



Mount Pleasant High School

School Reform Plan - Transformation Model - March 2012

Title I 1003 (g) School Improvement Grant Application
Submitted by: Mount Pleasant High School, Providence Public School District
Submitted to: Rhode Island Department of Education

TABLE OF CONTENTS

Section 1: Introduction	p. 4
1.1. About the Innovation Zone	
1.2. School Reform Planning Process	
1.3. Vision for Reform	
1.4. School Context	
Section 2: Needs Assessment	p. 9
2.1. Literacy/ELA	
2.2. Math	
2.3. School Climate and Culture	
2.4. Parent and Community Engagement	
Section 3: School Priority Areas	p. 13
3.1. Improve School Climate and Culture	
3.2. Increase Math and ELA Achievement	
3.3. Increase Graduation Rates	
Section 4: Governance	p. 16
4.1. District-Level Governance	
4.2. School-Level Governance	
Section 5: Teacher and Leader Effectiveness	p. 19
5.1. Staffing and Recruitment Strategy	
5.2. Educator Evaluation and Support	
5.3. Professional Development	
Section 6: Instructional and Curricular Reform	p. 28
6.1. Curriculum Implementation and Expanded Courses	
6.2. Data-driven Instruction	
6.3. Support for Special Populations	
6.4. Common Planning Time	
Section 7: Expanded Learning Opportunities	p. 33
7.1. Modified Schedule	
7.2. Expanded Learning Opportunities	
7.3. Career and College Readiness	
Section 8: Community-Oriented Schools	p. 37
7.1. School-wide Behavior Policy	

- 7.2. Community Partnerships
- 7.3. Family Engagement

Section 9: Action Plan, Evaluation, and Budget p. 41

- 9.1. Evaluation Plan
- 9.2. Implementation Timeline
- 9.3. Budget Narrative

School Context

Mount Pleasant High School is a comprehensive high school serving 1,074 students in grades nine through twelve. Built in 1938, the school is located in a residential neighborhood the northwest side of Providence, RI. Mount Pleasant serves a large proportion of special needs students—21% of Mount Pleasant students are English Language Learners, 27% of students have an Individualized Educational Plan, and 87% are eligible for free or reduced-price lunch. Mount Pleasant students are served by a principal, four assistant principals and 87 teachers.

School Approach to Reform

Mount Pleasant has had a presence in the Providence school district for years. Earlier in its history, Mount Pleasant had a robust career and technical academy system with strong community and university partnerships. Mount Pleasant has had five principals over the past five years and is currently served by a principal on special assignment from the PPSD central office. Years of leadership and policy changes have weakened the academy programs and partnerships, and resulted in a weakened school culture without a strong sense of shared mission and purpose. Under these conditions, student achievement has lagged. However, the school has taken steps to begin the transformation process. The faculty, all of whom have undergone recommitment interviews and signed election to work agreements, have engaged in a collaborative planning process and have established faculty committees to guide the early stages of the transformation process.

The Mount Pleasant school reform plan is driven by the central belief that all students, when provided with access to an excellent education, can and will succeed. The SIG and school reform planning process offers a unique opportunity to create a strong school culture that fosters a safe, healthy learning environment that is supportive of students and families from a wide range of backgrounds. In order to develop this reform plan, the Mount Pleasant community has come together to discuss the schools’ strengths and areas for improvement and goals. Students attended the planning sessions and reported their own ideas for reform, which ranged from school uniforms to college visits. The reform strategies outlined in this plan are a reflection of faculty and student input and best practice research on what it will take to transform Mount Pleasant and ensure that all students prepared to succeed in college and career.

Mount Pleasant School Profile

Students	
Grades:	9-12
Enrollment:	1,075
Female:	47%
Male:	53%
Asian:	5 %
Black:	20%
Hispanic:	64%
Multi Racial:	2%
Native American:	1%
White:	9%
Free/Reduced Lunch:	87%
Limited English Proficient:	21%
Individualized Education Plan:	27%

*Data from REG as of October 12, 2011 and the school improvement plan.

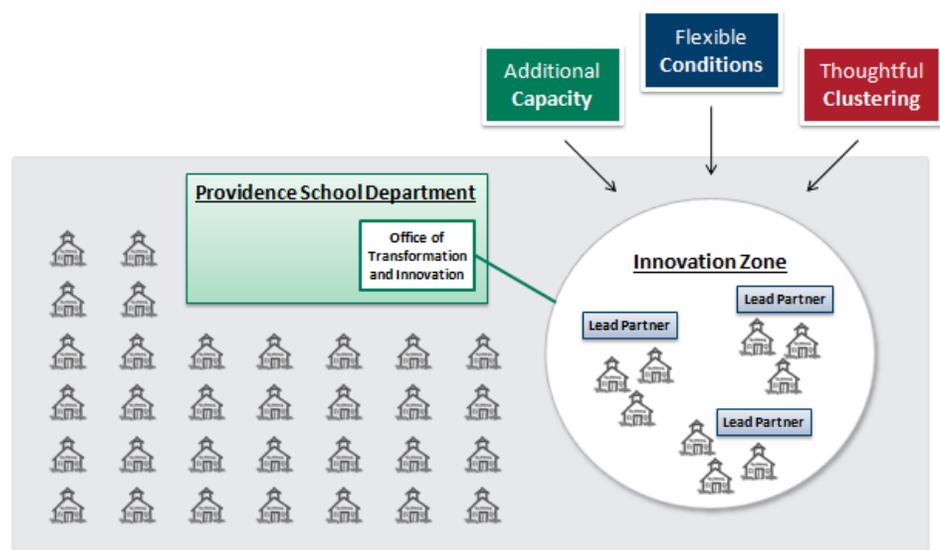
About the Innovation Zone

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. The district now has the unprecedented opportunity to reverse the status quo in these schools, and PPSD recognizes the need for bold and swift intervention in these schools. With this comes a commitment to provide the 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 catalyst 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, 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 Mount Pleasant 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 embedded within 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 activities 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, communications, and partner engagement are fundamental to achieving and sustaining excellence.
- A high-performing school district is based on shared accountability and placing 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 we must ensure that all schools are 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 Mount Pleasant High School. Through an 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

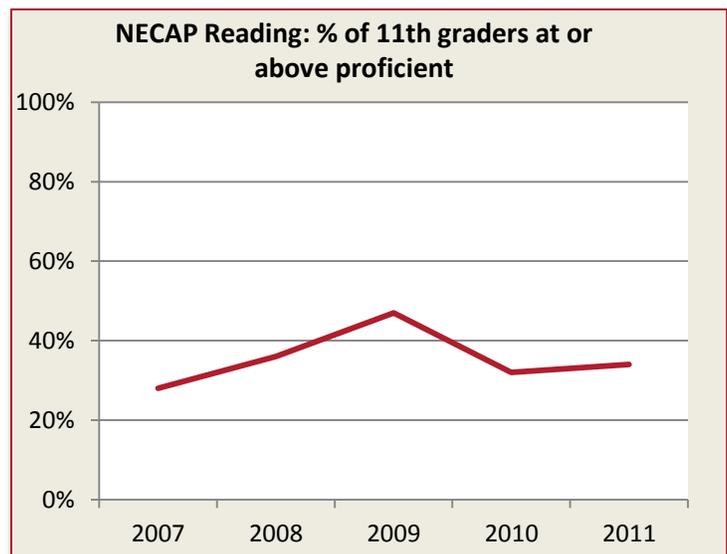
Over the past three years, ELA proficiency at Mount Pleasant has show little student progress. After an increase in student achievement on the 2009 Reading NECAP, there was significant decline in the percentage of students scoring proficient in 2010. Over that same period, the percentage of students scoring proficient on Writing NECAP also decreased. Additionally, there are substantial achievement gaps among sub-groups of students on Reading NECAP. The school planning committee has identified the following reasons for the persistently low achievement in ELA: 1) insufficient support for students with disabilities and struggling students; 2) insufficient instructional time for students; and 3) insufficient common planning time for teachers.

Areas of Strength:

- In 2011, the number of students scoring proficient or above was 34%, up from 32% in 2010. This marginal growth occurred during the same period that district-wide achievement remained flat at 56%.
- On the 2011 Reading NECAP, economically disadvantaged students out-performed their non-economically disadvantaged students by 5%.

Areas of Concern:

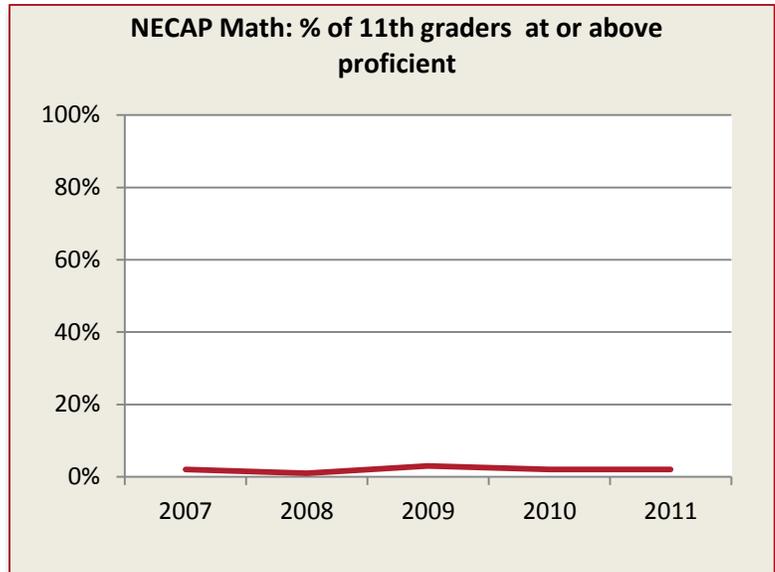
- The percentage of students who scored “substantially below proficient” on the 2011 Reading NECAP increased to 30%, up from 26% in 2010. This is 10% higher than the district rate of 20%.
- The number of students scoring at or above proficient on Writing NECAP has declined substantially over the past three years. The number of students proficient in 2011 was 12%, down from 29% in 2009.
- There are substantial achievement gaps on Reading NECAP between sub-groups of students, particularly between



students with IEPs and students with IEPs and LEP students.

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 students. The school planning team has identified the following reasons for the persistently low achievement in Math: 1) inconsistent implementation of a new math curriculum; 2) insufficient intervention support for students who struggle and students with disabilities; and 3) insufficient instructional time for math, particularly for students who struggle with math.

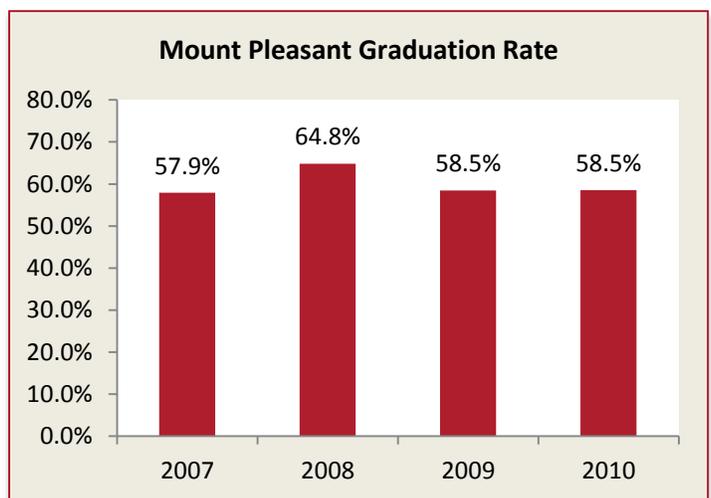


Areas of Concern:

- In 2011, the percentage of students scoring proficient and above was 2%, compared to the district-wide rate of 12%.
- In 2011, 89% of students scored “substantially below proficient” on NECAP math, compared to 69% district-wide.
- Between 2009 and 2010, the mean score of 10th graders taking the PSAT decreased by 1 point. PSAT mean scores at MPHS for tenth and eleventh graders lag behind the district mean scores by an average of five points.

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 school stakeholders (students, faculty and parents) through qualitative surveys provide additional context to quantitative data. Currently, attendance and behavior data show that few students graduate from Mount Pleasant on time



and substantial numbers of students across all four grades have poor attendance in school.

Areas of Strength:

- In 2010, 70.5% of English Language Learners graduated within four years. This sub-group had the highest graduation 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.
- In 2011, the average student tardiness rate was 13%, slightly below the district average tardiness rate.

Areas of Concern:

- In 2010, 58.5% of students graduated within four years and 28% of students dropped out within four years. This compared to the district-wide graduation rate of 68% and district-wide dropout rate of 23%.
- Average student attendance at Mount Pleasant is 79%, compared to 85% at other district high schools.
- In the 2010-2011, school year, 68% of students were chronically absent (missing more than 10% of school days). This presents a significant challenge in ensuring students receive the necessary academic content.
- Teacher attendance poses a significant challenge at Mount Pleasant. During the 2010-2011 school year, 50% of teachers missed more than 10 school days (including faculty members on extended leave).

Graduation Rate: Graduating Class of 2010	
All Students:	58.5%
White, Non-Hispanic:	28.6%
Black, Non-Hispanic:	63.55
Hispanic:	56.2%
Asian, Pacific Island:	67.9%
English Language Learners:	70.5%
Special Education	40.8%

Parent and Community Engagement

Too few parents (from a student body of 1075) 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 that there has been a slight increase in parent engagement at Mount Pleasant over the last year.

Areas of Strength:

- New forms of communication have engaged parents in school activities and news. Parents are now able to access school information through a new school website, ParentLink phone calls, and a newly-formed PTA.
- During the 2010-2011 school year, the school held eight activities for parents and families including, four academic activities, three social activities, and one workshop.

Areas of Concern:

- There is not a strong parent and community engagement strategy in place with a clear leader and systems for communicating with parents.
- There are few strong partnerships with community partners. The partnerships that do exist are not aligned to the core academic program and with each other and have no clear system for communicating with school staff.

Lead Partner Needs Assessment

These data present a picture of a school struggling to build a strong climate and culture that has a shared vision for student achievement. However, there is much more to learn about student needs at Mount Pleasant High School. Beginning April 2012, Mount Pleasant will engage in a Comprehensive Needs Assessment with the Lead Partner, Cambium/NAEP, to more fully articulate the schools' areas of strength and areas for growth and improvement. Cambium/NAEP will engage in a comprehensive school assessment process using its CTAG (Closing the Achievement Gap) School Assessment Framework. This framework is organized around a set of more than 80 benchmarks—features of schools and classrooms that are associated in research with higher levels of student achievement. . By assessing the extent to which these features are present in a school, the school leaders and Lead Partner will be able to identify specific strengths and challenges and monitor the impact of improvement initiatives. In addition, the Lead Partner will administer feedback surveys to faculty, staff, and parents to use as baseline data for determining targeted professional development and community engagement strategies.

Upon the completion of the classroom walkthroughs and feedback surveys, The Lead Partner will convene an Instructional Leadership Team, comprised of school leaders, teacher leaders, the building delegate and the Lead Partner to fully develop a robust action plan and work plan to implement strategies identified in this reform plan and other initiatives that grow out of the Lead Partner CTAG. The strategies outlined in this plan form the foundation of an ongoing, reflective reform planning process.

Priority Areas

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

Goal 1: Improve climate and culture while increasing student attendance and decreasing student tardiness

Goal 2: Improve ELA and Math achievement for all students

Goal 3: Increase the number of students who graduate college and career ready

Emerging research from the field demonstrates that benchmarks for school improvement should be ambitious, yet attainable so as to serve as a motivator for the school community. 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 also be in place before Mount Pleasant can expect to see such gains.

The school planning committees analyzed historical NECAP data and statewide averages, student attendance rates, and other quantitative data 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. The following goals balance the need for rigorous, ambitious goals while also being attainable.

Goal #1: Climate and Culture

Strategic Goal 1: Improve climate and culture while increasing student attendance and decreasing student tardiness

During the 2011 school year, 68% of students were chronically absent (missing more than 10% of school days). In order to see dramatic gains in student achievement, it is crucial that Mount Pleasant establish a school culture where students are present, actively engaged and where the environment is positive, collegial and supportive.

Reform strategies across the school will be designed to improve student attendance, decrease tardiness and improve student engagement.

Attendance and Tardiness Rates				
	2011	2012 Target	2013 Target	2014 Target
Average Attendance	79%	83%	87%	90%
Chronic Absenteeism	64%	61%	58%	55%

Parent and Community Engagement

In addition to improving climate and culture, Mount Pleasant must 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.

Goal #2: ELA and Math Achievement

Strategic Goal 2: Improve ELA and Math achievement for all students

In 2011, only 2% of students scored proficient and 89% of students scored substantially below proficient on the Math NECAP. At the same time, only 34% percent of students scored proficient and 36% scored substantially below proficient in ELA. Reform strategies and activities across the school will be designed to increase the number of students proficient in math and ELA, with a particular focus on special education students and English Language Learners. The following benchmarks have been set to monitor progress towards the ultimate goal of 100% proficiency in both subjects:

Annual Targets: Percent of 11 th Graders Scoring Proficient and Above				
	2011	2012 Target	2013 Target	2014 Target
NECAP Math	2%	5%	9%	13%
NECAP Reading	34%	37%	42%	47%

Goal Area #3: College and Career Readiness

Strategic Goal 3: Increase the number of students who graduate college and career ready

Currently, only 59% of Mount Pleasant students graduate from high school within four years. Reform strategies across the school will be designed to both increase the number of students who graduate and ensure that those

students have the skills needed to be successful in college and career. The school planning committee has set the following benchmarks as a way to monitor progress towards ensuring all students graduate college and career ready:

Graduation and Dropout Rates

Graduation and Dropout Rates				
	2011	2012 Target	2013 Target	2014 Target
Graduation Rate	56%	86%	90%	92%
Dropout Rate	31%	18%	14%	10%

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 to 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:

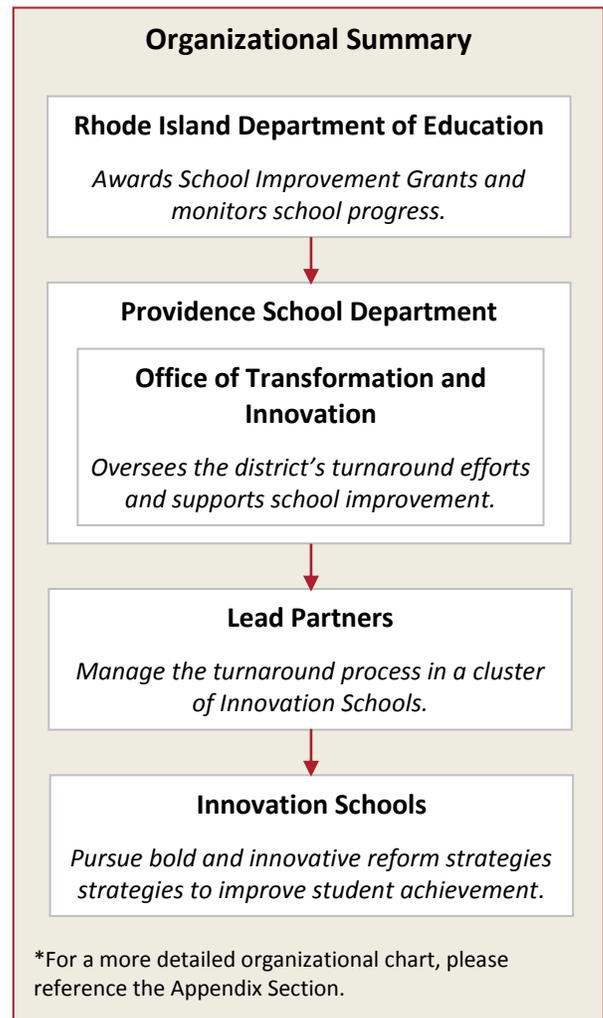
1. **School Support:** Supporting schools as they pursue innovation and sustainable reform strategies.
2. **Performance Monitoring:** Monitoring progress made and outcomes achieved in the Innovation Schools.
3. **Community Engagement:** Engaging partners and community members in the school transformation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

School-Level Governance

Mount Pleasant High School recently identified Scott Sutherland as the new principal of Mount Pleasant High School. Please reference the Appendix Section for the **turnaround principal** job description. 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.

Lead Partner

Cambium/NAEP will serve as a Lead Partner managing the transformation process at Mount Pleasant High School. Cambium/NAEP is a nationally recognized leader in supporting successful school improvement in urban school districts. A Lead Partner is specialized organization that coordinates the transformation of low-performing schools by providing intensive, embedded support. The Lead Partner will establish a six-person team providing staggered support five days a week at Mount Pleasant. This team includes, but is not limited to, a Chief Transformation Officer, Literacy Director, Math Director, Science Director, Special Services Director (ELL/SPED), and Parent and Community Engagement Facilitator.

Cambium/NAEP will provide targeted services and supports in the following areas:

- Design and execute a comprehensive school model including scheduling, academic programming, and support services.
- Implement activities necessary to create a positive learning environment through change management, media relations, and family and community engagement.
- Design a strong human capital strategy and invest in school staff through recruitment and hiring processes, coaching, professional development and staff incentives.
- Support school operations by coordinating central office services and supporting budgeting and management.

Distributed Leadership and School Committees

Mount Pleasant will employ a **distributed leadership model** to help govern school activities and frame the decision-making process. Cambium/NAEP’s staff members meet weekly with administrators, teacher leaders, and department representatives 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

Mount Pleasant will implement a distributed leadership model. The school will establish an Instructional Leadership Team comprised of Cambium/NAEP staff, school administrators, faculty members, staff, parents, community partners, and students (if/when appropriate). The purpose of this committee will be to guide the overall transformation work. The school will create additional of sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

Overview

Under the transformation model, Mount Pleasant will be led by a new principal beginning in fall 2012. Because Mount Pleasant has had a number of school leaders over the last five years, the new school leader will be responsible for establishing a positive, collaborative, and consistent 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, personalizing professional practice and engaging in open communication.

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 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 articulates 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. Pursuant with language in the EWA, all faculty members in transformation schools, including Mount Pleasant, chose to sign the EWA then participated in a short **recommitment interview**. All staff members were asked the same three interview questions and received these questions prior to the interview. Teachers had 15 minutes to answer these questions (see below). An interview committee comprised of a school and district administrators and a PTU representative then made a determination as to whether or not the individual would be invited back to the school.

Recommitment Interview Questions

1. This school was recently identified as one of the State’s persistently lowest-achieving schools. As such, the school community must develop and execute a comprehensive reform strategy in order to transform the learning environment and substantially improve student achievement. Please tell us what you think could be done in this school to change the learning environment for students in these ways. Think about what might be done within the building by staff, as well as through community partners, families and others, or any other ideas you may have.
2. Through the School Improvement Grant (SIG) program, we have the opportunity to dramatically improve student achievement by recalibrating expectations and reimagining what is possible in our school. Please talk about strategies you already use, will use, and would like to learn so that your daily practice helps our school achieve this goal.
3. Please explain why you want to be a part of the transformation process moving forward at this school.

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

Principal and Leadership Team Coaching

Under the direction of the lead partner, the principal and school leadership team will receive professional development, coaching, and project management to strengthen their capacity and knowledge on how to lead the bold and innovative change needed at Mount Pleasant High School to improve the academic performance of its specific student population.

The coaching and professional development will include the following components:

- **On-the-ground coaching support.** The *Executive Director for Leadership and Transformation Services* will provide on-the-ground support for principal and leadership team on a weekly basis focusing on the research and implementation-based components of instructional leadership within the Lead Partner’s Global Educational Transformation System (RESULTS Model ©). The strategies to support and develop leadership effectiveness within this model will be delivered in a customized timeline and manner to ensure that by the end of the contract with the Lead Partner, the following components of Leadership Effectiveness are in place and observable in the schools:
 - **Leading by Results and Design** - School leaders set measurable and ambitious goals segmented by actionable steps to reach the targeted end in mind.
 - **Developing a Vision and School Mission** - School leaders collaborate to create a shared vision and mission through which groups of people form a sense of commitment.
 - **Leading Teaching, Learning, and Accountability** - School leaders provide effective, high impact leadership in the development, implementation, and monitoring of a rigorous, relevant, and balanced curriculum to ensure optimal student learning and achievement.

- **Knowing Stakeholders** - School leaders build trust and foster positive working relationships on the basis of appropriate values and ethical foundations within the entire school community.
 - **Building a Culture of Learning** - School leaders set and value high expectations, respect and embrace diversity, supports innovation and creativity, and addresses diverse talents and learning styles.
 - **Leading Strategically** - School leaders implement strategic management processes to help focus collective energy and efforts to ensure that school members are working toward the same goals.
 - **Marketing the School** - School leaders effectively advocate both internally and externally for the advancement of the school's mission and educational goals by galvanizing all stakeholders to support student learning and school success.
 - **Demanding ethical behavior** - School leaders dedicate themselves to modeling, promoting, and maintaining high standards of ethical behavior throughout the school community.
 - **Engaging in professional learning and self-reflection** - School leaders engage in a process of personal reflection that allows them to share their experiences, successes, and challenges with colleagues and raise questions that foster collaborative personal and professional learning and growth.
- **Project management support.** The *Executive Director for Leadership and Transformation Services*, based on his or her direct experience with implementing SIG-based school reform, will provide project management guidance and support for the principal to effectively implement the School Improvement Grant Transformational Plan. He will or she will also support the principal in his or her efforts to ensure that the school remains compliant with all RIDE expectations of the SIG reform model implementation to ensure renewal of the grant at the end of the first year of implementation. The *Executive Director* will model the productive and outcome-driven facilitation of a meeting, by co-leading the Leadership Team meetings be hosted weekly at the school with an agenda that will focus on the effective execution of the School Improvement Grant Transformational Plan.
 - **Professional learning community.** The *Executive Director for Leadership and Transformation Services* will facilitate the opportunity for the principal and assistant principals to participate in a Leadership Learning Community that will be in accordance with the concepts outlined in *Instructional Rounds* (City, Elmore, Fiarman, and Teitel, 2009). This Leadership Learning Community will meet monthly and will be comprised of colleague Principals who are working with the same Lead Partner.
 - **Progress Monitoring.** The *Executive Director for Leadership and Transformation Services* will meet with the Executive Director for PPSD's Office of Transformation and Innovation on a monthly basis (minimally) to monitor the progress of the Mount Pleasant High School toward meeting the goals of the 2012-2013 School Improvement Grant Transformational Plan. This meeting will address any necessary adjustments that need to take place to remain aligned to the SIG plan and will ensure that all successful best practices from Mount Pleasant High School are memorialized and leveraged for use in other schools to maximize the Return on Investment of the Lead Partner.

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 the 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).
<p>Individual ratings in each of the domains will be combined to produce a final, summative evaluation rating of Highly Effective, Effective, Developing, or Ineffective.</p>	

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; the Lead Partner 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 Lead Partner.

Peer Assistance and Review (PAR)

The Peer Assistance and Review (PAR) 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

School-Based, Targeted Professional Development

Beginning in summer 2012, professional development at Mount Pleasant will undergo a substantial transformation. Teachers will have access to an increased amount of personalized professional development opportunities. Mount Pleasant faculty will benefit from three types of PD: 1) District-provided; 2) School-level; and 3) Lead Partner provided. The district PD will focus on building teachers content knowledge and implementation of new district programs and initiatives. School-based PD will take place before, during and after-school and can be customized in length and format in accordance to teacher need. Finally, the Lead Partner will provide on the job coaching, modeling and support for administrators and teachers.

Beginning in the summer, Mount Pleasant's teachers will participate in two-day, all-staff professional development conference to build team culture and provide intensive professional development opportunities. Additionally, Mount Pleasant will use eight-hours of school-based professional development during the summer

or school year to provide professional development specific to the needs of the faculty. This may take the form of short modules or all-day trainings for teacher teams.

Mount Pleasant's Lead Partner will provide several content-area experts who will be at the school weekly to provide on-the-ground support for the faculty. This support will focus on the following components:

- **Differentiated Instruction.** Teachers will use a purposeful array of activities and resources including hands-on activities, group work and the workshop model to engage students.
- **Classroom Integrated Technology.** Teachers will have a variety of technology resources and an understanding of how it enhances instruction.
- **Dynamic Professional Learning Communities.** Common planning time and collaboration will be thoughtful, active, timely and relevant.
- **Targeted Individual Teacher Planning.** Teachers will plan rigorous lessons aligned to standards and best practice.
- **Proactive Classroom Management System.** Teachers will adhere to the school-wide behavior policy and establish a positive learning environment.
- **Integrated Content Knowledge and Instructional Delivery.** Teachers will demonstrate a deep understanding of content knowledge and instructional delivery.
- **Understanding of Student Needs.** Teachers will design lessons based on individual and group student needs. Teachers will receive training in effective strategies for teaching special education students. and English Language Learners
- **Targeted Instructional Mentorship.** Coaches and department chairs will promote teacher growth through providing in-class, job embedded support.
- **Balanced and Objective Teacher Capacity Development.** Teacher feedback will recognize student achievement and include an action plan for continuous improvement.
- **Using Data to Inform Instruction.** Teachers will receive training on developing common course assessments, formative assessments, and other student work to inform instruction based on students' needs. Teachers will receive job-embedded professional development designed to improve their ability to use student work and student data to develop differentiated instruction and identify student learning needs.

The Lead Partner content directors will work one-on-one with teachers, with teacher teams and with the whole faculty to provide PD during the school day in the form of coaching and modeling. In addition, the Lead Partner staff will support content-area teams and team leaders by facilitating meetings and modeling leadership strategies. The Lead Partner team will also build capacity among the leadership team to model and coach teachers. Professional development opportunities will take place during the school day, after-school, over the summer and on weekends, as needed. With the Lead Partner, the leadership team will be responsible for monitoring student data and teacher evaluation data to plan targeted, on-going professional development for teachers.

Beginning in summer 2012, the Lead Partner is supporting Mount Pleasant in developing a data dashboard and collecting student data. The Lead Partner will support the administrators and teacher leaders in using these tools by incorporating student data into regular leadership team meetings and Common Planning Time.

Content-specific PD

After conducting a thorough classroom walkthrough needs assessment, Mount Pleasant has identified the following key PD strategies and topics beginning in summer 2012. These PD opportunities will be offered during the summer conference, in a two-day school based PD session and embedded into common planning time.

- **English Language Arts.** PD for teachers in ELA will be focused on developing authentic assessments to track student progress, conferencing with and providing feedback to students, Higher Order Question Strategies/Bloom's Taxonomy, and implementing interventions. ELA teachers will also have the opportunity to work with a master classroom to model in-class instruction and peer observation and feedback. The summer PD will provide teachers with opportunities to collaboratively lesson plan, develop assessments and calibrate student work using anchor papers. Content-area teachers will also receive PD on incorporating high-impact literacy strategies across the curriculum.
- **Mathematics.** PD for Math teachers will be focused on deepening teachers content knowledge, improving instruction, and providing opportunities build a community of practice. Beginning during the summer teacher conference, Math teachers will receive PD in dividing the math instructional time into phases of whole-group instruction, small-group instruction, and independent practice. Common Planning Time will serve as the vehicle through which math teachers can participate in a Lesson Study Group to share best practices and provide teachers with feedback on implementing the newly-designed instructional block. Additional PD for teachers will include practice with instructional strategies such as effective question, wait time, and corrective feedback. With the support of the Lead Partner, Mount Pleasant will benefit from job-embedded professional development via the Coaching Continuum model. Finally, professional development in math will focus on developing common formative and summative assessments and using data from the newly-created assessments to develop targeted intervention plans.
- **English Language Learners.** Mount Pleasant serves a large proportion of English Language Learners and a key focus of Professional Development will be supporting ELL students in all classrooms. Beginning in the summer 2012, teachers will receive PD on a number of strategies designed to improve ELL success in the classroom. Some of these topics include adopting school-wide routines and procedures for using print in the classroom (i.e. word walls, anchor charts, etc.), school-wide note-taking strategies, and literacy and vocabulary strategies across content areas.
- **Special Education.** Mount Pleasant serves a substantial number of special education students. Professional development for special education and general education teachers will focus on differentiating instruction to meet the needs of all learners. Beginning in summer 2012, teachers will participate in PD designed to increase differentiated learning and instructional strategies for students. These PD opportunities will give teachers practice differentiating instruction to meet the needs of students with different learning styles by addressing student interest, readiness and learning profile. Additionally, school leaders and the special education staff will work collaboratively with the Lead Partner to build an academic program for course progression that aligns to the new RIDE graduation requirements and takes into account the requirements for Response to Intervention (RTI) to reduce student achievement gap common in SPED populations. The Lead Partner will support the special education team in adopting problem-solving process for SPED students to include: identification of the problem, problem analysis, intervention development and response to intervention. RTI allows teachers to judge which students who need special education instruction based on whether or not the student can respond to either typical classroom instruction, or the type of support that is possible in a typical classroom (e.g., brief but intensive small-group intervention on key skills) to narrow the achievement gap.

Summer Teacher Conference

In order to launch the transformation initiatives, teachers will participate in an extended teacher conference during the summer. The summer teacher conference will set expectations for the year, build morale and foster collegial relationships, and instill a sense of urgency and ownership over the transformation initiatives. This conference will include team-building activities, guest speakers, book talks, professional development and content-area curriculum implementation work. Beyond developing and aligning school-site staff so that they may better understand the specific transformational work ahead, this conference serves as the first iteration of the types of activities and desired outcomes that they will encounter during their collaborative planning sessions throughout the school year.

Master Classroom

In order to establish a shared vision for teaching excellence at Mount Pleasant, faculty need opportunities to observe and reflect on teaching practice. With the support of the Lead Partner, Mount Pleasant will establish a Master Classroom program in ELA, Math, Science and Social Studies. As a foundation to the master classes, the leadership team will define the standards for excellent teaching within a model classroom and will be disseminated among the faculty. Based on the standards, the leadership team will identify those classrooms that qualify as master classes, develop a schedule for teachers to observe in the master classroom and establish feedback sessions to reflect on the observations.

Teacher Incentive System

In order to build a strong professional culture among the faculty at Mount Pleasant High School, the leadership team will establish a Teacher Incentive System that will offer opportunities for teachers to increase their leadership skills and provide incentives for contributing to the school transformation. 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 will incorporate the following activities to improve teacher engagement and contribute to a positive professional community:

- New teacher induction program to orient new teachers to Mount Pleasant prior to the start of the school year.
- Regular faculty meetings that recognize individuals' contributions to the school community and provide opportunities for teacher feedback and input on school decision-making.
- Incentives and awards for teacher attendance, student achievement, and participation in school activities.
- Creation of teacher-led clubs and committees that create co-curricular opportunities.
- Creation of brief, online surveys that create a platform for teachers to give ideas and feedback on professional development.

Overview

Within the last two years, Mount Pleasant has adopted new ELA and Math curricula based on the district curriculum. The district ELA and Math curricula are aligned to GLEs and support the transition to the Common Core State Standards over the course of the next year. Therefore, instructional and curricular reforms at Mount Pleasant will focus on strengthening implementation, improving supports for struggling students, expanding course offerings, and using data to drive instruction.

Curriculum Reform and Expanded Coursework

Curriculum Implementation

With the support of the Lead Partner, the department heads and leadership team will support the design of curriculum implementation materials that provide additional support and guidance for teachers. The implementation materials will include scope and sequences, unit plans, model lessons, instructional resources, and audio and video tools. Professional development will be focused both on instructional delivery and improving teachers' abilities to design rigorous, standards-aligned lessons, assessments and student learning experiences.

As discussed in the teacher evaluation section, building leaders and the Lead Partner 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.

Advanced Placement and Dual-Enrollment

Currently, few MPHS students attempt Advanced Placement exams and even fewer pass AP exams. In order to offer more rigorous courses, the Lead Partner has worked with the leadership and guidance teams to develop new course flow charts that capitalize on the new block schedule to provide additional intervention, pre-AP, and AP course offerings. Additionally, teachers will work to establish comprehensive syllabi that would incorporate the College Board standards for each of the Advanced Placement courses offered at the school and for additional Advanced Placement courses. With the support of the Lead Partner, Advanced Placement teachers will receive professional development on instructional strategies that prepare students for the rigor of the Advanced Placement and college courses. The guidance team will work with Advanced Placement teachers to analyze data to identify greater number of students who are eligible to take advanced courses.

Additionally, Mount Pleasant High School benefits from close proximity to a number of Institutes of Higher Education. The leadership team will initiate partnerships with local colleges to establish dual-enrollment course offerings.

Credit Recovery

Mount Pleasant has a 49% mobility rate, 16% higher than the district-wide mobility rate for high schools. As a result, students often enter and leave Mount Pleasant, resulting in inconsistent credit accumulation. This has resulted in a significant number of over-aged students who are not on track for graduation. Mount Pleasant currently runs a credit recovery program during the school year. The Lead Partner will work with school leadership, students and families to develop a robust Student Credit Recover Summer Program beginning in summer 2012. This summer program will last six weeks and will provide intensive instruction virtual learning, in-class instruction and Reading Plus intervention. Students will earn course credit for the completion of the program. This credit recovery program will be ideal for students who need to retake courses or make up missed courses, want to improve their GPA, and students who require additional intervention. The courses that will be offered for credit recovery include a comprehensive course program in English Language Arts, Science, Math, and Social Studies.

Prior to the summer, the Lead Partner will work with school leadership to plan the curriculum that will be driven by student needs, create a schedule for the program, assign students based on need, identify master teachers and provide training for teachers on the curriculum and instruction needed to implement the program.

Data-Driven Instruction

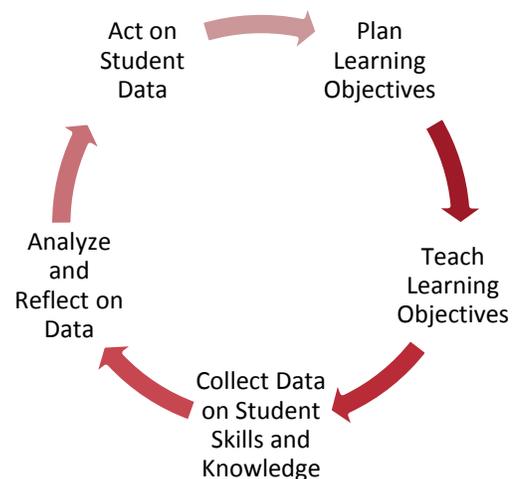
Implement a Common Formative Assessment Cycle

Currently, teacher-driven assessments are being administered to students in ELA and math, limiting the ability for teachers to track student's content mastery across grades and subject levels. In order to ensure that instruction is targeted towards individual student needs, Mount Pleasant will create and administer common formative and end-of-course assessments in both ELA and math. These assessments will be given at regular intervals and tied directly to GLEs and the curriculum scope and sequence. These assessments will be developed by an Assessment Committee that also establishes the assessment calendar, testing logistics and leads Data Analysis workshops for teachers and administrators. Common formative assessments and summative assessments will include project-based, extended tasks that align to the PARCC assessment model.

Assessment and Student Data Platform

Collecting student data can be onerous and time-consuming for teachers. Teachers will administer the common formative assessments and collect student data in an online data platform that will allow for easy analysis of trends. With the support of the Lead Partner, teachers and administrators will have regular access to the following kinds of data through an online portal and data dashboard:

- RTI Progress Monitoring



- Formative assessment data
- School climate and culture metrics including student attendance and behavior data

Summer and fall professional development will support teachers in analyzing student data and revising lessons based on student needs. The Lead Partner will support this practice by providing tools, templates and protocols for data analysis, while also providing coaching and modeling for teachers. Teachers will use student assessment data to 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.

Consistent Grading Policy

Building consistent systems across classrooms is crucial to building a common school culture and establishing clear expectations for student success. Mount Pleasant does not currently have a common grading policy, leading to varying expectations for student work. All teachers will adhere to a common grading policy that focuses on student mastery of learning objectives and outcomes-based grading. Additionally, parents and students will receive information about course expectations through common syllabi templates and regular progress reports.

Electronic Gradebook

Complimentary to the online assessment platform, MPHS will purchase an online gradebook system and will provide teachers with training on how to record and upload grades using the online gradebook. The gradebook system will enable students and parents to monitor students' progress, increasing opportunities for feedback about student progress.

Support for Special Populations

Strengthen Response to Intervention

Analysis of school data and input from school leaders shows that as students progress through high school, there are few supports for students who fall behind. Because there are few intervention options, these students end up moving on to more advanced courses without mastering the foundational content. In order to provide all students with targeted opportunities for intervention, Mount Pleasant will create a formal Response to Intervention system made up of administrators and teacher leaders. With the support of the lead partner, Mount Pleasant will conduct a revised ELA and Math course pathways to incorporate additional opportunities for intervention and enrichment. After the development of the courses flowchart, the Lead Partner will support the administration and guidance teams in implementing the scheduling of students using the revised flow chart and intervention programs. The RTI system will include the following components:

- 1) **Universal Screening.** In the spring, conduct universal screening for current and incoming students in ELA and math using common assessment tool and corroborate with students' test history and class work.

- 2) **Research-based, multi-level intervention system.** Students who are identified in the universal screening as in need of intervention will receive appropriate interventions based on the model. These interventions might include one-on-one support, a computer-based basic skills program or small-group tutoring.
- 3) **On-going progress monitoring.** Students will be regularly assessed to determine the rate of improvement and the application of additional interventions, if appropriate. The assessments will allow teachers and leaders to monitor student progress and growth throughout the year.

The RTI team will be responsible for coordinating the universal screening, selecting appropriate Tier II and Tier III interventions and using data to monitor student progress. Additionally, Mount Pleasant will continue to implement and strengthen its online credit-recovery program to ensure that students who are behind in credit accumulation have appropriate opportunities to master missed content and earn credit towards graduation.

Mount Pleasant has identified the following intervention programs for students who, through data, have been identified as needing support in the areas of ELA and Mathematics. Each of these programs offers detailed data reports for teachers to monitor student progress and target resources accordingly. The ILT will be charged with assessing these tools, measuring student progress, and making recommendations for future use based upon specific goals and benchmarks. The programs are detailed below:

- **Achieve3000.** Is a web-based literacy program that provides individualized and differentiated lessons for students. After an initial screening, teachers can develop whole-class lessons and topics that differentiates assignments at 12 different reading levels based on student need. Achieve3000 provides anchor lessons featuring grade-specific content aligned to Common Core anchors and engages students with interactive and current-events articles. Assignments and activities automatically adapt as students reading levels change, providing more challenging content to drive continuous improvement.
- **Reading Plus.** Reading plus is a web-based literacy program provides intensive instruction in literacy that builds students phonics and oral fluency. After an initial screening, Reading Plus allows students to engage in individualized assessments that build vocabulary and contextual analysis skills, comprehension and structured reading practice.
- **Gizmos.** Gizmos is an online, interactive program for math and science intervention. Gizmos has tools and activities for use by small groups, individual and whole class instruction using interactive LCD or interactive whiteboard program. Tied directly to GLEs and Common Core State Standards, Gizmos uses interactive videos and modeling to help students build foundational math skills and deepen problem-solving abilities.

Special Education

Approximately 27% of Mount Pleasant students have an Individualized Educational Plan (IEP). In order to ensure students with IEPs are served appropriately, the leadership team will conduct an in-depth analysis of IEPs to evaluate whether student academic programs are aligned to individual learning needs. The leadership team will modify programming and services based on the analysis. With the support of the Lead Partner, Special Education and core content teachers will receive additional professional development on strategies to successfully implement the inclusion model. Beginning in fall 2012, the Lead Partner school staff will work closely with a small group of special education teachers to develop a master teacher to serve as an in-house resource for special educators. The master teacher will support other teachers in differentiating instruction and co-teaching methodologies.

English Language Learners

Mount Pleasant serves a substantial (20%) number of English Language Learners and former English Language Learners. In order to support the unique needs of these students, Mount Pleasant will first design a course progression sequence that prescribes a specific and customized balance of English Language Development, ELA Intervention and core ELA classes according to the needs and competencies of the student. Beginning in summer 2012, Mount Pleasant will select curriculum materials that are appropriate for English Language Development, Intervention and core ELA programming. The ILT will establish a consistent assessment plan to monitor the progress of each ELL students' language acquisition.

Within ELL classrooms, the Lead Partner will work with teachers to divide the instructional block into three distinct phases of instruction: whole group, small group, and independent practice. Additionally, Mount Pleasant will establish a school-wide vocabulary and language development initiative that introduces academic vocabulary to all students. Beginning in summer 2012, professional development for teachers will focus on building all teachers awareness as to the ELL proficiency level of each of their students and training teachers on instructional methods that incorporate strategies to support English Language Learners. Finally, the assessment team will support teachers in designing authentic assessments that take into account students' language acquisition and proficiency levels.

The lead partner will also support the ELL team in communicating with parents of ELL to help educate parents as to their students' rights and academic programs. Mount Pleasant serves a significant number of 'Newcomer' students, so the school will strengthen the transition program for new students. Finally, Mount Pleasant will offer English Language Learners (ELL) with assistance in the content areas in their home language (i.e., Mathematics, Science, Social Science) while further developing English skills as a means of maintaining the students' literacy in the home language. This support will take place through virtual tutoring and before or after-school tutoring modules.

Common Planning Time and 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 80 minutes of common planning time every week. Led by department heads and teacher leaders, common planning time will be used for the following purposes:

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

Teacher Leaders will attend training provided by Providence Public Schools designed to provide Teacher Leaders with the tools needed to develop and implement professional development modules during common planning time. These PD modules will focus on helping teachers develop unit and lesson plans, analyze data, and implement differentiated instructional strategies. The Lead Partner will support the implementation of Common Planning time by providing teachers with training on setting meeting norms and protocols, as well as providing common agenda templates and meeting facilitation tools. The teacher leader will develop the weekly agendas and objectives and will be responsible for ensuring common planning time is used appropriately. The department head will capture notes and minutes and will communicate progress to the leadership team.

Overview

Mount Pleasant High School has typically followed a six-period schedule with a ten-minute homeroom every day and a weekly forty-minute advisory period. 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 to improve achievement and deepen student engagement both inside and outside of the classroom. 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 Schedule for Students

Extended School Day for Teachers and Students

Achievement data at Mount Pleasant reveals that many students need additional time for ELA and Math instruction. The school day current runs from 8:20 am – 2:55 pm. After reviewing school data and soliciting input from the faculty, Mount Pleasant will add additional time onto the school day by eliminating home room and modifying the school day start and end times. The new school day will run from 7:30 am – 3:00 pm, for an additional 45 minutes of instructional time. On Wednesdays, students will attend an advisory period. Teachers will engage in Common Planning Time on Wednesdays. The longer school day brings many opportunities and advantages. It allows for existing curriculum to be implemented with more fidelity and provides additional opportunities for students receive intervention and support services. Beginning in spring 2012, Mount Pleasant's leadership team will begin planning for implementation of a 4 x 4, 100 minute block schedule within the new extended day. The block schedules will provide additional time on task for all students and allow for additional credit accumulation opportunities for students through a semesterized schedule.

The block schedule will support the revised course progression that provides additional intervention and enrichment courses for students. The leadership team will also develop professional development for teachers to support the transition to longer class periods. Mount Pleasant will maintain the Wednesday advisory period with shortened blocks on those days.

Please see a draft block schedule below:

SAMPLE Proposed Quarter Schedule						
7:30-3:00 (M, T, Th, F-four, 100 minute blocks, W—advisory and shortened blocks)						
	Mon	Tues	Wed		Thurs	Fri
7:30-9:20	Blocks 1 and 2	Blocks 1 and 2	CPT	Blocks 1 and 2	Blocks 1 and 2	Blocks 1 and 2
9:22-11:00						
11:00-1:05	Lunch					
10:55-1:03	Blocks 3 and 4	Blocks 3 and 4	Blocks 3 and 4		Blocks 3 and 4	Blocks 3 and 4
1:07-2:47			2:00 Advisory			
3:00-5:30	After-school Programming	After-school Programming	After-school Programming	After-school Programming	After-school Programming	After-school Programming

Expanded Learning Opportunities

Partnership with Providence After-School Alliance

In partnership with the Providence After-School Alliance (PASA), Mount Pleasant High School will offer an Expanded Learning Opportunities (ELO) 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 web-design, participate in youth advocacy organizations, and work with theater programs. As a part of the program, a PASA employee will be staffed at Mount Pleasant 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.

College and Career Readiness

Career and Technical Education Academies

Stakeholder feedback and an analysis of student data indicate a need to increase student engagement at Mount Pleasant. The creation of career and technical education academies will provide opportunities for students to take courses aligned to their personal interests and offer opportunities to provide additional credits and certifications that will increase students college and career readiness. The Career and Technical Education Academies will include the following components:

Career and Technical Education Academies	
Year One	<ul style="list-style-type: none"> • Prior to the start of school, development and administration of a career interest survey to determine which possible CTE pathways are most aligned to student interest. • Creation of a 9th grade exploratory elective course that will offer students the opportunity to explore and understand the three to four CTE pathways available in the school. • Development of 10th, 11th, and 12th grade elective coursework that aligned to RIDE standards for CTE coursework and focuses on college and career readiness skills. • Creation of a process for student applications to the academies, establishment of academy branding and themes, and the establishment of a diploma certification for academy graduates.
Year Two and Beyond	<ul style="list-style-type: none"> • Establish a robust, four-year CTE curriculum for each academy. Establish certification opportunities for students across sectors. • Establish a rigorous career exploratory course for 9th graders. • Provide college dual-enrollment and opportunities for 10th, 11th, 12th graders.

9th Grade Transition Program

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 addition to the Career and Technical Education Pathways program, Mount Pleasant will establish a 9th grade transition program that will welcome students to high school and support them throughout the ninth grade. Led by the leadership team, ninth grade teachers and the guidance department, the transition program will include the following components:

- **Summer workshop.** Students will visit Mount Pleasant before the start of the school year to participate in community-building and orientation activities. Students will participate in study skills courses, time management courses, and receive information about graduation requirements and post-secondary opportunities. Parents will also attend the summer workshops and receive information on school events, expectations for student conduct, and ways to support their student and get involved with the school community. The summer workshop will conclude with a fun activity for parents and students (i.e. barbeque or spaghetti dinner).
- **9th Grade Community Meetings and Activities.** Led by the 9th grade teachers and the leadership team, community 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 Early Intervention.** The leadership team will screen incoming 9th graders using a universal screener assessment and 8th grade NECAP to establish a system for identifying those ninth graders who are behind academically.. The leadership team will focus on scheduling students to meet their academic needs and will facilitate interventions for these students that include parent outreach, additional tutoring, and referrals to community-based organizations.

21st Century Skills

All school reform strategies at Mount Pleasant High School are designed to improve instruction so that students graduate ready for college and career. In today's global world, it is essential that students be prepared to work with new technology systems. Teachers will receive professional development on how to incorporate technology into instruction and will be expected to infuse their lessons with new technologies designed to enhance student learning. In order to see gains in 21st Century Skills, students and faculty will need expanded access to computers, projectors and other digital tools. MPHS will establish a media center outfitted with classroom sets of laptops, projectors and printing supplies. The media center can be used both for instruction during the school day and for co-curricular activities.

Summer Intervention Program

Feedback from stakeholder planning indicates a need for additional support for students with gaps in essential literacy and math skills. Beginning in summer 2012, rising 11th graders who, based on assessment data, have been identified as needing additional support in reading, writing and math will attend a summer intervention program. This program will operate parallel to the credit recovery program (see Instruction and Curricular Reform section for more information) and will provide intensive support for struggling students. Students will work in small groups and receive individualized instruction on areas of weakness. Teachers will incorporate study skills and test-taking strategies into lessons to help prepare students for the school year. Instruction will be delivered by master teachers using a variety of strategies, including blended, online learning and extended writing tasks aligned to the Common Core.

Overview

Creating a positive school climate and a strong culture of college and career readiness is the foundation of the school reform plan. Early in its history, Mount Pleasant High School had robust career academy programs that successfully prepared students for career. The reforms outlined in this plan are designed to engage parents, community-members and faculty in ensuring students have the supports and experiences needed to be successful in college and career. The following section outlines community-engagement strategies designed to support the schools' strategic goals.

School-Wide Behavior Policy

School Uniforms

Multiple stakeholders, including students and parents, have requested that students be required to wear seasonal school uniforms that represent academies. The school leadership team will work with parents and the student government to create a new uniform policy. Uniforms will decrease disciplinary incidents and foster school culture and unity. Additionally, students, faculty and staff will receive school ID cards.

Positive Behavioral Intervention System

While the total number of discipline infractions and out-of-school suspensions has decreased slightly over the past three years, student behavior continues to be a challenge to creating a positive school culture. Feedback from stakeholder groups indicates strong interest in consistent rules and policies across classrooms. The leadership team will create a plan for a school-wide behavior system that emphasizes supportive interventions, parent communication, and consistent positive and negative consequences. The school-wide behavior system will first establish preventative policies that promote positive student behavior, including in-classroom positive consequences and greater presence of adult behavior monitors around the school during the day. In addition to the preventative policies, the behavior system will include a referral process for students who need more significant intervention. In order to implement the behavior system, all teachers will receive training in how to administer behavior policies and the leadership team will hold faculty accountable for adhering to the behavior policy. The leadership team will convene a behavior management team to regularly collect, track, and analyze student behavior data and take action based on the results.

Additionally, because approximately 64% of MPHS students miss more than 10% of school, the behavior policy will include explicit interventions for students with poor attendance. Further, the behavior system interventions will focus on mediation, parent and student counseling, and referrals to community-partners as a means to rely less on suspensions for discipline and send the message that attendance in school is critical to student success.

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

- Assemblies, presentations and field trips
- Recognition for students with perfect attendance

- Co-curricular participation banquets
- Academic honors dinners

Community Partnerships

Co-Curricular Activities

Co-curricular activities are key components in increasing student engagement and building a positive school culture. The leadership team will create a co-curricular activities team leader whose role it will be to develop a process to launch activities and recruit students. This team leader will create a process for establishing new activities and recruiting Mount Pleasant staff and community partners to manage school activities. The team leader will also track student participation and solicit feedback from students on the creation of new clubs. The table below highlights some of the co-curricular activities stakeholders would like to see established in the first year of transformation:

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

Many of these activities will be supported and facilitated by Mount Pleasant’s partnership with PASA (see Section #7: Extended Learning Opportunities for more information on the PASA partnership).

Student Government

Increasing student engagement is critical to ensuring students are actively invested in their education. Mount Pleasant High School will increase student involvement in decision-making by establishing a student government and creating a principal’s advisory group. The student government will be an elected body that regularly meets with faculty advisors to share feedback and ideas for student activities. The student government will be responsible for the following components:

- Planning all-school events including dances, spirit week and pep rallies, movie nights, and community service opportunities.
- Planning award ceremonies and managing a student and faculty of the month program.
- Providing regular feedback to school administration about school policies and student ideas.
- Serve as members of the School Improvement Team.

Wrap-around Supports

In order to meet the needs of its student population, Mount Pleasant will need to adopt a comprehensive service approach that addresses students’ socio-emotional health, academic progress and parent support 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 meetings 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:

Mental Health	Physical Wellness	College and Career Readiness	Academic Intervention
<ul style="list-style-type: none"> • Substance Abuse Counseling • Family Care and Community Partnership • School-based social workers 	<ul style="list-style-type: none"> • Dental services and preventative care • Partnerships with local clinics to provide preventative care • Youth Success services for parenting teens 	<ul style="list-style-type: none"> • Dual-enrollment courses at local colleges and universities • Internship opportunities with area businesses • Providence Children’s Initiative 	<ul style="list-style-type: none"> • ESL courses for families • College mentoring program

Family Engagement

Community Outreach Coordination Committee

Currently, Mount Pleasant High School has established a ParentZone, but it is under-utilized. A Community Outreach Coordination Committee will be established to spearhead the schools’ outreach to parents and community partners. With the support of the the Lead Partner Community Engagement Faciliatar, this team will be responsible for managing the Parent Zone and community outreach activities. Parent and community engagement strategies will include the following components:

- **ParentZone Resources.** Create a welcoming and robust center for parents to use as a resource center. Serve as a resource for parents in learning how to access school tools, contact teachers and administrators and participate in the school community.
- **Lead the Parent Teacher Organization.** The Community Outreach Committee will spearhead the PTO. They will advertise for the PTO, manage logistics for PTO meetings and facilitate conversations between
- **Monthly parent workshops.** Create at minimum, monthly events for parents that focus on how parents can support students academically and socially (i.e. Math night, SAT preparation, and graduation requirements).
- **Volunteer coordination.** Create a system for recruiting volunteers to work on a variety of volunteer projects ranging from facilities improvements to translation services.

- **Network with community partners.** Serve as the gate-keeper for new community partnerships. Recruit potential new partners and refer partners to the appropriate school staff. The coordinator will also collect and maintain information about community resources for parents to access through the ParentZone.

Communication Strategy

Keeping parents informed about students' progress is the cornerstone to ensuring parents are an active part of their students' learning. Mount Pleasant will implement innovative, regular means of communication with stakeholders, including Facebook, the school website, ParentLink phone system, text messaging, brochures, monthly newsletters, and improved signage around the school. The school will also host quarterly feedback and discussion forums for parents and community members to engage with school leadership about the schools' progress.

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.

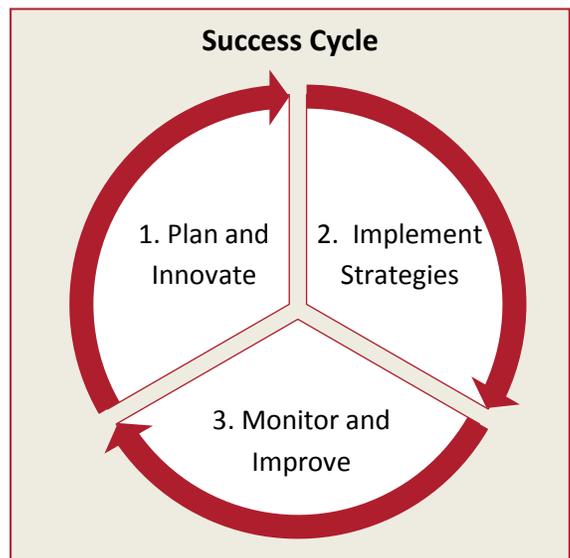
The OTI and the Innovation Schools will commit to the “Success Cycle” shown above. Schools will be encouraged to design innovative reform strategies, implement those strategies with fidelity, monitor their impact, and identify opportunities for ongoing improvement. The OTI will facilitate, at minimum, 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**

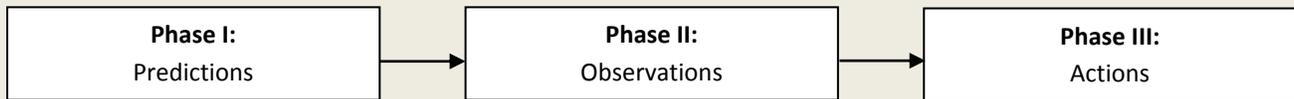
Meeting Norms and Preparation:

- 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

Mount Pleasant 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. The school 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. Over the summer, building administrators and ILT members will expand upon the SIG action 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 correction, if/when 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 a building delegate	X	X				Elect building delegate
	1.3. Begin partnership with Lead Partner and conduct needs assessment	X	X				Partnership with Lead Partner established and needs assessment conducted
	1.4. Implement the new faculty committee structure	X	X				Names of faculty members serving on committees and meeting schedules
	1.5. Identify Master Classrooms and create Master Classroom program observation schedule		X	X			Master teachers selected; schedule created
Teacher Evaluation	1.6. 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)
	1.7. Conduct frequent formal and informal teacher evaluations and classroom evaluations		X	X	X	X	Each teacher observed at least five times
	1.8. Identify incentives and awards for teachers and distribute through teacher incentive program	X	X	X	X	X	Create list of teacher awards and incentives by quarter
Professional	1.9. Establish a protocol for faculty common planning time	X					New protocol for common

Development						planning time	
	1.10. Design professional development calendar for the 2012-2013 school year	X				2012-2013 PD schedule (incl. district and school-based opportunities)	
	1.11. Design summer PD schedule and new teacher induction program	X				New teacher induction/mentoring program	
	1.12. 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
	1.13. Provide opportunities for ongoing, job-embedded professional development		X	X	X	X	Calendar available demonstrating PD opportunities; PD participation rate
	1.14. Provide supports for struggling teachers through the PAR program			X	X	X	Identify teachers and tier for support
	1.15. Modify PD opportunities according to teacher needs			X	X	X	Adjust PD calendar based on formative assessment data, classroom walkthroughs, and Post PD surveys
	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

2. Instruction and Curricular Reforms

Strategy:	Activities:	Timeframe:					Output/Outcome:
		<i>Pre</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>	
Curriculum	2.1. Initiate expansion of AP and dual-enrollment opportunities	X	X				Identify students eligible for AP and dual-enrollment; Participation rates in AP and dual-enrollment
	2.2. Develop curriculum scope and sequences, unit plans and resources	X	X				Revised curriculum, unit, and lesson plans
	2.3. Research and purchase an online data platform	X					Research data platform; identify and purchase; volume of usage of online data system by teachers and students
	2.4. Develop school-wide grading policy	X					New school-wide grading policy
	2.5. Implement the curriculum with fidelity		X	X	X	X	Classroom walkthrough data
Instruction	2.6. Initiate contracts with academic support partners and vendors	X	X				Contracts with academic partners and/or vendors
	2.7. Conduct classroom walkthroughs to ensure the fidelity of academic programming		X	X	X	X	Classroom walkthrough data
	2.8. Design a Response to Intervention program	X	X				New Rtl program
	2.9. Implement new Rtl program			X	X	X	Rtl progress monitoring data
Assessment	2.10. Identify new formative assessment system	X	X				Identification/Development of new assessment system
	2.11. Train teachers in new formative assessment system	X	X				Teacher trainings and PD around new academic programming
	2.12. Implement the assessment system with fidelity		X	X	X	X	NECAP scores in math, ELA, and science; participation on NECAP exams

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 to ensure that the school day is being used effectively	X	X				Create and conduct survey to mold scheduling
	3.2. Refine the bell schedule and ensure student and faculty buy-in	X					New student and teacher schedules
	3.3. Increase the number of minutes for student instruction and faculty 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., course flow charts, double block in core content areas, enrichment, remediation, etc.)	X					New school schedule; communications to families regarding the modified schedule
	3.5. Coordinate transportation and facilities needs for the new schedule	X					Modified transportation plan to accommodate the new student schedule
	3.6. Create a detailed plan as to how to establish CTE academies	X					Detailed CTE roll-out plan
	3.7. Create a plan for ninth-grade transition activities	X					Ninth-grade transition plan and activity schedule
Academic & Non-Academic Programming	3.8. Create a co-curricular activities team leader position	X	X				Co-curricular activities leader
	3.9. Initiate partnerships with before- and after-school providers	X	X				Contracts/partnerships with before- and after-school providers
	3.10. Establish a media center and a plan for increasing student access to technology	X	X				Technology purchased for media center and plan for increasing student access created

	3.11. Schedule summer NECAP program for 11 th graders, develop curriculum and plan orientation for teachers	X					Summer NECAP program scheduled, planned and staffed
Implementation	3.12. Fully-functional media center			X	X	X	Student:Computer ratio , number of new media technologies
	3.13. Implement the new student and faculty schedules		X	X	X	X	Increased minutes of instruction and teacher collaboration
	3.14. Conduct a student and teacher engagement survey to ensure that time is being used effectively			X	X		Distribute survey and modify schedule where needed
	3.15. Launch before- and after-school programming		X	X	X	X	Participation rate in before- and after-school programming
	3.16. Launch CTE academy		X				Participation rate in CTE programs
	3.17. Implement the ninth grade transition academy activities		X				Parent and student participation in ninth-grade transition academy activities

4. Community-oriented Schools

Strategy:	Activities:	Timeframe:					Output/Outcome:
		Pre	Q1	Q2	Q3	Q4	
Parent Engagement	4.1. Design a parent and community engagement activity calendar for the 2012-2013 school year	X					Calendar created
	4.2. Redesign ParentZone		X	X	X	X	ParentZone available with variety of resources
	4.3. Establish a Community Outreach Coordination Committee	X	X				Names of members on committee and meeting dates
	4.4. Host regular PTO meetings		X	X	X	X	Number of PTO meetings held

	4.5. Host parent and community events		X	X	X	X	Attendance at parent and community events
Communication	4.6. Design a communications plan for the 2012-2013 school year	X					Communications plan (incl. modes of communication, task ownership, frequency of communication)
	4.7. Launch new school website		X	X			School website up and running
	4.8. Maintain ongoing communication with parents and community members		X	X	X	X	Frequency and effectiveness of communication between the school and community
Partnerships	4.9. Create a clear map of existing and future community partners (incl. name of partner, contact information, services provided, students involved)	X	X				Community partner map
	4.10. Continue/Initiate partnerships with community partners		X	X	X	X	Contracts with new community partners
School Culture	4.11. Create a committee to design and solicit feedback on school uniform design	X					School uniform policy
	4.12. Communication with parents school uniform policy	X	X				Communicate with parents about new uniform policy using more than one form of communication
	4.13. Implement school uniforms		X	X	X	X	Classroom/hallway walkthrough data
	4.14. Design/Revise the behavior management system	X					Behavior management policy/procedures and training for faculty and staff
	4.15. Create a plan for electing a student government	X	X				A plan with position roles and responsibilities; timeline with implementation dates
	4.16. Implement strategies to promote student attendance		X	X	X	X	Daily attendance data
	4.17. Launch the PBIS system		X				School walkthrough data

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.

Based on an analysis of student outcome data and stakeholder feedback, the school reform plan represents strategies designed to dramatically increase student achievement at Mount Pleasant. The budget for the Mount Pleasant reflects a summary of program expenses to improve student achievement over the next three years. The budget will provide resources to serve approximately 1,100 high school students in grades 9-12, as well as support parent and community engagement strategies. During the implementation of the school reform plan, student achievement will be monitored and data will be collected to determine the efficacy of the strategies and programs. Over the three years, strategies will be modified and new strategies and programs will be identified on an ongoing basis depending on student need.

By providing Mount Pleasant with an initial investment and monitoring the effectiveness of the reform strategies over three years, it is expected that the school will establish a positive climate and culture that will lead to dramatic, sustained improvement in student achievement.

ⁱ Calkins, A., Guenther, W., Belfiore, G., Lash, D. (2007). *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Mass Insight Education & Research Institute.

ⁱⁱ Harris and Spillane, 34.