



Dr. Jorge Alvarez High School

School Reform Plan - Restart Model - March 2012

Title I 1003 (g) School Improvement Grant Application
Submitted by: Dr. Jorge Alvarez High School, Providence Public School District
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School Context

Dr. Jorge Alvarez High School serves a diverse population of 570 students in grades nine through twelve. Built in 2006, Alvarez High School is on the Reservoir Triangle in the residential neighborhood of Adelaide Avenue in Providence, RI. As a newly-constructed building, the school facility was designed to promote interdisciplinary learning with an infusion of technology.

Current Student Population

Data from the Providence REG system and RIDE’s InfoWorks! website provides a snapshot of the student body at Alvarez High School:

- 91.5% of students qualify for free and reduced-price lunch.
- 18% of students have Limited English Proficiency (LEP).
- 18% of students have an Individualized Education Plan (IEP).
- The majority (70%) of students are of Hispanic/Latino descent. The remaining students are black (16%), Asian (7%), and white (4%).
- The student mobility rate is 43%, compared to the 17% statewide mobility rate.

Alvarez School Profile

Students		Faculty and Staff	
Grades:	9-12	# of Administrators:	1 Principal, 2 APs
Enrollment:	580	# of General Ed. Teaching Faculty:	41
Female:	49%	# of Special Ed Teaching:	4
Male:	51%	# of Itinerant Faculty:	60% social worker, 20% speech, 30% psychologist
Asian:	6%	# of Coaches:	0
Black:	20%	#of Teacher Assistants:	7
Hispanic:	69%	# and Type of Specialized Teaching Staff:	n/a
Multi Racial:		# of Resource Staff:	4 resource teachers for inclusion
Native American:	1%	Other Faculty Support:	20% student assistance counselor
White:	5%		
Free/Reduced Lunch:	86.3%		
Limited English Proficient:	20%		
Individualized Education Plan:	18%		

School Approach to Reform

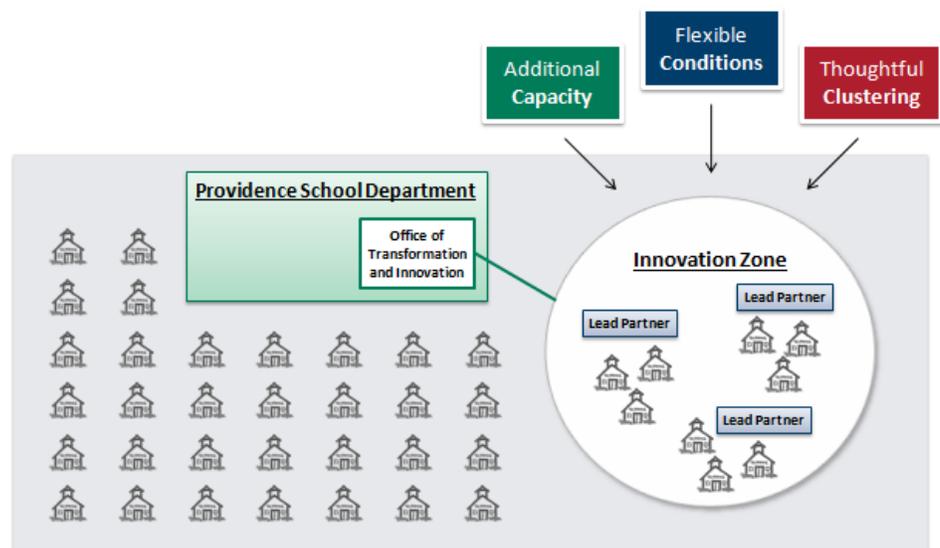
As a new school, Alvarez High School has struggled to create a climate and culture that leads to high student achievement. When the school opened its doors in 2007, it started with ninth, tenth and eleventh-graders from two closing schools. Alvarez’s staff is also comprised of faculty and staff from the two closing schools. This has contributed to the challenge of building an Alvarez school identity. The SIG and school reform planning process offer a unique opportunity to create a strong school climate and culture that will foster student achievement and promote college and career readiness. The reform strategies outlined in this plan directly address the school’s greatest needs in order to provide an integrated and rigorous approach to improving student achievement at Alvarez High School.

About the Innovation Zone

Providence Public School District (PPSD) has launched an innovative and ambitious strategy designed to dramatically improve student achievement in the district’s lowest-performing schools. Providence faces a strong imperative to address chronic underperformance in too many of the city’s schools. Four schools (Cohort 1 schools) were identified by the Rhode Island Department of Education (RIDE) as Tier I persistently low-achieving (PLA) schools in 2010. Five additional schools (Cohort 2 schools) were identified as Tier I PLA schools in 2011; Alvarez High School was identified as one of the State’s Cohort 2 schools. The district now has the unprecedented opportunity to reverse the status quo in its lowest-performing schools, and PPSD recognizes the need for bold and swift intervention in these schools. With this comes a commitment to provide these most struggling schools with the additional resources and autonomy needed to implement innovative reform strategies.

In September 2011, PPSD launched the Innovation Zone, which creates a protected space within the district where schools (“Innovation Schools”) are given the resources, flexibility, and support needed to produce rapid and sustainable gains in student achievement. This initiative aligns with and reinforces the district’s overarching mission to prepare all students for success in their chosen colleges and careers. This carve-out model draws heavily upon the success of similar initiatives in Chicago, Philadelphia, Charlotte-Mecklenburg, Baltimore, Los Angeles, Washington, D.C., and New York City, and is informed by the research presented in Mass Insight Education’s 2007 report, *The Turnaround Challenge*.¹

There is a deep sense of urgency to invest in the district’s underperforming schools, and to then use these schools as the catalyst for broader, district-wide reform. The district’s turnaround strategy will pilot and incubate new



strategies in the Innovation Zone and then bring successful strategies to scale district-wide; therefore, the Innovation Zone will serve as the proof-point for system-wide reform and improvement. The Innovation Zone is designed to increase the number and variety of high-quality educational options for students in Providence, and partnerships will be critical to this effort. PPSD plans to partner with highly effective Lead Partner organizations to help manage the turnaround process in clusters of the district's Innovation Schools. Successful turnaround will require ongoing collaboration between PPSD, the Providence Teachers Union (PTU), schools, community members, and Lead and Supporting Partners.

Inclusion in the Innovation Zone is not a punitive measure; rather, it is an exciting opportunity to produce dramatic and lasting improvement in the district's most struggling schools. Innovation Schools will benefit from additional flexibility and support in exchange for heightened accountability. This initiative is rooted in what Mass Insight Education describes as the three C's of school turnaround: capacity, conditions, and clustering. The district is prepared to make investments in each of the following areas:

1. **Capacity:** Increasing capacity internally by investing in school and district staff, and externally by collaborating with partners who bring turnaround expertise to the district;
2. **Conditions:** Increasing flexibility and changing the operating conditions that have hindered past reform efforts; and
3. **Clustering:** Organizing schools into clusters where partners provide comprehensive services focused on turnaround, and leveraging these clusters to create a community of practice and benefits of scale.

School Reform Planning Process

The following school reform plan is the result of collaborative planning efforts at Dr. Jorge Alvarez High School combined with best practice research for school turnaround. Starting in October 2011, PPSD invited district and school personnel, students, family members, and community partners to participate in a series of stakeholder feedback meetings. The purpose of these meetings was to inform the school communities about the School Improvement Grant (SIG) process and to begin conversations about our shared vision for reform and student success. After receiving RIDE's approval for the Cohort 2 intervention models in December, the school reform planning process began again in earnest. PPSD's Office of Transformation and Innovation (OTI) and the Providence Teacher Union (PTU) facilitated a series of school planning sessions at each of the five Cohort 2 Innovation Schools. The purpose of the planning process was threefold:

1. To diagnose school strengths and areas for improvement;
2. To generate ideas and strategies as to how we can accelerate student achievement in these schools; and
3. To meaningfully engage school community members in the long-term transformation process.

During the first planning session, stakeholders engaged in a **needs assessment**. Participants analyzed current and historic data and used a diagnostic process to critically evaluate school strengths and areas for improvement in the areas of teaching and learning (incl. math, English language arts, and science), parent and community engagement, and school culture and climate. Based on the identified needs and challenges of the school, stakeholders then selected three priority areas (please see Section 3).

School turnaround is incredibly complex and challenging work; therefore, it is imperative that we target our resources and efforts during the first few years of transformation to affect change in these high-priority areas. All

improvement strategies presented in this plan are rooted in these three foundational reform areas. Based on these priority areas, school teams developed SMART goals that are strategic, measurable, attainable, results-oriented, and time-bound. School teams will continue to refine and expand upon these goals at a more granular level after receiving approval of this plan.

During the second planning meeting, stakeholders revisited the goals and priorities generated during the first session. School staff, parents, students, and community members shifted from diagnosis and goal-setting to **strategic planning**. These sessions moved the conversation towards potential solutions or activities that will produce measurable results in the identified priority and SIG-required reform areas. The planning team brainstormed strategies to address each of the required SIG reform areas: (1) teacher and leader effectiveness, (2) instructional and curricular reform, (3) expanded learning opportunities, and (4) community-oriented schools. Stakeholders then prioritized these strategies based on their expected level of impact, resource requirements, and ease of implementation. Stakeholders were asked to reflect upon the resource requirements of each strategy (e.g., what resources are already available? What additional resources would be needed to implement this strategy? Based on our Year 1-3 priorities, is this a high-impact and worthwhile resource investment?). This school reform plan incorporates the strategies identified and prioritized by the school-based planning teams.

Vision for Reform

The school reform plan is driven by the central belief that all students, regardless of race or socioeconomic status, when provided with access to an excellent education, can and will succeed. For too long, we have failed to meet the needs of students in our city's most struggling schools. With this new initiative, PPSD reinforces its commitment to dramatically improve student outcomes citywide. The school reform plan and the broader Innovation Zone strategy are rooted in the following core principles and beliefs:

Innovation Zone Principles for Reform

- All students enrolled in Providence Public Schools deserve equal access to a high-quality education.
- Our lowest-performing schools represent our best opportunity to produce dramatic gains in student achievement.
- Rapid and sustainable school turnaround requires innovative and comprehensive improvement strategies.
- Community collaboration, communication, and partner engagement are fundamental to achieving and sustaining excellence.
- A high-performing school district must have shared accountability and must place the interests of students above all others.
- Strong leadership, quality instruction, effective support structures, and efficient operations directly impact student performance.
- The school community must establish high expectations and strive for continuous improvement in order to achieve educational excellence.
- Teachers and leaders play an integral role in our schools, and all schools must be staffed with highly effective teachers and leaders.

This school reform plan is developed in accordance with the requirements set forth by RIDE in *the Protocol for Interventions: Persistently Lowest-Achieving Schools*. Specifically, this plan is divided into the four required reform areas: (1) teacher and leader effectiveness, (2) instructional and curricular reform, (3) expanded learning opportunities, and (4) community-oriented schools. The plan also addresses the elements required therein:

- New mechanisms for school governance and leadership;
- Meaningful use of diagnostic student and school-level data;
- Expanded learning time and modified scheduling;
- Comprehensive instructional and curricular reforms;
- Ongoing, high-quality, job embedded professional development;
- Rigorous, transparent, and equitable evaluation systems;
- Family and community engagement;
- Operational flexibility, including over people, time, money, and programming;
- Tighter alignment among identified student need (based on the data), programmatic reforms, and proposed funding; and
- Sustainability of reforms after the conclusion of SIG grant period.

Overview

This section provides an overview of the most critical needs facing Alvarez High School. Through the analysis of student data and achievement outcomes, the school community recognized the most significant needs facing the school and will prioritize those needs in the school reform plan.

Literacy/ELA Achievement

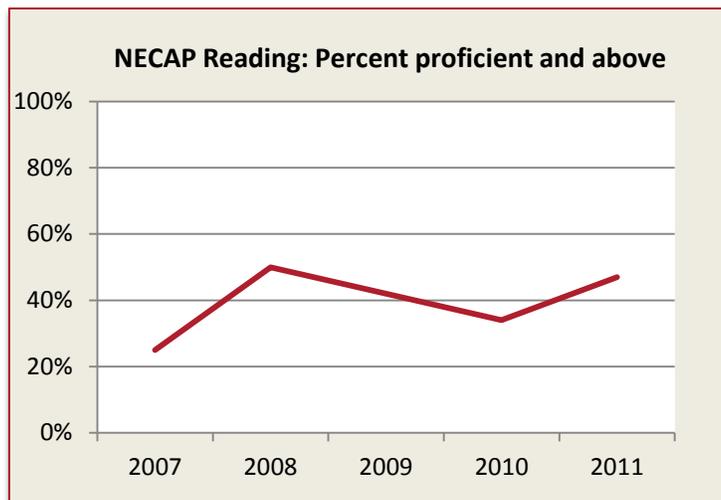
Over the past three years, ELA proficiency levels at Alvarez have shown inconsistent trends. After a dip in student achievement on the 2010 Reading NECAP, there was a marginal increase on the 2011 Reading NECAP. However, there continue to be large achievement gaps among sub-groups of students. In particular, black students and students with Individualized Education Plans (IEPs) are lagging behind their peers in Reading. The school planning team has identified the following reasons for the persistently low achievement in Reading: 1) insufficient instructional time for students and limited instructional time devoted to interventions; 2) insufficient intervention services for students who are behind; 3) inconsistent implementation of an aligned Reading curriculum; and 4) insufficient common planning time for teachers, particularly for the large numbers of new English teachers.

Areas of Strength:

- After a three year decline, the percentage of students who scored proficient and above on the Reading NECAP increased by 13% in 2011.
- The number of students who scored Proficient with Distinction on NECAP Reading increased by 5%.

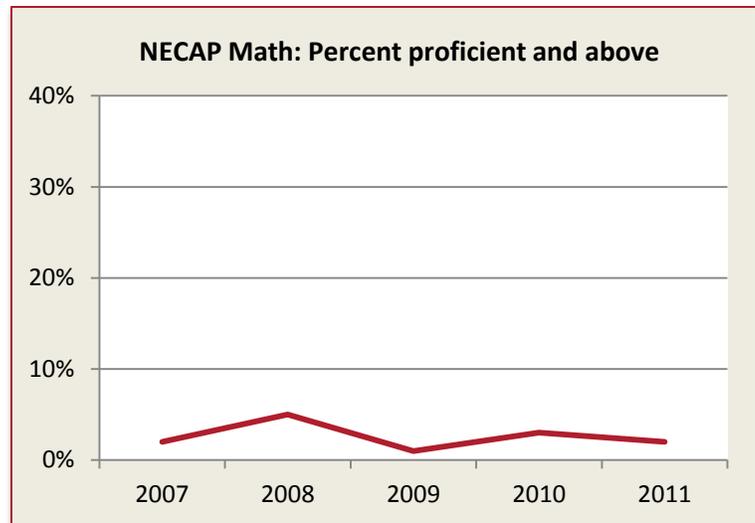
Areas of Concern:

- While the percentage of students who scored proficient and above on the Reading NECAP increased, fewer than 50% of students scored proficient and above.
- On the 2011 writing NECAP, only 14% of students scored proficient and above. This was down from 18% the previous year.
- On the 2011 NECAP Reading and NECAP Writing, students with IEPs scored substantially worse than their non-IEP peers. On NECAP Reading, only 16% of students with IEPs scored proficient and above. On NECAP Writing, only 2% of students scored proficient and above.



Mathematics

NECAP data show persistently low achievement and a lack of student progress in Mathematics over the past four years. Overall Math proficiency remains less than 5% for all student groups. The school planning team has identified the following reasons for the persistently low achievement in Math: 1) inconsistent implementation and teaching of an aligned curriculum (Alvarez is currently in its second year implementing the district’s aligned curriculum); 2) insufficient early intervention for struggling students; 3) insufficient differentiation in instruction based on student achievement data and targeted student needs; and 4) lack of common planning time and job-embedded professional development for teachers.



Areas of Strength:

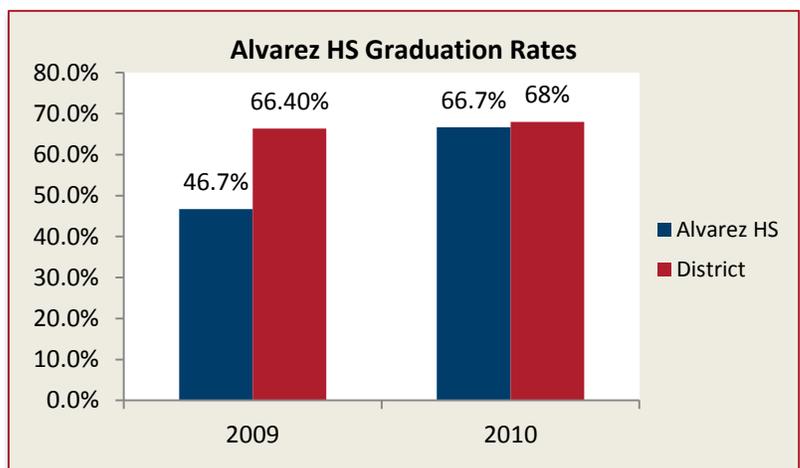
- Based on 2010 PSAT scores, 11th graders showed modest growth (1 point) between fall 2009 and fall 2010.

Areas of Concern:

- Over the past three years, the percentage of students scoring substantially below proficient remains greater than 80%.
- Over the past three years, no students have scored in the Proficient with Distinction category in Math.
- Based on SAT10 mean scores, the school has consistently lagged behind the district mean by an average of eight points. Additionally, female students perform worse than their male peers on the SAT10 across grade levels.
- Based on PSAT scores, Alvarez students score an average of five points behind the district average in Math.

School Climate and Culture

There are many elements that contribute to a high school’s climate and culture. An analysis of student attendance, student behavior, graduation and dropout rates help develop a picture of a school’s learning environment. Additionally, the perceptions of stakeholders—students, faculty, and parents— impact the school community. The following data on Alvarez reflect the current school climate and school culture.



Areas of Strength:

- In 2010, 66% of the 9th grade cohort graduated within four years. This reflected a 20% increase over the 2009 graduation rate.
- In 2010, 25% of students dropped out within four years. This represents a 6% decrease in the 2009 dropout rate.
- The total number of discipline infractions has decreased over the last three years. Additionally, the number of out-of-school suspensions decreased over that same timeframe.

Areas of Concern:

- The average attendance rate during the 2010-2011 school year was 82%, compared to the district high school average of 85%.
- In 2010, the percentage of students who were chronically absent (missing more than 10% of school days) was 66%. This presents a significant challenge in ensuring students receive the necessary academic content.
- During the 2010-2011 school year, the student mobility rate was 43%, 10% higher than the district average. This presents significant challenges to school culture as students move in and out of the building over the course of the year.
- According to a 2011 school-based professional development survey, only 75.5% of teachers completed their required professional development hours. Additionally, 100% of math teachers did not complete the required professional development hours.
- Teacher attendance poses a significant challenge at Alvarez. During the 2010-2011 school year, 48% of teachers missed more than 10 school days (including faculty members on extended leave).

Graduation Rate: Graduating Class of 2010	
All Students:	67%
White, Non-Hispanic:	33%
Black, Non-Hispanic:	73%
Hispanic:	68%
Asian, Pacific Island:	50%
English Language Learners:	--
Special Education	58%

Parent and Community Engagement

Too few parents (from a student body of 550) returned the SurveyWorks! parent survey in 2010 to draw upon quantitative data about parent and community engagement. However, qualitative data from the school needs' assessment reveals the following information about the Alvarez community:

Areas of Strength:

- Four academic celebrations were well attended by parents, averaging about 140 parents at each event.
- The school operates a Parent Center staffed by parent volunteers.
- The school uses Parent Link, an electronic phone messaging system, to relay information to parents.
- The school website includes teacher email addresses, weekly principal newsletters, and resources for parents.

Areas of Concern:

- Students must travel to other district high schools in order to participate in sports; subsequently, there are few strong co-curricular after-school activities present at Alvarez.
- Parent attendance at PTO meetings and School Improvement Team meetings has been very low. There is no dedicated parent liaison in the building.
- There are limited means of two-way communication with parents and families, particularly for students who struggle most.
- There are few strong relationships with community partners to provide additional social-emotional and academic services to students and families.

Summary

These data present a picture of a school struggling to build a strong climate and culture that ensures all students achieve at high levels. In order to see dramatic student gains in ELA and Math, the school must work to increase student engagement and improve the overall school culture.

Priority Areas

After a careful analysis of school needs and challenges, it is clear that the school community should prioritize certain areas for improvement in order to see dramatic gains student achievement. Over the three-year School Improvement Grant period, Alvarez High School will focus on improvement in these three key areas and target resources and initiatives appropriately. Administrators, teachers, and community partners will use these three goals as focal point for improvement efforts across the school. The following sections provide further detail regarding reform strategies that will support these three priority goals.

Goal 1: Maintain consistent improvement in the percentage of students demonstrating proficiency in reading; increase the number of students demonstrating proficiency in writing.

Goal 2: Dramatically improve the percentage of students demonstrating proficiency in mathematics.

Goal 3: Improve student engagement by increasing attendance, decreasing tardiness, and providing more co-curricular opportunities.

Emerging research from the field demonstrates that, to serve as a motivator for the school community, benchmarks for school improvement should be ambitious yet attainable. While there is demand for immediate, dramatic improvements in student achievement, data from historically low-performing schools nation-wide show that these schools often experience a slight gain in test scores in the first year and more significant gains in years two and three. Additionally, in Rhode Island, the 2012 NECAP test will be administered to students at the beginning of the school year, shortly after the beginning of school reform implementation. Therefore, the goals for NECAP math and reading represent reasonable benchmarks toward the ultimate goal of 100% proficiency.

While dramatic improvements in student achievement are the ultimate goal of the reform plan, many factors must be in place before Alvarez can expect to see such gains. Through a careful needs assessment of the school community, it is also clear that student attendance and engagement must increase before academic achievement can improve. For that reason, the school has chosen to focus the third transformation goal on improving student engagement as measured by increased student attendance, decreased tardiness, and an increase in co-curricular participation.

The school planning committees analyzed historical NECAP data and statewide averages, student attendance rates, and student surveys to determine the following transformation goals. These goals serve as a central component to the transformation work by articulating a shared school vision for student achievement and school culture, balancing the need to establish rigorous, ambitious targets with the need to generate and sustain buy-in through attainable “early wins.”

Goal #1: Reading and Writing

Strategic Goal 1: Maintain improvement in the percentage of students demonstrating proficiency in reading; increase the number of students demonstrating proficiency in writing.

In 2011, 47% of 11th graders scored proficient or better on the reading NECAP, a 14% increase from 2010. However, only 14% of students scored proficient and above on NECAP writing. New instructional strategies, resources and supports will focus on maintaining the improvement in reading achievement while also improving students' writing skills. The ELA achievement goals will aim to increase the number of students scoring proficient and above and decrease the number of students scoring substantially below proficient. The following benchmarks have been set to monitor progress towards the ultimate goal of 100% proficiency:

Annual Targets: Percent of Students Scoring Proficient and Above				
	2011	2012 Target	2013 Target	2014 Target
NECAP Reading	47%	49%	54%	59%
NECAP Writing	14%	20%	27%	36%

Annual Targets: Percent of Students Scoring Substantially Below Proficient				
	2011	2012 Target	2013 Target	2014 Target
NECAP Reading	19%	18%	15%	12%
NECAP Writing	16%	15%	13%	11%

These NECAP benchmarks will also setup the school to make a seamless transition to the PARCC assessment in the 2014-2015 school year. The district and school are taking steps to ensure the curriculum is aligned to Common Core State Standards and improvement in NECAP scores will ensure students will be successful on the PARCC assessment once it is adopted. Through the strategies outlined in this plan, we expect to see a measurable, positive impact on the number of students scoring proficient and above on NECAP Reading.

Goal Area #2: Mathematics

Strategic Goal 2: Dramatically improve the percentage of students demonstrating proficiency in mathematics.

In 2011, only 2% of students scored "proficient" and no students scored "proficient with distinction" on the math NECAP. In the same year, 85% of students scored "substantially below proficient." Reform strategies across the school will be designed to increase the percentage of students proficient in math and decrease the percentage of student scoring substantially below proficient. The following benchmarks have been set to monitor progress towards the ultimate goal of 100% proficiency:

Annual Targets: Percent of 11 th Graders Scoring Proficient and Above				
	2011	2012 Target	2013 Target	2014 Target
NECAP Math	2%	4%	8%	12%

Annual Targets: Percent of 11 th Graders Scoring Substantially Below Proficient				
	2011	2012 Target	2013 Target	2014 Target
NECAP Math	85%	82%	75%	69%

Similar to the ELA benchmarks, these NECAP goals will ensure that students will be successful during the transition to the PARCC assessment in the 2014-2015 school year. The district and school are taking steps to ensure that the curriculum is aligned to Common Core State Standards. Reform activities designed to improve instruction in math will complement strategies designed to improve ELA achievement and serve as the foundation for school-wide improvement. While addressing math achievement is a critical factor, reform initiatives addressing this area will also influence school-wide practices to ensure rapid, sustainable improvement in student achievement.

Goal Area #3: Student Engagement

Strategic Goal 3: Improve student engagement by increasing attendance, decreasing tardiness, and providing more co-curricular opportunities.

In order to see dramatic gains in student achievement, it is crucial that Alvarez be a school where students are actively engaged in learning and the school culture is positive, collegial, and supportive. Reform strategies across the school will be designed to improve overall school culture and climate in order to promote increased student achievement. The school planning committee has set the following benchmarks as a way to monitor school climate and ensure progress towards becoming a healthy and successful school:

Student Attendance and Tardiness

Attendance and Tardiness Rates				
	2011	2012 Target	2013 Target	2014 Target
Average Attendance	82%	86%	90%	92%
Average Tardiness	23%	18%	14%	10%

Parent and Community Engagement

Parents and community stakeholders are essential partners in the education of their children. In order to create an inclusive learning community, Alvarez will implement strategies designed to engage parents and community members in the school. Parents and community engagement will be measured through a number of quantitative and qualitative metrics. Some of these metrics include numbers of parent participants in school activities, the percentage of students participating in co-curricular activities, and parent and faculty feedback on qualitative surveys designed to measure school climate and culture.

District-Level Governance

Office of Transformation and Innovation

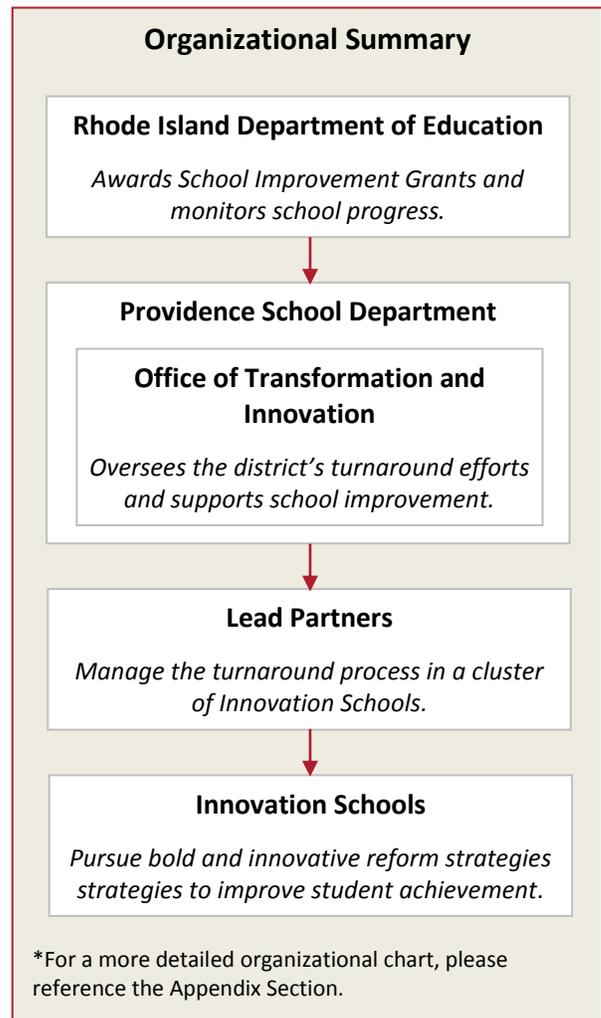
PPSD launched the **Office of Transformation and Innovation (OTI)** in September 2011. This new unit is designed to oversee and coordinate the district's school turnaround efforts and provide targeted, flexible assistance to schools in the greatest need. The OTI's mission is to dramatically improve student outcomes in Providence's lowest-performing schools and inspire district-wide innovation and reform. The OTI achieves its mission by performing three core functions:

1. **School Support:** Supporting schools as they pursue innovation and sustainable reform strategies.
2. **Performance Monitoring:** Monitoring progress made and outcomes achieved in the Innovation Schools.
3. **Community Engagement:** Engaging partners and community members in the school transformation process.

Traditionally, district central offices have had limited capacity to address the needs of their lowest-performing schools, and most districts are not structured in a way that is conducive to this type of work. District systems and school interactions typically emphasize standardization, service delivery, and compliance monitoring. This light-touch and homogeneous support structure will not transform struggling schools. Therefore, the OTI's design represents a unique case management approach whereby the OTI will maintain a regular presence in the Innovation Schools. OTI staff will ensure that the Innovation Schools are prioritized not only in talk, but also in action. The OTI will serve as schools' main point of contact with PSD and will coordinate all central office services for these schools by streamlining supports from multiple offices instead of creating additional bureaucracy. The OTI's support structure will create a "club you want to join" with tangible benefits for low-performing schools, rather than a punitive framework.

As part of the district's broader turnaround strategy, the OTI will partner with several Lead and Supporting Partners. **Lead Partners** are specialized organizations, such as nonprofits or subunits of the district central office that coordinate the transformation of low-performing schools. The role of the Lead Partner is defined by four overarching responsibilities:

1. **Accountability.** The Lead Partner signs a



performance contract, which holds them accountable for rapid gains in student achievement.

2. **Authority.** The Lead Partner assumes decision-making authority on school staffing, time, budgets, and programs.
3. **Comprehensive services.** The Lead Partner provides core academic and student support services directly or by aligning the services of other programs and Supporting Partners, who are on subcontracts with the Lead Partner, and builds internal capacity within the schools and by extension, the district.
4. **Embedded, consistent school presence.** The Lead Partner maintains an embedded, consistent, and intense relationship with the school(s), requiring a presence in each school five days per week during the turnaround period.

Lead Partners will bring managerial and operational expertise to the school, giving the principal additional time and flexibility to focus on instructional leadership. Lead Partners will provide targeted support in key functional areas, including offering services that the district does not have the time or expertise to provide.

United Providence! (UP!)

United Providence! (UP!) will serve as a **Lead Partner** at Alvarez High School. UP! is a new nonprofit education management organization designed to manage the turnaround process in a cluster of Providence’s lowest-performing schools. Under the restart intervention model, PPSD will transfer management of the three Cohort 2 restart schools to UP!. UP! is a labor-management collaboration between the PTU and PPSD. UP!’s mission is to maximize student achievement in Providence’s most struggling schools by promoting innovation and fostering a truly collaborative environment for teaching and learning. In so doing, UP! will serve as a groundbreaking national model for student-centered collaboration between labor and management.

As a 501(c) (3) organization, UP! will operate separately and independently from the PTU and PPSD. UP! will have a performance-based contract with Providence Public School Board for the services that it will provide in the restart schools. UP! will be governed by a Board of Directors, which will be co-chaired by the Superintendent of PPSD and the President of PTU. UP! will also be supported by a local and national Advisory Board. UP!’s staff will initially include an Executive Director, Director of Academics, Director of Operations, and Administrative Assistant. The UP! team will be based housed in one of the restart schools and maintain an embedded presence in each school. The **Executive Director** will engage in fundraising, strategic planning, community outreach, and school leadership coaching. The **Director of Academics** will provide teacher and leader coaching and support the delivery of high-quality instruction in all restart schools (incl. curriculum development, design of assessments systems, delivery of professional development, and use of data). The **Director of Operations** will oversee and provide for all of the school operational needs (incl. HR, finance, facilities, IT, etc.).

Please reference UP!’s business plan (see Appendix Section: UP! Business Plan) for greater detail on UP!’s governance structure, staffing plan, and school support strategy.

School-Level Governance

PPSD has engaged in a rigorous recruitment and interview process to identify **turnaround principals** for four of the five Cohort 2 Innovation Schools. Please reference the Appendix Section for the turnaround principal job description. PPSD recently identified Jesse Rivers as the new principal of Alvarez High School. It is important to

note that the requirements and competencies of a turnaround principal are unique. He/She must exhibit resilience, passion, leadership, strong communication skills, confidence, persistence, creativity, and strong problem-solving ability. In order to maintain a certain level of continuity, all schools will retain their current assistant principals for the first year of the transformation process.

The principles of collaboration and partnership undergird UP!'s staffing and management model. Central to this is the idea of distributed leadership. This concept is perhaps most pronounced at the school level. UP!'s schools will employ a **distributed leadership model** to help govern school activities and frame the decision-making process. UP!'s staff members will be available to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, "Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation."ⁱⁱ

UP!'s schools will implement a distributed leadership model. At minimum, each UP! school will establish five committees comprised of UP! staff, school administrators, faculty members, staff, parents, community partners, and students (if/when appropriate). The purpose of these committees will be to create a structure and process that is conducive to community involvement and shared accountability. All faculty members will be required to participate on at least one committee. Individual committees may choose to create subcommittees, as needed. Below, please find a summary of this committee structure. UP! will create team charters for each committee that will articulate the membership, leadership, decision-making process, and meeting schedule for each committee. These charters will also outline the extent to which committees have decision-making authority. For certain issues, the committees will provide recommendations to UP! and the school's leadership team; in other instances, the committee may have decision-making authority.

- **Instructional Leadership Team (ILT).** The ILT will serve as the school's main governing committee and will be co-chaired by the Principal and Building Delegate. The co-chairs will determine the composition of the ILT. The ILT will have five supporting committees (detailed below); the chairs of each of those committees will also serve on the ILT. The ILT will support and drive the transformation process and is responsible for overseeing: (1) curriculum and instruction, (2) professional development, (3) school resources, (4) data analysis, and (5) dispute resolution. By electing to work in an UP! school, all faculty members have agreed to settle work disputes at the school level. The ILT will address teacher disputes and concerns, and use a standard decision-making protocol to resolve these issues. All teachers must work to resolve issues with the Principal and the Building Delegate before raising issues to the ILT. In the unlikely event that a dispute is irresolvable at the school level, this issue will be elevated to UP!'s Executive Director and then to the Board of Directors for a summary of the dispute resolution process). Decisions made by the Board will be final, and if too many issues move beyond the ILT, then UP! will need to revisit the dispute resolution process and the situation at the school. A teacher may proceed with the grievance process for issues pertaining to salary, benefits, and employment status.
- **Academics and Professional Learning Committee.** The Academics and Professional Learning Committee will spearhead the selection, implementation, and evaluation of the school's curriculum, academic programming, and assessment system. UP!'s schools will implement the district's standards-based and guaranteed and viable curriculum; this committee will ensure fidelity in its implementation. This committee will also identify gaps in the school's current academic programming and assessment systems and propose strategies to fill these gaps. The committee will devise intervention strategies targeting off-

track students. The committee will also design and implement initiatives to promote teacher and leader effectiveness and growth. The committee will organize ongoing, job-embedded professional development opportunities throughout the year. This committee will ensure that teachers receive necessary support, particularly as the school rolls out any new academic and instructional strategies. The committee will also support the implementation of the district's teacher evaluation system. The committee will oversee and ensure the effectiveness of professional learning communities and common planning time. A critical part of this work will include developing a data-driven culture among faculty and staff.

- **Operations Committee.** The Operations Committee will support and provide oversight for the school's facilities, budget, contracts, schedule, partnerships, and IT infrastructure. The committee will design the school's annual calendar and daily schedule. This group will identify opportunities to expand and maximize learning time for students and staff. This committee will seek opportunities to increase students' time on task through strategies such as block scheduling, before-/after-school programming, external partnerships, virtual learning, double-dose content periods, and staggered faculty scheduling. This committee will also support the development and monitoring of the school's budget. Working closely with UP!'s Director of Operations, this committee will provide recommendations as to how the school should spend its discretionary funds and federal grant money, pursuant with the stipulations associated with these funds. This committee will also oversee spending associated with the School Improvement Grant. The committee will keep a centralized record of grants that the school community has been awarded and/or is actively pursuing.
- **Culture and Climate Committee.** The Culture and Climate Committee will help to create and maintain a safe and orderly environment. Initially, this team will play an integral role in building a sense of community and establishing high expectations for all community members. This committee will support the implementation of the school's behavior management system. This committee will also foster a harmonious culture and climate among staff members.
- **Community Engagement Committee.** The Community Engagement Committee will develop opportunities for meaningful family and community involvement. This committee will promote transparency and ongoing communication with stakeholders. This committee will work with community partners and volunteers to provide for students and families' social-emotional needs. The Community Engagement Committee will work closely with the school's Parent-Teacher Organization.

Overview

Under the restart model, Alvarez will be led by a new principal beginning in fall 2012. The new school leader will be responsible for establishing a positive and collaborative professional tone and ensuring that all staff are committed to ongoing growth and improvement. Strategies designed to improve teacher and leader effectiveness will focus on improving instruction and personalizing professional practice.

Staffing and Recruitment Strategy

PPSD understands that it must have a strong “people strategy” in place in order to transform its schools and sustain results. PPSD has established strategies to recruit, place, evaluate, develop, and retain high-quality teachers and leaders. The OTI and UP! have and will continue to work closely with the district’s Human Resources Office. All departments at PSD, including HR, understand that the needs of the Innovation Schools have been prioritized, and HR continues to be a valued partner in this work.

All current Cohort 2 Innovation School faculty and staff members participated in a recommitment process. Staff received an election to work agreement (see Appendix Section: Election to Work Agreement) that articulated work conditions and expectations pertaining to staff in the Innovation Schools. Staff members could either agree to these conditions or opt out of their current position and enter the district-wide hiring pool (see Appendix Section: Hiring and Staffing Flowchart). By signing the EWA, incumbent faculty indicated their commitment to fully participate in the transformation process and to meet student needs.

Schools are currently engaged in staffing efforts to fill vacancies projected for the 2012-2013 school year. Schools hiring teams will follow the district’s criterion-based hiring process (see Appendix Section: Criterion-based Hiring Process). This mutual-consent hiring process ensures that hiring committees are able to select through consensus, select the highest-quality candidates, and ensure candidates commit to the responsibilities of the reform plan. Unlike other schools in the district, Innovation Schools are exempt from the district-wide match process and can open the search process to internal and external candidates following the initial hiring fairs. This ensures that hiring committees at Innovation Schools have the flexibility needed to recruit the best possible talent. The following chart outlines the district-wide hiring process (see italicized text for amendments for the Innovation Schools):

Timeline	District-wide Hiring Process Benchmarks
January 2 – February 27, 2012	Phase I: Identification of vacancies and displaced teachers <i>*Incumbent Innovation Zone faculty are required to sign Election to Work agreement</i>
January 23 – March 30, 2012	Phase II: Tenured/Probationary teacher mutual consent hiring
March 30 – April 5, 2012	Phase III: Match process <i>*Match process does not apply to Innovation Schools</i>
March – May, 2012	Phase IV: Criterion-based hiring
Post June 2012	Phase V: Post criterion-based hiring

Educator Evaluation and Support

All Innovation Schools commit to on-going formal and informal educator evaluations. The purpose of these evaluations are to ensure that the school maintains a high caliber of instruction, monitor fidelity in implementation of the schools' academic programming, and to provide target supports to staff informed by individual and aggregate evaluation data. UP! schools will implement the Rhode Island Innovation Consortium evaluation model and a new Peer Assistance and Review framework.

Rhode Island Innovation Consortium (RIIC) Educator Evaluation Model

PPSD began implementation of the RIIC model in spring 2012 and will continue implementation as a part of the reform plan. This model was developed by the American Federation of Teachers and several local school communities, including Providence. There are three core principles that underlie this model: 1) Educators must demonstrate on-going growth and improvement; 2) Educator evaluations must be based on multiple measures; and 3) Educators must receive meaningful feedback and support in order to improve their practice. The RIIC model is based on Charlotte Danielson's Framework for Teaching. Educators will be evaluated according to the following six domains:

Domain	Description of Domain
1) Planning and Preparation	Teacher content knowledge, establishing rigorous learning outcomes, designing instruction and designing assessments.
2) Managing the Environment	Teacher management of classroom procedures, student behavior, and organization of physical space.
3) Instruction (Professional Practice)	Teacher communication with students, questioning techniques, and differentiation of instruction.
4) Professional Growth	Teacher reflects on teaching and participates in a professional learning community.
5) Professional Responsibilities	Teachers maintain accurate records, communicate with families, and shows high-levels of professionalism.
6) Student Learning	Student learning will be measured using student learning objectives (SLOs).
Individual ratings in each of the domains will be combined to produce a final, summative evaluation rating of Highly Effective, Effective, Developing, or Ineffective.	

PPSD will fully launch the RIIC model during the 2012-2013 school year. Innovation Schools will begin implementation in spring 2012 with all teachers receiving a baseline evaluation before the end of the school year. On an annual basis, faculty will receive a yearly evaluation that includes one formal observation and five informal observations. Formal observations include a pre-observation conference and post-observation conference with an emphasis on setting professional growth goals. Informal observations will occur more frequently and will typically be unannounced. Teacher evaluations will be conducted by principals, assistant principals, and trained peer evaluators; UP!'s Executive Director and Director of Academics will support building leaders throughout this process. The building leadership and the ILT will use the outcomes of these evaluations to plan professional development and support for teachers.

Administrator Evaluation

Administrators will also be evaluated on an on-going basis. PPSD will adopt the state-approved Rhode Island Administrator Evaluation model. Prior to the start of the school year, every administrator will establish a Professional Growth Plan and establish school-wide Student Learning Objectives. During the first semester, administrators will participate in two evaluator visits and receive feedback on those evaluations. In January, administrators will participate in a mid-year conference to review and discuss progress. During the spring semester, administrators will participate in two additional evaluation visits. In June, they will participate in an end-of-year conference to reflect on the year and establish goals for the following year.

Building administrators will be co-evaluated by the Executive Director of the OTI and the Executive Director of UP!

Peer Assistance and Review (PAR)

The Peer Assistance and Review (PAR) component represents a critical support system for teachers under this model. PAR is a cornerstone of the new evaluation process within the "Professional Growth System." The PTU and PPSD will jointly administer this program, representing a significant shift in how the school system supports and evaluates teachers in order to reach the goal of high-quality teaching and learning in every classroom. The PAR program will provide intensive support to teachers, whether they have newly entered the profession or are veteran teachers who have been identified as needing to improve their teaching practice.

UP! and PPSD continuously strive to provide all students with a high-quality education. The PAR Program has been designed to improve the quality of instruction by assuring that all teachers are experiencing professional success in an urban setting. PAR includes two major components: (1) the intern component, and (2) the intervention component. The **intern component** of the PAR Program is designed to offer all newly-hired teachers the support, advice, and direction necessary to make the first year's experience as successful as possible. Consulting Teachers work with newly-hired teachers to assist and evaluate their classroom performance. PAR is mandatory for teachers newly hired by PPSD, even those with previous experience. The PAR Panel assigns a PAR Consulting Teacher to each intern. The term "intern" is used to identify full-time bargaining unit members issued probationary or tenured teacher contracts who are new to PPSD. . As intern teachers, each new hire will be required to participate in the PAR program and will receive at least 24 visits per year (12 a semester) from a PAR consulting teacher.

The **intervention component** of the PAR Program will provide the intensive supports needed for those teachers who receive a baseline effectiveness rating of *Ineffective* or *Developing* on their evaluation. In close cooperation with the building principal, the PAR Consulting Teacher works to identify weaknesses in teaching, develop specific performance goals, offer supports, and monitor progress of each PAR Program participant. Other school system personnel will assist in the program when needed. PAR is designed to assist experienced teachers who are exhibiting difficulties in the classroom. Any teacher who receives a baseline effectiveness rating of *Ineffective* will receive at least 24 visits in a 12 month period. Teachers who have a baseline effectiveness rating of *Developing* will receive at least 16 visits in a 12 month period.

Professional Development

As a part of the restart reforms, professional development at Alvarez will shift dramatically beginning in the 2012-13 school year. Historically, professional development at Alvarez is not tailored to the specific needs of the school community. Most teachers have received professional development exclusively through district-designed sessions based on content areas and new district programs and initiatives. Subsequently, teachers have participated in workshops and trainings that do not meet their specific needs and the needs of their students.

Every teacher is strongly encouraged to participate in all PD opportunities relevant to their grade level and content area. Beginning in the 2012-13 school year, Alvarez staff will benefit from three types of PD: 1) District-wide; 2) School-based; 3) and UP!-schools PD. Professional development opportunities will take place during the school day, after-school, over the summer and on weekends, as needed. UP! has already selected certain topics for this PD based on the needs assessment, including but not limited to: 1) Collaboration and consensus-building; 2) Understanding data to drive instruction; 3) Instructional strategies for supporting special populations. Additional, PD will be designed by the UP! team ILT based on student data and/or teacher evaluation outcomes.

PPSD will be granting schools more autonomy over school-based professional development opportunities. This autonomy will allow Alvarez to customize their own school-based PD based on school-specific needs.

UP! Schools PD Opportunities

Collaboration and Consensus-building

In order to successfully roll-out the new shared governance model, UP! will provide professional development on collaboration, consensus building, and dispute resolution. Given that faculty-members will be engaged in governance of the school, it is imperative that teachers receive training on collaboration. The professionals listed below, school board members and superintendents from California that are already involved in a similar structure, have agreed to begin providing services and professional development starting in spring 2012:

- **Laura K. Rico**, recently retired president of the ABC (Artesia, Bloomfield and Carmenita) Federation of Teachers in California. The local represents members in the ABC Unified School District located in the southeast section of Los Angeles County. Rico has been an AFT vice president since 2002 and is a member of the AFT Teachers program and policy council. In 2005, Rico was elected to the AFL-CIO executive council. For more than 31 years, Rico was a child development teacher at the Artesia High School Children's Center before becoming full-time president of the ABCFT. Rico also serves as the state senior vice president for the California Federation of Teachers. Laura Rico will be meeting with the UP! interim team and the Office of Innovation during the week of March 19th; she will return for the last week in April to create a strategic plan to establish a collaborative climate and culture that will help support a strong labor management process and honor the tenets of reciprocal obligation.
- **Gary Smuts**, recently retired Superintendent of ABC Unified School District, which serves students in the southeast edge of Los Angeles County. The students come from both affluent and middle-class neighborhoods, as well as high-poverty areas. The district has seen excellent success and has earned multiple national and state awards. The district score on California's Academic Performance Index has increased every year under the labor-management partnership, most recently coming in 53 points higher than the state average.

The partnership between ABC Unified and the ABC Federation of Teachers began in 1993 after a teacher strike, but the collaborative partnership was jumpstarted in 1999 when the district's human resources directors, school board members, and union board members attended a Harvard seminar on labor-management relations in public schools. Constant communication through regularly scheduled meetings and frequent conversations between administration and the union have helped resolve issues and focus attention on student achievement. Some of these issues have included strengthening teacher recruitment and retention, and funding teacher-selected, school-specific, research-based instructional programs. A yearly retreat involving all principals and building representatives has expanded the spirit of collaboration to the school level, and the union conducts a yearly survey to measure the effectiveness of the collaboration at each school in raising student achievement.

Using Data to Drive Instruction

Alvarez aspires to create a data-driven culture among its staff and students. Teachers will receive PD designed to improve their ability to evaluate student work and use student data to identify student learning needs and differentiate instruction. Within each content area, teachers will receive training on using common course assessments, formative assessments, and other student work to inform instruction based on students' needs.

All UP! schools will implement the Performance Series formative assessment series (See Section 6, Instructional and Curricular Reform, for more detail on the assessment system). This will provide teachers with real-time, diagnostic data that will individualize students' strengths and weaknesses and measure student progress. In order for this system to be effective, teachers will receive training on how to administer and analyze formative assessments. For those content areas not tested using Performance Series, teachers will develop common course assessments during common planning time. All teachers across content areas will be encouraged to analyze data and student work during common planning time. The goal of PD sessions pertaining to data will be to increase teachers' comfort level and ability to use data to drive instruction.

Instructional Strategies for Supporting Special Populations

Alvarez has a high proportion of high-needs students: 20% of students have Limited English Proficiency and 18% of students have an Individualized Education Plan. In order to improve proficiency levels school-wide, all teachers must have the skills and pedagogical strategies needed to support special populations. PD will include strategies for including Tier I intervention strategies within the classroom, incorporating language and vocabulary development into lessons, and using multi-modal teaching strategies.

In addition to improving services for special populations, UP! will provide its schools with professional development on improving communication between families and the school community and building stronger cultural awareness. Working with the International Institute, UP! schools will receive training on strategies for welcoming newcomers into the building, connecting families with community resources, and building awareness and sensitivity to cultural differences and experiences of Providence's immigrant communities.

Effective Time Management

Successful turnaround schools across the country share several common elements, such as job-embedded professional development, differentiated academic interventions, wraparound services for students and families, and regular collaborative planning time for teachers. All of these strategies require additional time and/or repurposing of the existing school day. Time is a necessary input for school change; however, simply adding time to the school day will not produce results. For that reason, UP! will engage school community members in a yearlong planning process to evaluate the use and structure of the current school day and to then build schedules and strategies that address school needs and maximize student and adult learning.

During spring/summer 2012, UP! will partner with the National Center on Time and Learning (NCTL) to conduct school-level time audits. Working with each school's Instructional Leadership Team (ILT), UP! and the NCTL will evaluate the length of the school day and year and subtract non-instructional time (e.g., passing time, lunch period, study halls). This is a powerful exercise that will demonstrate the importance of developing a coherent schedule and fully utilizing the school day. Beginning in fall 2012, the NCTL will work with ILTs and school administrators to conduct classroom observations to assess students' time on task and the frequency of non-instructional classroom disruptions (e.g., taking attendance, handling behavioral issues, collecting homework). This two-part assessment process will inform necessary improvements at the building and classroom levels.

In addition to the time audits, UP! will work closely with experts from the NCTL and Generation Schools to begin implementing the reform strategies designed to maximize learning time such as enrichment/intervention blocks, common planning time, and before- and after-school programming. For example, the NCTL will provide national best practices to assist Carl Lauro as they develop curricula and programming for before- and after-school enrichment programs. The NCTL will also provide tools and templates to help guide common planning time. Many UP! schools currently lack formal common planning; therefore, it will be critical to provide meeting norms, agendas, and protocols to ensure that this time is used in a productive and efficient manner. Generation Schools and ABC Unified School District will provide collaboration and meeting facilitation support for the ILT and other school-level governance committees.

School-Based, Targeted Professional Development

In addition to Professional Development offered by PPSD and UP!, Alvarez teachers will participate in embedded and extended professional development opportunities based on specific Alvarez needs. School-level professional development at Alvarez will focus primarily on improving literacy and math instruction, differentiating instruction for all students, and creating a positive school culture. The Academics and Professional Learning Committee will work closely with the ILT and UP!'s Director of Academics to design and implement PD that aligns with and reinforces Stuart's priority areas. Additional PD will be designed by the ILT based on student data and/or teacher evaluation outcomes.

Linking back to the school priority areas, school-level PD for Alvarez will focus on the following areas:

- **Targeted professional development for Math teachers.** Math teachers will receive professional development through after-school professional development opportunities and increased time for teacher collaborations. This PD will take a practical and hands-on approach to deepening teachers' content knowledge, teaching strategies, and differentiating instruction based on student data. Research from the National Council of Teachers of Mathematics suggests that mathematics teachers should receive professional development with a focus on three components (Rowan & Ball, 2005):

- **Building Mathematical content knowledge** and the capacity to use it in teaching by studying students' mathematical thinking, collaborating with other teachers to plan instruction, selecting appropriate mathematical tasks, and creating appropriate and rigorous assessments.
- **Building teachers' habits of mind** to an inquiry-based approach to teaching. Professional development that enables teacher to observe themselves and other teachers builds the belief that instructional methods improve students' learning and provides tools for modifying instruction.
- **Providing substantial time** for active professional development through both concentrated training and job-embedded training. Research suggests that professional development between 40 and 80 hours is likely to produce significant changes in teacher practice and should provide substantial opportunities for teachers to practice lessons, observe teachers and review student work (Hill & Ball, 2004). Alvarez math teachers will participate in intensive summer professional development opportunities and regular, job-embedded professional development during the school year.

Beginning in the summer, math teachers will work together to collaboratively plan curriculum units and lesson plans, practice instructional strategies, and analyze student work.

- **ESL Instructional Strategies.** Given the substantial population of ELLs at Alvarez, it is essential that faculty and staff are trained in instructional strategies to support students' language acquisition. Beginning in the 2012-2013 school year, PPSD's Office of English Language Learners will be offering Sheltered Instruction Observation Protocol (SIOP) training for non-ESL teachers. These workshops will provide non-ESL teachers with components of the SIOP framework that will ensure English Language Learners have access to grade-level standard and concepts while also continuing to improve their English. Teachers will leave equipped with strategies that scaffold instruction for English Language Learners.
- **Positive school relationships.** During the school stakeholder meetings, teachers and staff expressed a deep interest in building positive classroom and school environments. Alvarez will use some of the summer PD hours to develop classroom management and positive behavior intervention PD modules. These sessions will provide teachers with strategies for setting classroom expectations, communicating effectively with students and parents, and building student engagement. Central to this training will be setting common, school-wide behavior expectations and consequences.
- **Project-based Learning.** In order to engage students in rigorous, real-life learning experiences, Alvarez teachers will receive training in project-based learning and extended assessment tasks. Currently there is a small cohort of teachers who have been trained in project-based learning and developing extended tasks. PD on these topics will tap into these teachers' skills and knowledge to build capacity across the faculty. This PD will directly support the schools' transition to the Common Core and PARCC assessment.
- **Data-driven Instruction.** In order to build a culture of data-driven instruction, it is crucial that all teachers be trained in how to track student progress and modify instruction. During Common Planning Time, teachers will have an opportunity to work together to develop unit and lesson plans based on data. In order to facilitate this discussion, teachers need additional training and modeling using a data protocol. Beginning in Fall 2012, the ILT and Academics and Professional Learning Committee will establish a series of PD opportunities that allow teachers to build capacity using data protocols. The ILT will support teachers in identifying learning outcomes and tracking students' progress towards goals. The ILT will build a data culture by developing data walls to track school progress publicly.
- **Collaborative Team Teaching.** Special Education and ESL teachers push-in to classrooms to support students' learning. Starting in fall 2012, teachers who collaboratively teach will attend at least one PD session on developing lesson plans, communicating effectively, and establishing classroom norms. These PDs will focus on establishing a set of norms and expectations for team teaching based on research and best practices.

Professional development opportunities for teachers will take place during the school day, after-school, over the summer and on weekends, as needed. Beginning in summer 2012, the school will develop eight hours of targeted PD for teachers by creating a series of PD modules on the topics listed above. An additional two full days of PD will be available during the school year. During the summer, Teacher Leaders will receive additional training in developing and leading PD modules so they can serve as in-house resources for teachers.

The leadership team will be responsible for monitoring student data and teacher evaluation data to plan targeted, rigorous professional development for those professional development days. Additional PD will be embedded into Common Planning Time, as well as offered after school.

Professional and Collaborative Learning Community

A reflective, collegial working environment is critical to the success of Alvarez High School. Although Alvarez is a new school, many teachers came to Alvarez from other area high schools. As a result there are not yet strong professional relationships. As a part of the reform plan, Alvarez will work to improve norms of communications, collegiality, and professionalism.

Teacher Leadership and Peer Recognition program

In order to establish a strong professional culture, the Instructional Leadership Team will establish a Peer Recognition Program that will offer opportunities for teachers to increase their leadership skills and offer incentives for contributing to the school community. Research by the National Center for Teacher Quality indicates that creating opportunities for teacher leadership and recognizing teacher efforts contributes to school reform efforts by distributing leadership across the school and by motivating and rewarding teachers' accomplishments to ensure reform efforts last. This new teacher leadership and peer recognition program at Alvarez will incorporate the following activities to improve teacher engagement and contribute to a positive professional community:

- Development of a faculty committee structure designed to engage teachers in all levels of decision-making (e.g. determining the school schedule, revising academic programming and designing professional development). All teachers must serve on at least one committee and teachers are expected to participate in additional community engagement strategies outlined in this section. This distributed leadership model will create a sense of shared sense of ownership and responsibility for the outcomes of the school.
- Implementation of regular faculty meetings that recognize individuals' contributions to the school community and provide opportunities for teacher feedback and input on school decision-making.
- Hosting of monthly teacher appreciation breakfasts that recognize successes across the school and give teachers a chance to socialize informally.
- Creation of incentives for teacher attendance and participation in after-school activities.
- Administration of weekly, brief, online professional development surveys that collect teachers' feedback and ideas for professional development needs.

Leadership Development

Transformational Leaders Program

All Cohort 2 turnaround principals will be invited and required to participate in Providence's new Transformational Leaders Program. The Transformational Leaders Program is a new initiative designed to build transformative leaders within the district. School leaders play an integral role in the school transformation process, and this program is designed to support current school leaders and develop a pipeline of future transformational leaders. Working collaboratively with RIDE and the New York City Leadership Academy, PPSD will identify, train, and support internal talent.

The mission of the Providence Leadership Academy is to recognize, develop, and support transformational educators who will then lead the transformation process in the district's Innovation Schools. The vision is that all schools will have highly effective leaders that produce significant and rapid gains in student achievement. A transformational leader is one that inspires change and improvement, motivates staff and students, persists in the face of obstacles, and significantly improves student achievement. A transformational leader should demonstrate the following competencies:

- Strong leadership ability.** Motivates and mentors faculty and students to improve school-wide performance and that of each individual; sets high expectations and inspires excellent results.
- Result-oriented approach.** Maintains a relentless focus on achievement and believes that all students can succeed; empowers staff, sets high standards, and maintains accountability.
- Passion and persistence.** Demonstrates initiative and enthusiasm; maintains an unwavering focus on student achievement and demonstrates persistence when presented with obstacles.
- Creativity and innovation.** Identifies creative and innovative solutions to complex problems; demonstrates the ability to make difficult decisions and successfully manage the change process.
- Effective communicator.** Effectively communicates with faculty, staff, students, and external stakeholders and community members.

The Transformational Leaders Program will include three phases:

- **Phase I: Spring Intensive** (March 2012 – June 2012). Leaders will participate in 10 days of professional development and intensive leadership training.
- **Phase II: Summer Training** (July 2012 – August 2012). Leaders will immerse themselves in an additional 10-day intensive training program.
- **Phase III: Yearlong Residency** (September 2012 – June 2013). Select turnaround administrators will serve as principals-in-residence and receive ongoing leadership development and individualized coaching.

Participants will participate in modules designed to simulate real-life challenges that transformation leaders often face. Participants will work with their peers to resolve these issues, thereby developing the skills necessary to tackle this work in the school setting.

Overview

Within the last two years, Alvarez High School has adopted new ELA and Math curricula. The ELA and Math curricula are aligned to GLEs and will incorporate the Common Core State Standards over the course of the next year. Therefore, instructional and curricular reforms at Alvarez will focus on strengthening implementation and improving supports for struggling students.

Curriculum Development and Implementation

UP! schools will continue to implement Providence's Aligned Instruction System. The Aligned Instruction System is relatively new and provides all teachers with pacing guides to promote consistency across classrooms. At present, PPSD has developed pacing guides for the secondary level in all core content areas. PPSD is clear in stating that the Aligned Instruction System provides a guide for instruction; however, teachers must continue to develop unit and lesson plans and adapt the timeline according to classroom needs. PPSD is currently working to revise curriculum pacing guides based on teacher feedback and to ensure that they are aligned with the new Common Core State Standards (CCSS). Simultaneously, the district has and will continue to develop a tiered intervention system to meet students' individual learning needs.

Teachers will receive ongoing professional to help facilitate the transition to the CCSS. Teachers will use their common planning time to share best practices for instruction to further develop unit and lesson plans. That way, Alvarez will build a library of rich instructional materials that can be shared across classrooms and across UP! schools. This will further promote UP!'s core goal of collaboration. All curricular materials will be demanding and relevant, and will have explicit ties to performance standards.

As discussed in the teacher evaluation section, building leaders and UP! staff will perform regular classroom observation to ensure that the curriculum is being implemented with fidelity. These walkthroughs will also inform areas where the school needs to develop additional curricular materials and tools for teachers.

Data-Driven Instruction

Common Formative Assessment Cycle

PPSD currently provides end-of-unit assessments; however, the district lacks a more granular formative assessment system that would provide teachers with real-time data on student comprehension and progress. Currently, teachers rely on NECAP scores and GRADE assessment data, but this provides a one-time snapshot of student performance and does not serve as an indicator of student growth. Additionally, teachers receive NECAP data after a significant lag time, which means that the data cannot effectively inform instruction.

To address this gap, UP! schools will develop a common formative assessment system through a contract with Performance Series assessment system. This assessment system will enable teachers to measure student progress and guide school improvement efforts in real time. Systematic and frequent student evaluation will allow educators to pinpoint with programs and instructional strategies are effective. As noted in the professional

development section, all teachers will receive training on how to administer formative assessment and use student data to inform their instruction.

UP! plans to initiate a contract with Global Scholars for the Performance Series assessment system. This contract will include a robust online assessment tool and associated trainings for teachers. Performance Series is a web-based, adaptive test that provides educators with diagnostic data. These diagnostic data are used for universal screening for appropriate student placement and to perform individualized progress monitoring. Initially, Alvarez will use Performance Series to provide assessment at all grade-levels in ELA, Algebra and Geometry.

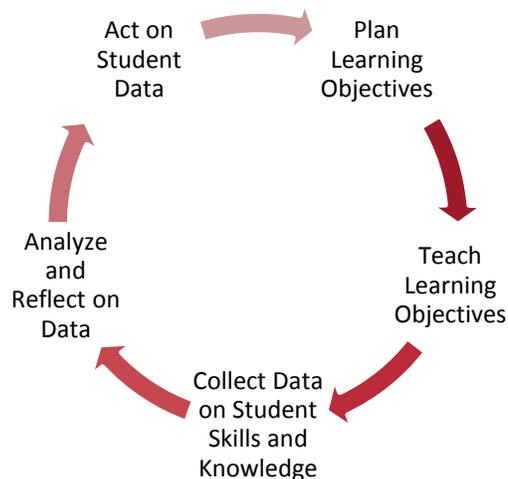
Individual test items are aligned with the Common Core State Standards; therefore, these assessments will directly align with the district’s evolving curriculum. Additionally, as an adaptive and web-based test, test items will be unique for each learner. Test items will change depending on whether or not the student chose the correct answer for the preceding questions; this will provide the teacher with a clear baseline of each student’s proficiency level. Performance Series tests will be administered quarterly (approx. every 10-12 weeks). After students complete the test, teachers and students will have access to aggregated and disaggregated data; teachers will receive individual reports pinpointing the strengths and weaknesses of each child and classroom-level reports summarizing trends and patterns across students. These data reports will facilitate differentiated, one-on-one instruction and modification to whole-class instruction.

Performance Series is directly aligned to instruction through the netTrekker online instructional resource search engine. Upon receiving information about students’ strengths and weaknesses, teachers can access appropriate lessons and instructional tools to target student needs. This contract with Performance Series directly aligns to and reinforces the goal of becoming a data-driven school (see PD section above for more information).

Additionally, the Academics and Professional Learning Committee will support the development of Common Course Assessments and extended, project-based learning tasks. These CCAs and extended tasks will support the transition to the PARCC assessment. Upon analyzing student assessment data, teachers will design lessons that target specific student needs by re-teaching and differentiating instruction as needed. This cycle will be supported by professional development, teacher observations and common planning time.

Strengthen Response to Intervention

Currently, few supports exist for students who fall behind in ELA or math. Alvarez presently has one Tier III reading intervention for students not on grade-level and one Tier III intervention for 9th graders who are not ready for Algebra, but the school lacks a formal RTI system. The new schedule will allow for students to have additional time for ELA and math enrichment and/or intervention. Beginning in fall 2012, student supports and interventions will be offered along a continuum of instructional tiers designed to provide access to and success in core grade-level curriculum. The criteria for exiting tiers is more stringent than the criteria for entering in order to ensure that students are able to attain, maintain, and improve performance in core grade



level curriculum. The RTI model is designed to facilitate movement across the instructional tiers based on the identified and monitored needs of students. Although students may move from less to more intensive interventions and vice versa, the intent of the design is to move students toward sustained proficiency in core grade level curriculum.

Results from Performance Series will be triangulated with other measures including NECAP to identify students as needing either tier 2 or tier 3 support. From there, the students will be diagnostically assessed using the intervention program tools for placement and progress monitoring.

Secondary Response to Instruction/Intervention Model – A Multi-Tiered Approach		
Tier 1 – Core	<i>On or above grade level in reading or mathematics</i>	Standards-based, student-centered and differentiated instruction; Students receive instruction in core grade level curriculum in a single period that includes appropriate in-class supports to attain, maintain and improve grade level performance; Student progress is monitored in core through curriculum based formative and summative assessments.
Tier 2 – Targeted	<i>On or near grade level in reading or mathematics but struggling in identified areas</i>	Standards-based, student-centered and differentiated instruction that <i>temporarily supplements</i> the core; Students receive instruction in core grade-level curriculum in single period that includes appropriate in-class supports to attain, maintain, and improve grade level performance plus an additional period of targeted intervention that is designed to reinforce achievement in core grade level curriculum; Student progress is continually monitored in core through curriculum based formative and summative assessments, and, in targeted intervention, using program specific assessments
Tier 3 - Intensive	<i>Two or more grade levels below in reading or mathematics</i>	Standards-based, student-centered differentiated instruction that <i>temporarily replaces</i> the core; Students receive intensive intervention for extended time (two periods or 90 minutes) designed to accelerate progress so they can access core grade level curriculum; Student progress is continually monitored in intensive intervention using program specific assessments

The ILT will be charged with selecting and developing Tier 2 and Tier 3 interventions, measuring student progress, and making recommendations for future use or changes based upon specific goals and benchmarks. UP!’s Director of Academics will provide implementation support as Alvarez moves to implement a tiered intervention system.

Support for Special Populations

Beginning in Summer 2012, Alvarez teachers will participate in a series of Professional Development opportunities designed to increase their capacity to use a variety of instructional strategies to meet the needs of their students. Included in these PD sessions are strategies for co-teaching including co-developing lesson plans, supporting accommodations for students with disabilities, and station teaching where teachers divide the instructional content into parts for smaller-group teaching. Additionally, special education teachers will receive

targeted PD in developing IEPs, implementing interventions, and supporting students in the transition to college and career.

Alvarez serves a substantial number of students who have broad educational backgrounds. As a result, Alvarez needs to provide academic support, as well as school-wide social and emotional support for students. Beginning in the summer, the ILT will analyze the Master Schedule to determine the amount of time assigned for ELL support and ensure that it adheres to guidelines and best practices. The PPSD Office of English Language Development will support the scheduling process to ensure students are appropriately placed and the ELL course sequence is optimized.

Beginning in the 2012-13 school year and with the support of the PPSD Office of English Language Learners, Stuart will implement the following strategies:

- **Sheltered Instruction Observation Protocol Training.** All teachers will participate in a Sheltered Instruction Observation Protocol (SIOP) training during the 2012-13 school year. This training will provide teachers with strategies that will ensure grade-level content accessible to ELLs, while also building students' English skills. This training will also help build a culture in which all teachers assume a shared understanding of how to support ELLs. PPSD will be offering two full-day SIOP sessions beginning in the summer 2012 with two additional follow-up trainings at the school-level.
- **English Language Development Curriculum and Programming.** During summer 2012, ESL specialists will be providing supplemental curriculum materials that infuse English Language Development skills into the guaranteed and viable curriculum. These resources will address the additional time it will take ELL students to concurrently master academic content and language development. These materials will offer teachers tools and resources for modifying lessons to build English Language Learners language development, including explicit vocabulary instruction and opportunities for students to participate in classroom conversations and collaborative learning groups. Additionally, with the support of the PPSD Office of English Language Learners, Alvarez will develop after-school English Language Development courses and activities to provide additional opportunities for students to practice their speaking skills in a supportive environment.
- **Global Classrooms.** Stuart serves a substantial portion of newcomer students from a wide variety of backgrounds. The International Institute of Providence will provide PD and workshops for teachers on strategies for working with students from diverse backgrounds and intentionally developing a classroom culture that respects and values students' backgrounds.

Clear and High Expectations

Consistent Grading Policy

Building consistent systems across classrooms is crucial to building a common school culture and establishing clear expectations for student success. Alvarez currently has a school-wide grading policy and the leadership team will solicit feedback for changes to the policy in advance of 2012-2013 school year. After revisions are made to the policy, all teachers will be expected to adhere to the grading policy and will be expected to design class work and homework aligned to the policy.

Electronic Gradebook

Additionally, the school will purchase an online gradebook system and will provide training for teachers in how to record and upload grades into the online gradebook. The online gradebook will allow students and parents to login and monitor student's grades in classes, increasing opportunities for feedback about student progress.

Common Planning Time and Additional Teacher Resources

Common Planning Time

In order to ensure teachers have sufficient time to reflect on student data, share instructional strategies and develop rigorous lesson plans, teachers will have 45 minutes of common planning time twice per week. Led by the Teacher Leaders, common planning time will be used for the following purposes:

- Collaborative unit and lesson planning
- Analyzing student data and discussing student progress
- Modeling lessons and instructional strategies
- Differentiating assessments and class work to meet students' needs

The first Common Planning Time meetings of the new school year will include training on setting group norms and expectations, effective teamwork, and meeting facilitation. UP! will support teachers with facilitation tools to help support productive use of time (e.g. action-planning templates, student data analysis protocols, and meeting agenda templates).

In order for teachers to improve their professional practice, Alvarez is committed to providing teachers with opportunities to work together towards the school's reform goals. During CPT, teachers will meet as a grade-level team at least once per week. Additionally, teachers will be encouraged to work in inter-disciplinary teams; interdisciplinary teams have increasingly been considered a crucial part of school improvement and Alvarez's teachers have expressed a strong interest in developing a 'teaming' approach to working together to identify student needs. Teacher Leaders and the Academics and Professional Learning Committee will develop the weekly agendas and objectives and will be responsible for ensuring common planning time is used appropriately. The team leader will capture notes and minutes and will communicate progress to the leadership team.

Math Instructional Coach

Math achievement at Alvarez has remained persistently low over the last five years. In order to ensure teachers and students have additional resources to support math instruction, Alvarez will hire a part-time math coach. The math coach will support classroom teaching and will work collaboratively to implement math instructional strategies and data-driven interventions to improve student achievement. The math coach will support job-embedded professional learning for teachers and will work closely with the building principal and building delegate to provide updates on teacher training needs based on student outcomes.

Overview

A growing body of research suggests that schools must increase instructional time for students and collaborative time for teachers. The needs assessment reveals significant gaps in students ELA and math proficiency that can only be addressed through additional time on task. The following section outlines avenues to modify the school day to increase instructional time and bring in community partners to provide additional learning opportunities for students.

Modified Weekly Schedule for Students

Extended School Day for Teachers and Students

Alvarez High School has traditionally followed a 54-minute, 6-period schedule with homeroom every day and a weekly advisory period. This schedule currently does not rotate, which means that students who are chronically tardy miss instructional time in the same class repeatedly. Feedback from stakeholders and a careful analysis of student data indicate that students need opportunities to extend learning time both within the school day and through co-curricular activities.

After soliciting input from the faculty, Alvarez will increase the school day by 40 minutes of instructional time daily. Additionally, Alvarez will move to a rotating schedule to ensure that students do not consistently miss the same course. One period per day will be an extended, 90-minute period (shaded in gray on the sample schedule below). Alvarez will maintain the Wednesday advisory period. The ILT and the school Operations Committee will work closely with the UP! Director of Operations develop the full implementation plan for the new schedule. The committee will support faculty and student scheduling, after-school programming partnerships, and facilities and operations.

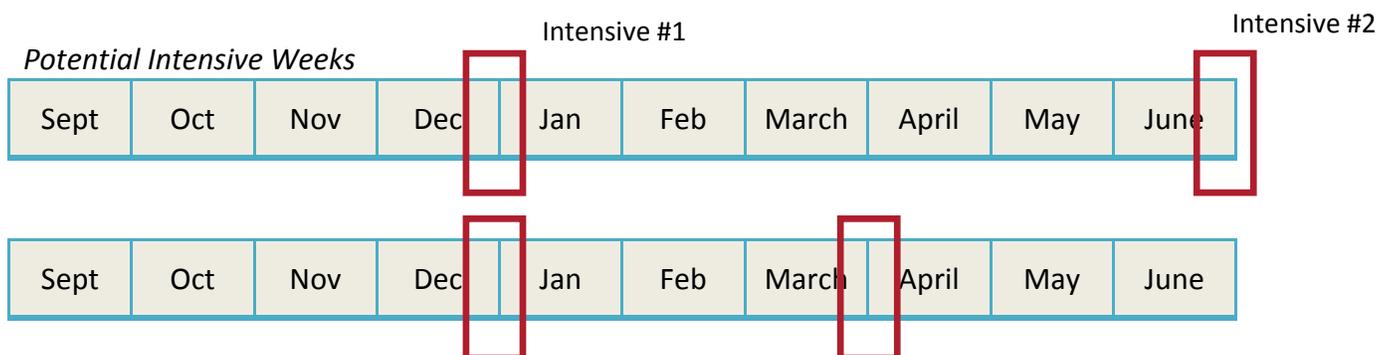
Proposed Student Schedule 8:10-3:20 58 minute periods, one extended 90-minute period							
Day 1	Day 2	Weds	Day 3	Day 4	Day 5	Day 6	Weds
1	2	1	3	4	5	6	1
2	3	2	4	5	6	1	2
3	4	Advisory	5	6	1	2	Advisory
4	5	3	6	1	2	3	3
5	6	4	1	2	3	4	4
6	1	5	2	3	4	6	5
		6					6
<i>After-School Activities</i>							

Bi-annual Intensive Weeks (Mini-terms)

Strategic goal #3 aims to increase student engagement by improving attendance and participation in co-curricular opportunities. Based on research by Generation Schools, one strategy for expanding opportunities for deep student learning is to create ‘intensive weeks’ or mini-terms. Alvarez will create two four-day “intensives” that reallocate time to be used for different purposes that are aligned with curricular priorities. These weeks typically fall during periods when student engagement and attendance is low (i.e. before vacation and after exams). These weeks offer opportunities for all students to participate in projects, presentations, extra intervention and “passion classes” while traditional classes are temporarily shortened.

The intensive weeks are designed to engage both students and teachers in deep exploration of interest areas. The leadership team will create a menu of courses by gauging teacher interests and bringing in external partners to teach mini-courses. Students will be able to choose from a combination of experiences both in the school building and in the surrounding community. Sample courses include:

- Computer programming
- Young authors program
- Job shadowing experiences
- Experimental chemistry
- Environmental science
- Mock trial
- Painting, sculpture
- Drama, dance and performance
- Business plan competition



The intensives period gives students a chance to build connections with their teachers and their communities, while also developing college and career readiness skills through experiential, hands-on learning.

College and Career Pathways Program

Presently, Alvarez has an advisory program that meets every week for forty minutes. The advisory program is well-received by teachers, but there is a desire to incorporate a stronger college and career readiness curriculum with advisory. To build a college and career readiness curriculum at Alvarez, the following changes will be made to the advisory program:

- Students will be grouped by grade-level
- Students will complete the Way to Go RI interest survey as ninth graders
- The advisory curriculum will focus on college and career readiness beginning in ninth grade with modules designed to help students identify career interests, understand the college application process, and gain skills needed to transition to careers.
- A Career and Technical Education program will grow out of students Way to Go interest surveys and offer students an opportunity to participate in CTE electives.

9th Grade Transition Academy

The transition from eighth to ninth grade is a pivotal transition for long-term student success in school. Research indicates that more students fail 9th grade than any other grade and are subsequently at a higher risk of dropping out of high school (Feller, 2009). However, students who participate in transitions that actively involve students, parents and school staff are less likely to drop out of high school (Hertzog and Morgan, 1999). In order to equip Alvarez students with the tools needed to be successful in high school and beyond, Alvarez will establish a 9th Grade Transition Academy that will welcome students to high school and support them through ninth grade. Led by the

leadership team, ninth grade teachers, and the guidance department, the transition academy will contain the following key components:

- **Summer workshops.** Students will attend Alvarez High School for a series of workshops before the summer. These workshops will combine community-building activities with instruction in study skills, time management and graduation requirements. Ideally, upper-classmen will lead community-building activities with faculty members and serve as mentors for incoming ninth-grade students. The summer workshops will include one workshop for parents that introduce parents to graduation requirements and strategies for supporting their students academically. The summer workshops will conclude with a fun activity for parents and students (i.e. family barbeque or spaghetti dinner).
- **9th Grade Community Meetings and Activities.** Led by 9th grade advisors and the leadership team, these meetings will give ninth graders an opportunity to connect with their classmates and teachers. These community meetings will incorporate study skills and social skills.
- **9th Grade Intervention Support.** The administrative team will establish a system for identifying those 9th graders who are falling behind academically and are showing signs of poor attendance. The leadership team will design interventions for ninth graders that include parent outreach, additional tutoring, and referrals to community-based organizations.

Extended Learning Opportunities

With a partnership with the Providence After-School Alliance (PASA), Alvarez will offer an Expanded Learning Opportunities program in which students can earn course credit for externship and co-curricular opportunities. PASA has established partnerships with over 30 community organizations to engage students in learning beyond the classroom. These community groups offer students a chance to learn webdesign, participate in youth advocacy organizations, and theater programs. As a part of the program, a PASA employee will be staffed at Alvarez to serve as the coordinator between students, faculty and community partners. Additionally, four or five faculty members will be identified as sponsoring faculty and will monitor and support student participants in the ELO program. Approximately 80-100 students will be able to participate each semester, earning credit for their work with the community organizations and producing a final project at the end of the semester.

Overview

Historically, Alvarez has not had a strong school culture, which has resulted in chronic absenteeism, low parent engagement, and few robust partnerships with community partners. The restart reform effort offers the opportunity for Alvarez to address the needs of the whole child by providing social and emotional supports and wraparound services for students and families.

To that end, included in the plan are opportunities for increased parent involvement to help strengthen student engagement, strategies and systems for improving communication between school and home, and in-school and after-school assistance for students and families. Alvarez will take a strategic approach to reaching all stakeholders to ensure that the school is on track to meeting its reform goals.

Efforts to improve communications and community engagement will be spearheaded by UP!'s Community Engagement Manager. He/She will support the three UP! schools by designing and executing a robust and on-going community engagement strategy. This individual will spend a significant amount of his or her time working directly with school leaders to meaningfully involve family and community members in the restart process. UP! hopes to hire the Community Engagement Manager during the 2012-2013 school year.

School-Wide Behavior Policy

School Uniforms

Multiple stakeholders, including students and parents, have requested that students be required to wear a school uniform. The Culture and Climate Committee will work with parents and students to modify the existing uniform policy and develop strategies for enforcing the policy beginning in September 2012.

Positive Behavioral Intervention System

Ensuring an equitable and supportive school-wide behavior management system is central to improving the school climate and culture. Feedback from Alvarez parents, faculty and staff indicate a strong desire for consistent rules and policies across classrooms. The leadership team will develop a "blueprint" for a school-wide behavior system that emphasizes supportive interventions for students and establishes consistent positive and negative consequences for student behavior. Central to the behavior policy will be school-wide preventative procedures that promote positive student behavior, incorporate social skills training for students, and establish a referral system for students who need more significant intervention. The leadership team will hold teachers accountable for adhering to the behavior policy. Additionally, because 66% percent of Alvarez students already miss more than 10% of school, the leadership team will rarely rely on suspensions for discipline, instead developing interventions that focus on mediation, counseling, and parent-teacher conferences.

In order to successfully implement the behavior system, all teachers will receive training and support in how to administer the new behavior policies and procedures. Additionally, the leadership team will convene a behavior

management team to meet regularly to collect, track and analyze student behavior data and take action based on this information.

Finally, as a part of a school-wide positive climate initiative, the leadership team will establish a series of positive consequences for students. These positive consequences for students include:

- Recognition for students with perfect attendance.
- Creation of Alvarez-branded school supplies and apparel that students can purchase and earn through positive behavior.

Attendance and Tardiness Committee

Currently, the Assistant Principals are charged with monitoring student attendance and developing strategies to improve student attendance. As a part of the reform plan, the leadership team will develop a committee devoted to monitoring student attendance and developing specific policies for increasing student attendance. This committee will provide direct outreach to students who are chronically absent through phone calls, conference and home visits. Additionally, the attendance committee will track period-to-period attendance and address class cutting by creating a hallway monitoring program to intervene when students are not in class.

Community Partnerships

Co-Curricular Activities

Co-curricular activities are key component in increasing student engagement and building a positive school culture. Because Alvarez is a small school, students who want to participate in athletic activities must travel to another Providence high school. As a result, Alvarez does not have a robust co-curricular program. To increase student engagement and increase opportunities to participate in the school community, the Culture and Climate Committee will develop a process to launch activities and recruit students to participate. This committee will recruit Alvarez staff and community partners to start and manage school activities. The activities coordinator will track student participation in clubs and activities. The following activities should be established in the first year of reforms:

Athletics	Clubs	Academic Clubs
<ul style="list-style-type: none"> • Running/walking • Step team • Yoga • CrossFit 	<ul style="list-style-type: none"> • Chess Club • National Honor Society • Community Service Club • Language Clubs • Model UN • Debate Team • Young Voices 	<ul style="list-style-type: none"> • Science Olympiad • Math League • Homework Club • Peer tutoring program • DECA (Marketing and Business Club)

Student Leadership and Government

Increasing student engagement is critical to ensuring students are actively invested in their education. Alvarez High School will increase student involvement in decision-making by establishing a student government. With the

support of the Assistant Principal, the Climate and Culture Committee will serve as faculty advisors to the student government. The student government will have the following responsibilities:

- Planning school-wide spirit events including pep-rallies, dances, parties, and other community events
- Planning grade-level awards ceremonies and school-wide assemblies
- Managing a student of the month program
- Providing regular feedback to school administration and leadership team about school policies and student concerns.
- Two members of the student government will serve on the School Improvement Team.

Wrap-around Services

Led by the guidance department with the support of the leadership team, Alvarez will move to align support services to students by adopting a more comprehensive approach that addresses students’ socio-emotional health, academic advising and community outreach simultaneously. Research on high-performing schools serving a high-needs population of students indicates that these schools must focus on rigorous academic, while also providing “wrap-around” services such as counseling, mentoring, and alternative pathways to graduation. In order to better leverage partnerships and provide students and families with support, the guidance team will focus on aligning resources, strengthening current partnerships and establishing new partnerships, and referring students to wrap-around supports, as needed. Partners and stakeholders will be involved in planning processes through quarterly partnership meetings and on-going communication methods. The following chart outlines the areas in which the school will engage community partners in providing wrap-around supports for students and families:

	<u>Existing Partnerships</u>	<u>New Partnerships Needed</u>
Mental Health	<ul style="list-style-type: none"> • Psychological Service Center • Wellness Teams • Institute for the Study of Nonviolence 	<ul style="list-style-type: none"> • Full-time Substance Abuse Counseling • Family Care and Community Partnerships • Parent Support Network of RI
Physical Wellness	<ul style="list-style-type: none"> • Wellness Teams 	<ul style="list-style-type: none"> • Dental services and preventative care • Partnerships with local clinic to provide preventative care (Youth Education About Health) • Youth Success services for parenting teens • Brown Vision Initiative • SportsCorps
College and Career Readiness	<ul style="list-style-type: none"> • College Crusades • Brown University • CCRI 	<ul style="list-style-type: none"> • Dual-enrollment courses at local colleges and universities • Internship opportunities with area businesses • Providence Children’s Initiative • College Bound

Academic Intervention	<ul style="list-style-type: none"> • Inspiring Minds (VIPS) • RI Scholars 	<ul style="list-style-type: none"> • ESL courses for families (VIPS) • Ready, Set, Launch • Making Moves • Young Voices Student Research
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Rhode Island Student Assistance Program

Unfortunately, student achievement is too often derailed by high-risk behaviors outside of the school. Similarly, student achievement can be diminished in families where substance abuse plays a role in the child’s life. Research by the National Center on Addiction and Substance Abuse (CASA) at Columbia University consistently finds that the more often children have families that are engaged in their lives in a positive manner, the less likely they are to smoke, drink or use illegal drugs, leading to greater opportunities for academic success (September 2011).

Currently, the Student Assistance Program (SAP) is offered in most of Providence's secondary schools. Presently, Alvarez does not have a full-time SAP counselor in the building, though there is a demonstrated need for this position. This trained counselor is more likely to detect alcohol and drug use-related risk factors, deviant school behaviors and poor parent-child relationships that can impact student learning. The SAP will provide an on-site Master's-level counselor to provide a wide range of prevention and early intervention services. SAP is a highly effective model for addressing alcohol, drug and other problems that negatively impact academic performance and attendance. Alvarez will be engaging these services full-time during the 2012-2013 school year. SAP has six program components:

- 1. Screening and Assessment of Students** - Each student is screened and assessed for personal and/or family problems resulting from alcohol and other drug use, as well as other risk factors.
- 2. Prevention Education Series** - An 8-session Alcohol, Tobacco and Other Drug Prevention Program is conducted by the Student Assistance Counselor with small groups of students. This component is being implemented in selected schools.
- 3. Individual Sessions** - Student Assistance Counselors conduct time-limited, individual sessions.
- 4. Group Sessions** - Groups target students who are using tobacco, alcohol and /or other drugs, students with family members who abuse alcohol and/or other drugs, students at high risk for substance abuse, seniors in high school, and newcomers to the district.
- 5. Referral and Case Management** - Students who require treatment for alcohol, tobacco and/or other drug abuse or other services are referred to appropriate agencies or practitioners by their Student Assistance Counselors.
- 6. Environmental Strategies** - Student Assistance Counselors meet with parent, student and community groups to help develop policies and activities aimed at preventing and reducing adolescent alcohol and other drug use and abuse.

Parent Engagement

Community Outreach Coordination Committee

Currently, Alvarez High School has a Parent Zone, but does not have staff dedicated to coordinating volunteers, parent outreach or community-based partnerships for families. A Community Outreach Coordination Committee will be established to coordinate the schools' outreach to parents and community partners. Working collaboratively with the Culture and Climate Committee and the UP! Community Engagement Manager, this team will be responsible for creating and implementing a Community Engagement Plan. The Community Engagement Plan will include the following key components:

- **Manage the ParentZone.** Manage a robust ParentZone that offers resources for families and creates a reserve of parent volunteers. Create opportunities for parents to contribute to the school through community-service projects.
- **Plan monthly parent workshops.** With the support of community partners, create monthly opportunities for parents to engage with the school around ways to support student academic achievement and preparation for college and career readiness. Ideas include a math curriculum nights, college and career planning workshops, financial literacy workshops, and ESL classes for families.
- **Manage communications.** Create and establish innovative means of communication with parents including Facebook groups, brochures, and updating the school website. Facilitate meetings between faculty and parents and host discussion forums between parents and faculty.
- **Network with community partners.** Establish connections to community partners, research new opportunities for partnerships, and connect families to community resources.

Parent Support Network

The Parent Support Network (PSN) is an advocacy organization supporting families with children, youth, and young adults who experience or are at risk for serious behavioral, emotional, and/or mental health challenges. By partnering with PSN, parents will have another avenue and support network to ensure that they have a voice in their child's education and well-being. PSN and Alvarez will co-host quarterly informational meetings that will assist parents in advocacy, social-emotional issues, and education for their children and themselves. The purpose of these quarterly meetings will be to introduce parents to the services that are available to them on an on-going basis through the PSN. Throughout the year, PSN representatives will attend meetings with parents in schools and in the community, as well as help them navigate through educational and social agencies in the broader community. By partnering with PSN, Alvarez will truly be able to address the needs of the whole child by serving as advocate partners for parents.

Research speaks to the importance of this partnership. A study by the Southwest Educational Development Laboratory (2002) on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores
- Enroll in higher-level programs
- Pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school

- Graduate and go on to postsecondary education

K-12 Insight

In addition to the UP! Community Engagement Manager, UP! schools will begin a partnership with K-12 Insight, a communications organization, to help build a system of stakeholder engagement. K-12 Insight will work with Alvarez’s Community Engagement Committee to create a customized system for building and growing the engagement level of all stakeholders. The school must have an integrated strategy to build a transparent and collaborative communications process for all stakeholders.

The core components of the communications strategy are listed below:

- Develop a communication calendar listing school, district, and community events.
- Maintain a contact database for stakeholders.
- Train administrative staff in a customer-service oriented model.
- Survey stakeholders to determine their level of engagement and satisfaction with the school.
- Analyze and display community engagement data.
- Develop and launch a communications campaign (e.g. op-ed articles, press releases).
- Train staff in how to implement communications strategy.

Topic	Respondent Group			
	Students	Staff	Parents	Community
Opening of the Schools Customer Satisfaction (site level leaders only)		X		
Climate at Site Level Issues	X	X	X	
Student Engagement	X			
Employee Engagement		X		
Climate at Central Office Issues		X	X	X
Professional Development Needs Assessment		X		
Alumni Workforce and College Readiness	X			
End of the Year Customer Satisfaction (site level leaders only)		X		
New Hire Mentoring Effectiveness		X		
Employee Exit Survey		X		

Evaluation

Ongoing progress and performance monitoring will be critical to the school transformation process and the success of this plan. All Innovation Schools will participate in frequent monitoring processes facilitated by the OTI. Evaluation of the reform process will focus (1) on the implementation of strategies and fidelity to the school reform plans, and (2) their impact on student achievement. School administrators and ILTs will be asked to regularly track and assess school progress relative to the priorities, goals, and benchmarks articulated in this plan.

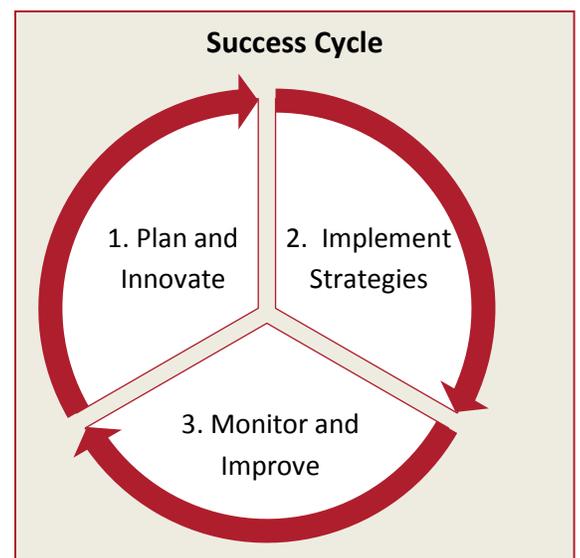
The notion of shared accountability is central to this plan. All faculty, staff, students, family, and community members will be made aware of school goals performance targets; therefore the entire school community will be working towards the achievement of these goals.

The OTI and the Innovation Schools will commit to the “Success Cycle” shown below. Schools will be encouraged to design innovative reform strategies, implement those strategies with fidelity, monitor their impact, and identify opportunities for ongoing improvement. The OTI will facilitate, at minimum, quarterly performance monitoring sessions at each school site. During these monitoring sessions, school staff will discuss school progress, student data, successes, and challenges. The purpose of these sessions is not only to build a culture of accountability, but to also pinpoint challenges. The OTI will work with schools to design and implement necessary midcourse corrections, and the OTI will structure its school supports based on the data discussed during these monitoring sessions. Quarterly monitoring sessions will be divided into two parts (1) implementation and progress monitoring, and (1) performance monitoring.

Implementation and Progress Monitoring

The school has prepared an action plan as part of the SIG application, which provides an implementation timeline for the reform strategies outlined in this plan. The school-level ILT will expand upon and further refine the school’s action plan after obtaining approval from RIDE. Ultimately, the action plan will provide a step-by-step delineation explaining how the reform plan will be operationalized in the school setting. This action plan will become the roadmap for the transformation process and progress will be monitored relative to this plan and the milestones outlined therein. Over the summer, building administrators and ILT members will expand upon the SIG action plan by adding a much more granular list of activities, resulting in a detailed work plan. The OTI will hold schools accountable for the fidelity with which they implement their action plans and will encourage schools to build in midcourse correction, if/when needed. The action plan presented in the next section elaborates on the following critical variables:

- **Action Steps:** What key activities, programs, and initiatives will the school undertake in order to achieve its goals? These are the activities that will be employed



to achieve the desired outcome of improved student achievement.

- **Resources Available and Needed:** What resources are needed to carry out these strategies (human, financial, political)? What resources are currently available? What additional resources are needed in order to successfully implement the school reform plan?
- **Potential Barriers:** What policies and/or conditions might impede or limit the successful implementation of the reform plan? What individuals and/or organizations might resist the transformation process? How can the school overcome these anticipated barriers and obstacles?
- **Responsibilities:** Who is responsible for completing each action step? This will be used to hold each party accountable to his/her responsibilities.
- **Communication Plan:** How will the school communicate its transformation strategies to the school community? What stakeholders should be provided with information about school progress? Who will communicate with these stakeholders? What methods will be used to communicate with stakeholders? How often?
- **Key Metrics:** How will we measure the implementation and effectiveness of each strategy?
- **Timeline:** When will we initiate this strategy? When will it be completed or accomplished?

Performance Monitoring

Ultimately, all of the school’s reform strategies are designed to move the needle on student achievement. Therefore, students’ academic performance will be a critical metric for school performance monitoring. That said, school turnaround research shows that there is a lag time before schools start to observe dramatic gains in student achievement. Therefore, the OTI will work with schools to track a comprehensive set of leading and lagging indicators (see below and appendix section).

Sample Leading and Lagging Indicators	
Leading Indicators (gains expected in Year 1)	Lagging Indicators (gains expected in Year 2+)
<ul style="list-style-type: none"> • Attendance and truancy rates • Tardiness • Course passage rate/Credit accumulation • Graduation rate • Dropout rate • Discipline • Culture and climate (stakeholder surveys) 	<ul style="list-style-type: none"> • Math achievement • ELA achievement • Writing achievement • Science achievement • College retention • SAT scores • AP scores

Data Protocol

The ILT is charged with ensuring that the school team implements the school reform plan with a high degree of fidelity and that this produces dramatic gains in student achievement. This will require ongoing progress and performance monitoring. The ILT will play a critical role in evaluating data and the extent to which current strategies are successful; the ILT will also be charged with devising mid-course correction, if necessary. The ILT will use a standard protocol to review progress tied to the SRP action plan and to review data, including leading and lagging indicators of improvement. The Office of Transformation and Innovation (OTI) will be available to help facilitate these data conversations and to prepare data displays prior to ILT meetings.

Data Protocol

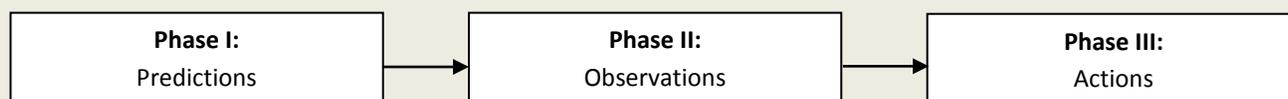
Meeting Norms and Preparation:

- At least three days prior to the ILT meeting, identify and distribute data to be analyzed during the meeting, and tell participants what to bring to the meetings in order to meaningfully engage in the conversation.
- Compile and prepare data displays prior to the meeting so that data are ready to be analyzed.
- Approach the data as a learner. There are no “right” or “wrong” answers.
- Encourage questions, observations, ideas, and problem-solving.
- Do not cast blame. Use data solely to inform improvements to the school.

Prior to the ILT meeting:

1. Select a specific data point to analyze during the ILT meeting (e.g., attendance, discipline, math performance).
2. Collect and compile data for the topic under review.
3. Prepare a data display; ensure that participants can easily analyze and draw meaningful conclusions from the data.
4. Share the data with participants prior to the ILT meeting.

During the ILT meeting:



Phase I: Predictions. Surface individuals’ assumptions, predictions, beliefs, questions, and expectations pertaining to the data and topic under discussion.

1. What patterns and trends do you predict to see in the data?
2. What are your underlying assumptions about the data or topic under review? What factors are influencing your understanding of the situation?
3. What are you curious to learn from the data?
4. What do you hope to take away from this conversation and analysis?

Phase II: Observations. Analyze the data for patterns amongst subgroups, trends over time, consistencies, and surprises.

1. In looking at the data, what stands out?
2. What are your observations from the data?
3. What patterns (e.g., looking across grades/academies and subgroups) and trends over time do you notice?
4. What are you surprised to see?
5. In what ways are the data consistent/inconsistent with your expectations and assumptions?

Phase III: Actions. Generate hypotheses, discuss what may/may not be working, draw inferences, discuss conclusions, and determine next steps.

1. What does the data suggest? Why?
2. What additional data are needed to help verify and/or clarify these conclusions?
3. What are appropriate solutions and/or responses to the needs implied by the data? What programs are already in place to help address these needs? Based on the data, are these programs effective?
4. What should we start, stop, or continue doing in response to the data?
5. What are the ILT’s next steps? Clearly identify action items, task ownership, and deadlines.
6. What additional data are needed to help guide the implementation of these solutions?

Action Plan

Alvarez has prepared an action plan as part of the SIG application, which provides an overview of the implementation timeline for the reform strategies outlined in this plan. During spring 2012, the school ILT will expand upon and further refine the school’s action plan after obtaining approval from RIDE. Over the spring and summer, school leaders will expand upon this implementation plan by adding a much more granular list of activities, resources and owners resulting in a detailed work plan. The OTI will hold schools accountable for the fidelity with which they implement their action plans and will encourage schools to build in mid-course corrections and changes as needed.

1. Teacher and Leader Effectiveness							
Strategy:	Activities:	Timeframe:					Output/Outcome:
		Pre	Q1	Q2	Q3	Q4	
Leadership Capacity	1.1. Hire new principal	X					Principal hired
	1.2. Elect building delegate	X	X				Newly elected building delegate
	1.3. Establish faculty committee structure	X	X	X	X	X	Names of faculty members serving on committees and meeting schedules
	1.4. Begin participation in the Providence Transformational Leadership Program	X	X				All leadership participates in Transformational Leaders Program
	1.5. Create Teacher Leadership and Peer recognition calendar		X	X			2012-2013 Teacher Leadership and Recognition plan created
	1.6 Implement the new faculty structure		X				Participation and effectiveness of new faculty committees

	1.7. Hold regular faculty meetings; administer teacher feedback surveys and provide opportunities for teacher recognition		X	X	X	X	Results of teacher feedback surveys
Teacher Evaluation	1.8. Conduct baseline teacher evaluations (at least one evaluation per teacher during spring 2012)	X					Number of teacher evaluations conducted (incl. pre-observation, observation, and post-observation conference)
	1.9. Conduct frequent formal and informal teacher evaluations and classroom observations		X	X	X	X	Each teacher observed at least five times
Professional Development	1.10. Establish protocol for faculty common planning time	X	X				New protocol for common planning time
	1.11. Design summer PD schedule and new teacher induction program	X					New teacher induction/mentoring program
	1.12. Design a professional development calendar for the 2012-2013 school year	X					2012-2013 PD schedule (incl. district and school-based PD opportunities)
	1.13. Maintain regular common planning time for teachers and ensure that the time is being used effectively		X	X	X	X	Attendance during common planning time; Post PD feedback surveys
	1.14. Provide opportunities for ongoing, job-embedded professional development		X	X	X	X	Calendar available demonstrating PD opportunities; PD participation rate
	1.15. Provide supports for struggling teachers and modify PD accordingly			X	X	X	Teachers recommended to PAR for additional support

	1.16. Provide coaching and mentoring for teachers		X	X	X	X	Extent to which teachers are able to use and apply PD strategies in their classrooms
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2. Instruction and Curricular Reforms							
Strategy:	Activities:	Timeframe:					Output/Outcome:
		Pre	Q1	Q2	Q3	Q4	
Curriculum	2.1. Begin curriculum implementation work during summer 2012	X					Existence of unit and lesson plans in addition to supplemental teaching tools
	2.2. Develop school-wide grading policy and syllabi templates	X					School-wide grading policy and syllabi template
	2.3. Develop resources for common planning time (agenda template, topics, and resources)	X					Resources created
	2.4. Implement curriculum with fidelity		X	X	X	X	Classroom walkthrough data reflects curriculum implementation
Instruction	2.5. Initiate contracts with academic support partners and vendors	X	X	X			Contracts with academic partners and/or vendors
	2.6. Recruit and hire math coach	X					Hire math coach

	2.7. Conduct classroom walkthroughs to ensure the fidelity of academic programming		X	X	X		Classroom walkthrough data
	2.8. Select Response to Intervention programs	X					New RtI program
	2.9. Implement the new RtI program			X	X	X	RtI progress monitoring data
	2.10. Hold regular common planning time		X	X	X	X	Common planning time attendance and participation rates
Assessment	2.11. Identify new formative assessment system	X					Identification/Development of new assessment system
	2.12. Train teachers in the new curriculum assessment system	X	X				Teacher trainings and PD around new academic programming
	2.13. Implement assessment system with fidelity		X	X	X	X	Formative assessment results in ELA, Algebra, and geometry; NECAP scores in math, ELA, and science

3. Expanded Learning Opportunities							
Strategy:	Activities:	Timeframe:					Output/Outcome:
		Pre	Q1	Q2	Q3	Q4	

Scheduling	3.1. Conduct a thorough time audit to capture additional instructional time and ensure that the school day is being used effectively	X					Create and conduct survey to mold scheduling
	3.2. Refine the new bell schedule and ensure student and faculty buy-in	X					New student and teacher schedules
	3.3. Increase number of minutes for instruction and teacher collaboration	X					Number of minutes increased for student instruction and teacher collaboration
	3.4 Create a clear plan as to how new instructional time will be used effectively (e.g., enrichment, remediation, etc.)	X	X				New school schedule
	3.5. Coordinate transportation and facilities needs for the new schedule	X					Modified bus route and operations accommodate the new student schedule
Academic & Non-Academic Programing	3.6. Initiate partnerships with before- and after-school providers to provide co-curricular activities	X					Contracts/partnerships with before- and after-school providers
	3.7. Develop a menu of activities and courses for “intensive week” and introduce it to faculty and staff	X					“Menu” created; agenda for faculty meeting and introduction to “intensive week”
	3.8. Initiate partnership with PASA to establish ELO	X	X				Contract/partnership with PASA
	3.9. Develop plan for creating a CTE pathway beginning with ninth graders	X	X				Plan for implementing CTE developed

	3.10. Create plan for 9 th grade transition academy including scheduling, staffing, and recruitment	X					Schedule for 9 th grade transition academy created
Implementation	3.11. Implement new student and faculty schedules		X				New teacher and student schedules along with communication to families regarding modified schedule
	3.12. Conduct a student and teacher engagement survey to ensure that time is being used effectively			X	X		Distribute survey and modify schedule where needed
	3.13. Launch before- and after-school programming		X	X	X	X	Participation rate in before- and after-school programming
	3.14. Launch intensive week	X					Staff participation rate at intensive week
	3.15. Launch 9 th grade transition academy		X				Participation in 9 th grade transition academy; 9 th grade attendance and behavior data

4. Community-oriented Schools

Strategy:	Activities:	Timeframe:					Output/Outcome:
		Pre	Q1	Q2	Q3	Q4	
Parent Engagement	4.1. Design a parent and community engagement calendar for the 2012-2013 school year	X					Calendar created
	4.2. Launch Parent Teacher Organization		X	X			PTO created
	4.3. Host regular PTO meetings		X	X	X	X	Number of PTO meetings held; participation rate
	4.4. Host parent and community		X	X	X	X	Attendance at parent and community events
Communication	4.5. Design a communications plan for the 2012-2013 school year	X	X				Communications plan (incl. modes of communication, task ownership, frequency of communication)
	4.6. Launch communication tools		X				Number of communications to parents
	4.7. Maintain ongoing communication with parents and community members		X	X	X	X	Frequency and effectiveness of communication between the school and community
Partnerships	4.8. Create a clear map of existing and future community partners (incl. name of partner, contact information, services provided, students involved)	X	X	X			Community partner map

	4.9. Continue/Initiate partnerships with community partners			X	X	X	Contracts with new community partners
School Culture	4.10. Design/Revise the behavior management system	X					Behavior management policy/procedures and training for faculty and staff
	4.11. Design school uniforms and strategies for enforcing uniform policy	X					Decide on school uniform; system of both rewards and consequences for enforcing uniforms
	4.12. Establish attendance and tardiness team	X	X				Names of members on the team
	4.13. Implement strategies to promote student attendance		X	X	X	X	Follow through on rewards and consequences
	4.14. Launch PBIS system		X				Evidence in school walkthrough data
	4.15. Implement school uniforms		X	X	X	X	Evidence in school walkthrough data
	4.16. Launch Student Government		X	X			Student government created; elections held

Budget Narrative

Successful school turnaround requires a significant resource investment, particularly during the first few years of the turnaround process. PPSD is prepared to make a targeted investment in its most struggling schools. National benchmarking research conducted by Mass Insight Education indicates that school turnaround costs approximately \$750,000 to \$1 million per year, per school. PPSD understands and anticipates that the Cohort 2 SIG awards may be significantly less than the Cohort 1 SIG awards. Given the financial constraints, school planning teams were advised to prioritize and select activities that would directly impact student achievement in the areas with the highest demonstrated need. The school reform plan includes initiatives and activities prioritized by the planning team, validated by best practice research, and selected based on projected impact and cost effectiveness.

PPSD has taken steps to ensure that the strategies outlined in the school reform plan will have a high return on investment and can be sustained beyond the grant period. The district hopes to use SIG money to jumpstart the reform process and will seek alternate funding sources to sustain the work long-term. The OTI will work with building principals and ILTs to assess schools' current budgeting practices; this budget analysis will be used to determine if/how the school can repurpose local and federal funds to support the long-term reform process. The district plans to use the Innovation Schools to pilot bold and innovative reform strategies that can be expanded upon district-wide; therefore, it will be imperative for district and school leaders to focus on impact and costs effectiveness. PPSD will work with schools leaders to promote sustainability and scalability of reform efforts.

Thorough analysis of student data and achievement outcomes at Alvarez High School indicate a significant need to invest in strategies designed to increase student engagement and improve student achievement in ELA and math. The budget for Alvarez high school reflects a comprehensive summary of investments to increase student performance over three year. The budget will provide additional resources to approximately 580 high school students in grades 9 – 12, as well as provide additional resources to support parent engagement and community partners. During the three year period, student performance will be monitored and data will be collected to determine the efficacy and impact of programs. New strategies will be identified and implemented by the school leadership team as needed based on student need.

Alvarez high school, with the much needed investment in additional resources and support, will expect to see student achievement and parent engagement increase in year one. After improving the school climate and culture, it is expected student achievement will increase and programs and staff will be reevaluated and reallocated based on need.

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