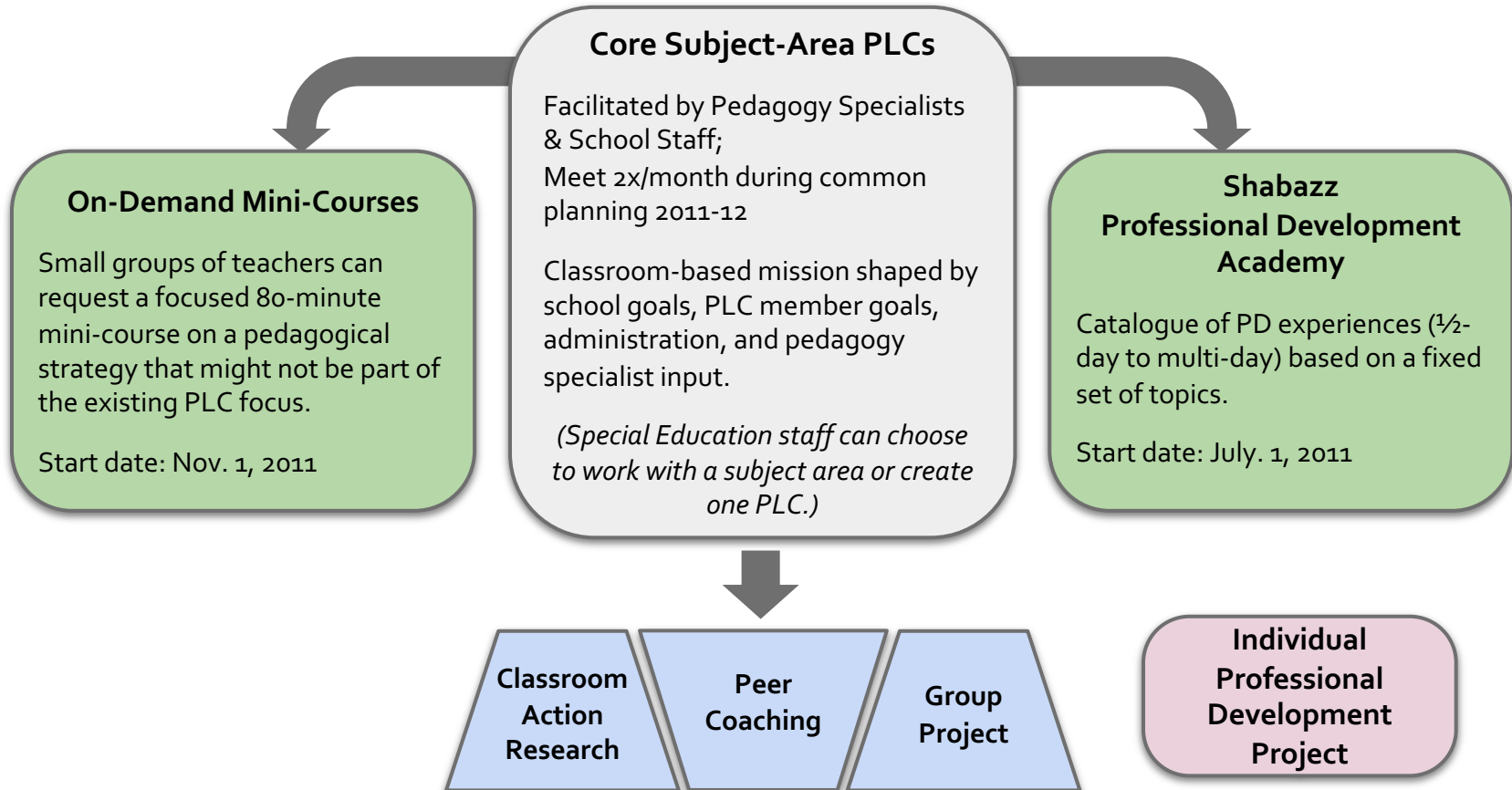
Engages students within one minute of bell
Engages all students in the lesson
Uses smooth transitions and provides closure
Selects multiple instructional strategies that maintain focus and engage students
Solicits multiple responses from all students to check for understanding
Lesson focus on rigorous content, relevant to the grade level

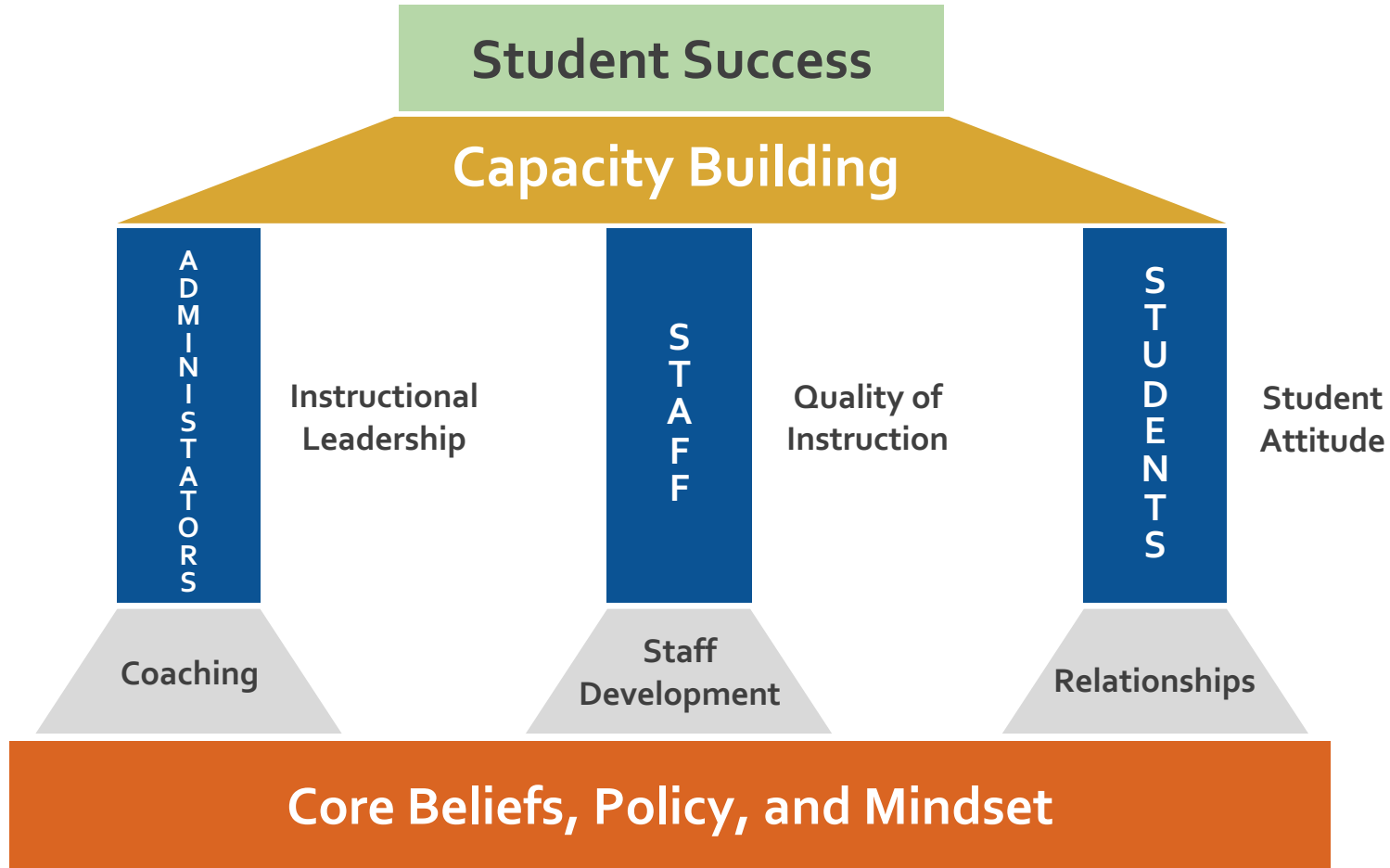
LEVER 5:

“Capacity Building”



CAPACITY BUILDING





Instruction, Monitoring, and Capacity Building



NJTV
NEWS
njtvnews.org

CANDACE KELLEY
Newark
@KelleyNJTV

njtvnews.org

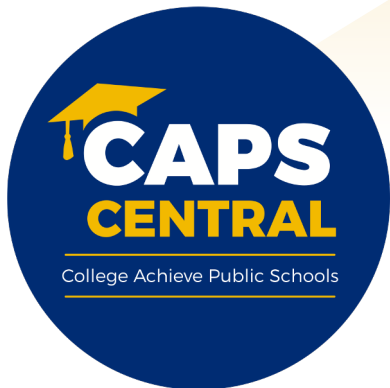
Present day:


“College Achieve Public Schools”

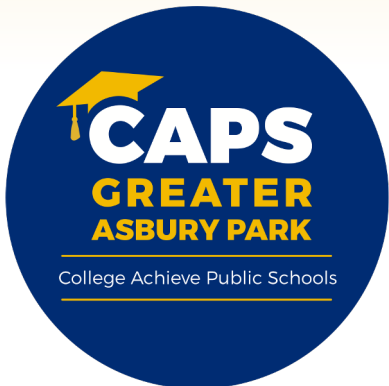





 **COLLEGE
ACHIEVE
PUBLIC
SCHOOLS**



 **CAPS
CENTRAL**
College Achieve Public Schools



 **CAPS
GREATER
ASBURY PARK**
College Achieve Public Schools



 **CAPS
PATERSON**
College Achieve Public Schools

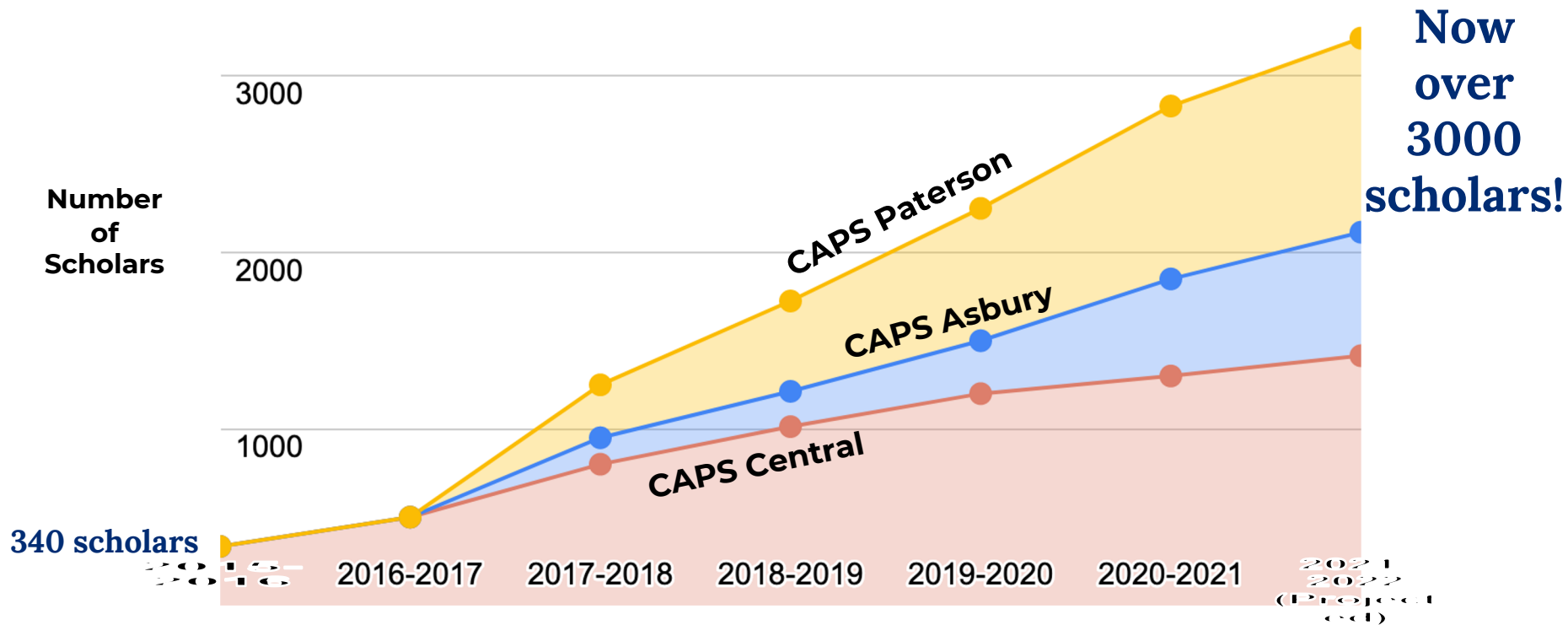
OUR MISSION

Every scholar will be prepared to excel in and graduate from one of the top colleges and universities in the nation.

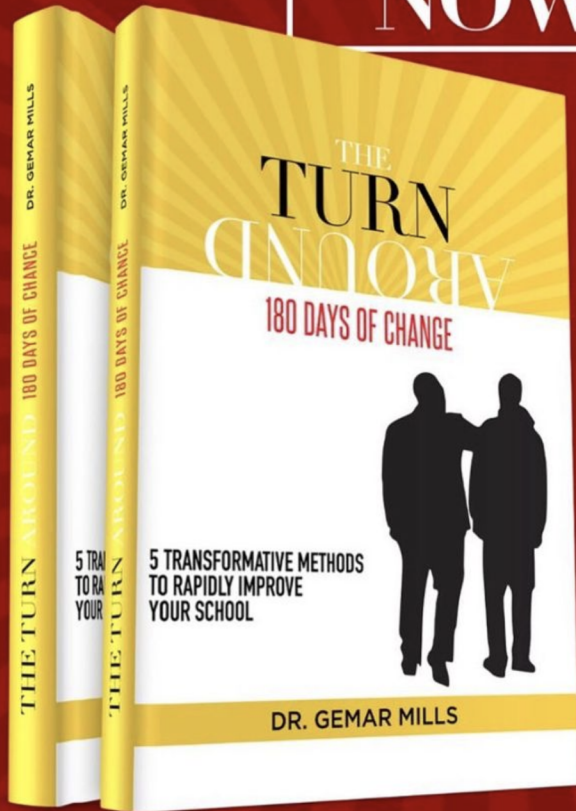




CAPS ENROLLMENT HISTORY



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“Success comes from
taking the best from
both past and present,”
Dr. Gemar Mills.

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