Providence Schools

Pleasant View Elementary School

School Reform Plan - Transformation Model - March 2012

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

TABLE OF CONTENTS

Section 1: Introduction ..... p. 4

1.1. School Context
1.2. About the Innovation Zone
1.3. School Reform Planning Process
1.4. Vision for Reform

Section 2: Needs Assessment ..... p. 9

2.1. Mathematics
2.2. English Language Arts
2.3. Science
2.4. Parent and Community Engagement
2.5. School Culture and Climate

Section 3: School Priority Areas ..... p. 13

3.1. Mathematics Achievement
3.2. Science Achievement and Technology Integration
3.3. Parent and Community Engagement

Section 4: Governance ..... p. 16

4.1. District-Level Governance
4.2. School-Level Governance

Section 5: Teacher and Leader Effectiveness ..... p. 20

5.1. Staffing and Recruitment Strategy
5.2. Professional Development
5.3. Collaborative planning time
5.4. Educator Evaluation and Support
5.5. Leadership Support and Development

Section 6: Instructional and Curricular Reform ..... p. 30

6.1. Extended School Day
6.2. Mathematics
6.3. English Language Arts
6.4. Response to Intervention
6.5. Science
6.6. Technology Integration
6.7. Data-Driven Instruction
6.8. Homework Alignment

Section 7: Expanded Day and Small-Group Learning ..... p. 41

7.1. Extended Daily Schedule
7.2. Enrichment Academies
7.3. Afterschool Learning Opportunities
7.4. Site Coordinator
7.5. Summer Program for Students

Section 8: Community-Oriented Schools ..... p. 46

8.1. Full-Service Community School
8.2. Parent Engagement

Section 9: Action Plan, Evaluation, and Budget ..... p. 50

9.1. Evaluation
9.2. Implementation Timeline
9.3. Budget Narrative

INTRODUCTION Section 1

School Context

Pleasant View Elementary School (PVES) is a pre-kindergarten to grade 5 (Pre-K – 5) school in the Providence Public School District. The school was originally designed and constructed for special needs students, and it served as the center for Providence's elementary special needs population from 1971 – 1987. In 1987, Pleasant View began its current public education program. Pleasant View students are served by one administrator, 44 full- and part-time teachers, two secretaries, four maintenance staff, three food service workers, and 30 teacher assistants and child care workers. Pleasant View has 460 students and a daily attendance rate of 91%. The majority of these students are Hispanic. Pleasant View serves a high special needs population; 42% percent of the students receive special education services, 19% are limited English proficient, and 90% are eligible for free or reduced-price lunch.

Pleasant Views a school in need of stability. The school has had five principals in six years; for the past three years, the school has lacked any formal school improvement plan or strategic direction. The student mobility rate exceeds district averages, and teacher turnover has been high due to district restructuring. Under these conditions, community morale and cohesion have been low, and student achievement has lagged: NECAP results over three years revealed no areas of consistent improvement. Through 2010, progress in all core subject areas either declined or showed inconsistent trends, with failure rates as high as 75% in some grades.

Within this context, however, Pleasant View Elementary is well positioned to begin the transformation process. A newly hired principal, Dr. Gara B. Field, and a reconstituted faculty, all of whom have undergone recommitment interviews and signed election to work agreements, have engaged in a highly collaborative planning process. This planning process invited all stakeholders to help envision and articulate the future of the school – a future that will positively impact student achievement and the community as a whole.

Pleasant View School Profile

Students	
Grades:	PreK-5
Enrollment:	460
Female:	47.8%
Male:	52.2%
Asian:	5.0%
Black:	20.1%
Hispanic:	58.5%
Multi Racial:	4.4%
Native American:	0.6%
White:	11.3%
Free/Reduced Lunch:	89.9%
Limited English Proficient:	19.0%
Individualized Education Plan:	42.0%

Faculty and Staff	
#of Administrators:	1 principal
# of General Ed. Teaching Faculty:	12
# of Special Ed Teaching:	19
# of Itinerant Faculty:	1 Music & 1 Art
#of Coaches:	1 Reading Coach
#of Teacher Assistants:	30
# and Type of Specialized Teaching Staff:	2 Physical Educators
#of Resource Staff:	1
Other Faculty Support:	1 Librarian

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

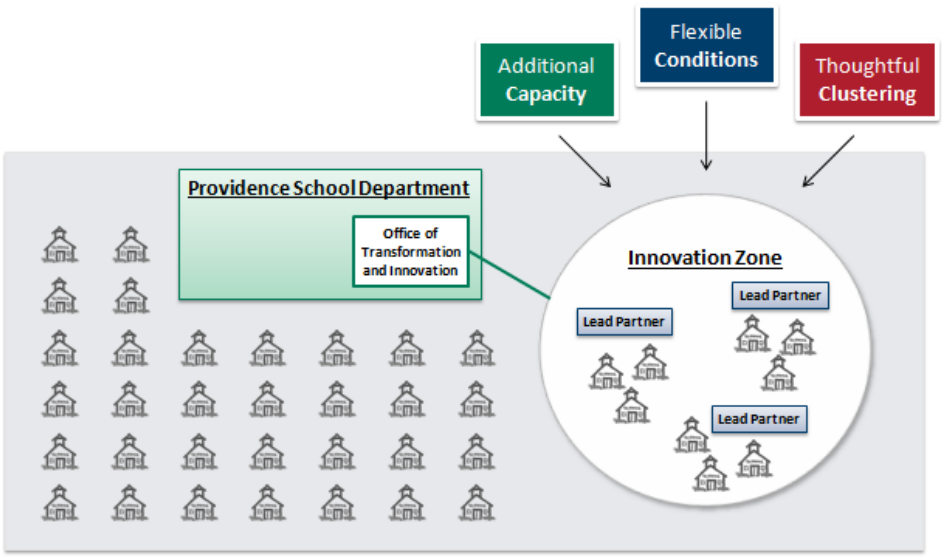
In constructing this school reform plan, the entire Pleasant View community has come together to discuss the rare opportunities presented by the transformation process. Students have even been invited to record their own suggestions, which ranged from the fantastical (giant water slides on the playground) to the perceptive (kids need more one-on-one help with math). The result is an ambitious school reform plan backed by a remarkable degree of stakeholder buy-in and support. This shared vision of a community-oriented school, full of students deeply engaged in meaningful learning and supported by caring adults, is one with high potential to be truly transformative in every sense of the word.

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; Pleasant View Elementary was identified as one of the State's Cohort 2 schools. The district now has the unprecedented opportunity to reverse the status quo in its lowest-performing schools, and PPSD recognizes the need for bold and swift intervention in these schools. With this comes a commitment to provide these most struggling schools with the additional resources and autonomy needed to implement innovative reform strategies.

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

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, Providence Teachers Union (PTU), schools, community members, and Lead and Supporting Partners.

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

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

School Reform Planning Process

The following school reform plan is the result of collaborative planning efforts at Pleasant View Elementary 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. This needs assessment was informed by careful analysis of multiple sources of data related to the achievement and outcomes of PVES students, including NECAP performance levels, DIBELS benchmarks, SAT-10 scores, and behavior and attendance data. The planning team also consulted previous planning documents including the Comprehensive Needs Assessment (CNA) prepared early in Dr. Field's tenure in fall 2011, and the Pleasant View Elementary School Data Packet prepared by district data specialists to assist in the improvement planning process.

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

Through extensive analysis of student data and achievement outcomes, the school community identified the most significant obstacles to student success at Pleasant View Elementary, and will prioritize those needs in the school reform plan. This section provides an overview of the school's most critical needs.

Mathematics

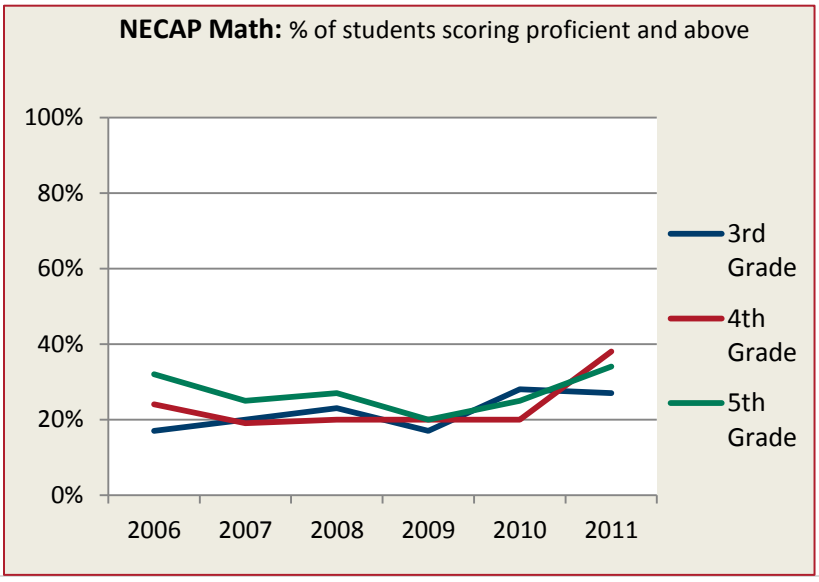
Over the last three years, Pleasant View has experienced marginal increases in Math student achievement in fourth and fifth grade. However, there has been little growth in the percentage of third graders scoring proficient and above on NECAP Math. Additionally, there remain substantial achievement gaps between students with IEPs and students without IEPs. The school planning team has identified the following reasons for the persistently low achievement in Math: 1) inconsistent implementation of a rigorous math curriculum; 2) insufficient professional development in math instruction for teachers; and 3) lack of intervention systems for students who struggle.

Areas of Strength:

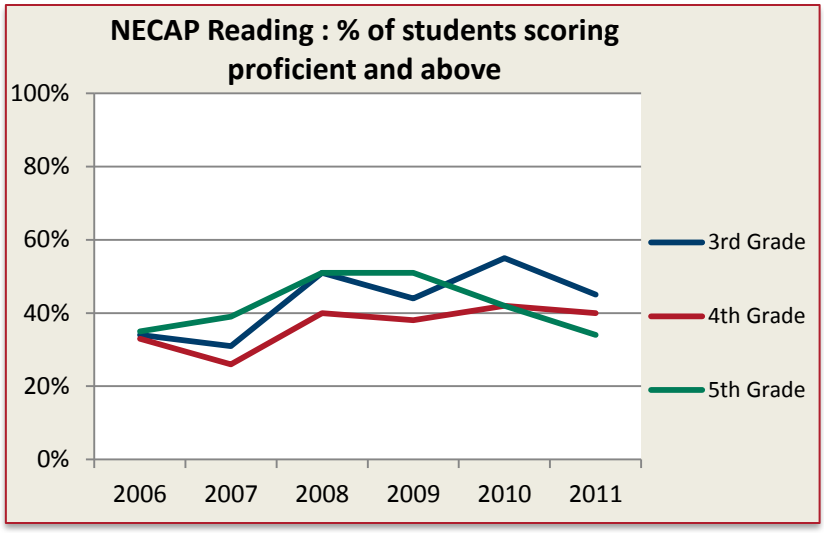
- The percentage of fourth graders and fifth graders scoring proficient or above increased in 2011. The percentage of fourth graders scoring proficient increased to 38%, up from 20% in 2010. The percentage of fifth graders scoring proficient increased to 34%, up from 25% in 2010.
- In 2011, the number of fifth graders scoring 'substantially below proficient' decreased to 38%, down from 62% in 2010.

Areas of Concern:

- While the percentage of students who scored proficient and above increased in 2011 to 27% (up from 24% in 2010), the number of students who scored substantially below proficient increased to 51% (up from 37% in 2010).
- There is a substantial achievement gap between students with IEPs and their non-IEP peers. Only 3% of students with IEPs scored proficient and above on NECAP Math.
- In 2011, 30% of Hispanic students scored proficient and above on



NECAP math, compared to 45% of white students.



English Language Arts

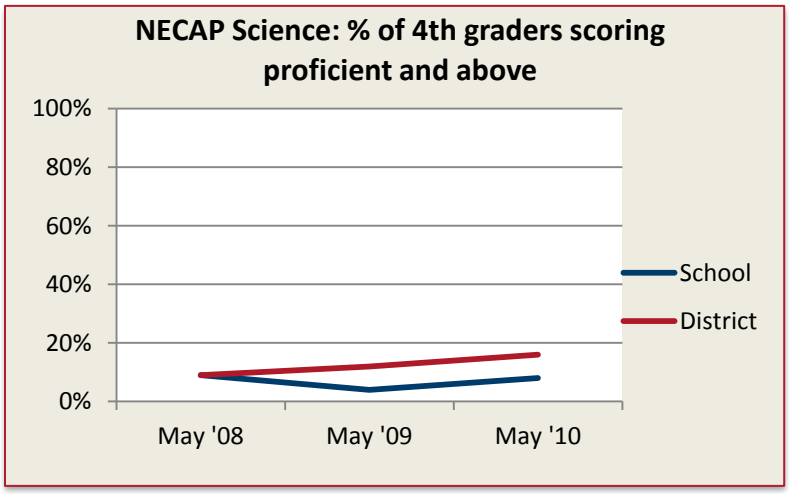
NECAP data show persistently low achievement and a lack of student progress in ELA over the past four years at Pleasant View. Overall ELA achievement remains below 50% for all grades. The school planning committee has identified the following reasons for persistently low achievement in ELA: 1) inconsistent implementation and teaching of an aligned curriculum (PVES is currently in its second year of implementing a new Reading curriculum); 2) insufficient instructional time in ELA for struggling readers; and 3) insufficient professional development in reading instruction for teachers.

Areas of Strength

- From 2007-2010, there has been a positive trend in student performance on DIBELS. In 2010, 70% of students scored proficient and above, up from 52% in 2007. Additionally, during that period, the number of students identified as needing intensive support decreased to 13%, from 21%.
- In 2011, the percentage of Black students scoring proficient and above on NECAP Reading was higher than any other subgroup.
- In 2011, the percentage of fifth graders scoring at or above proficient on the NECAP Writing increased to 34%, from 23% in 2010.

Areas of Concern

- In 2011, the percentage of third, fourth, and fifth graders scoring proficient and above decreased.
- In 2011, no third graders scored in the "proficient with distinction" category.
- There is a substantial achievement gap between students with IEPs and students without IEPs. In 2011, 11% of students with IEPs scored proficient and above on NECAP, compared to 52% of students without IEPs.



Science

NECAP data show persistently low achievement in science. Overall science proficiency at Pleasant View remains below 10%. The planning committee has

identified the following reasons for the persistently low achievement in Science: 1) insufficient materials and facilities for the science curriculum; 2) insufficient implementation of science curriculum; and 3) insufficient instructional time for science curriculum.

Areas of Strength

- PVES recently began using FOSS Science Kits to increase students' opportunities for hands-on learning.
- In May 2011, the percentage of fourth graders scoring in the "substantially below proficient" decreased to 43%, from 54% in 2010.

Areas of Concern

- Overall science achievement remains below 10% for all students.
- There is a substantial achievement gap between students with IEPs and students without IEPs. In 2011, 0% of students with IEPs scored proficient or above on NECAP, compared to 8% of students without IEPs.

Parent and Community Engagement

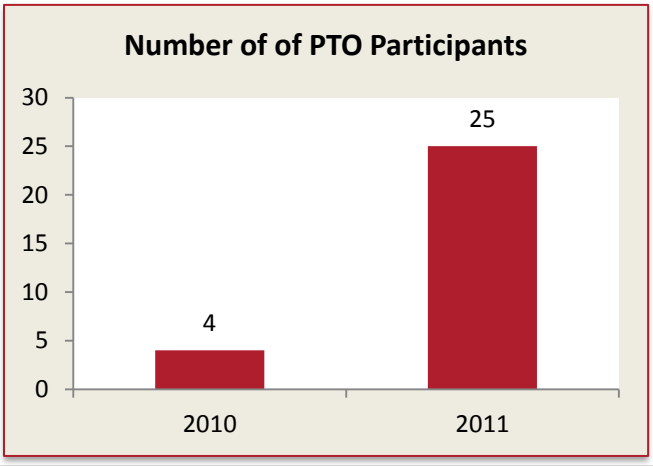
Too few parents returned the Survey Works! Parent survey in 2010 to analyze quantitative data about parent and student engagement. However, qualitative data from the needs assessment and planning committee reveal the following information about parent and community engagement at PVES:

Areas of Strength

- There was a substantial increase in the number of regular PTO participants in 2011.
- The November 2011 Parent-Teacher Conferences had a 65% attendance rate.
- In the current academic year (2011-12) the PTO has sent home a weekly bulletin for parents.

Areas of Concern

- While a ParentZone has been established, it is not fully staffed and available to parents.
- Communication with parents remains inconsistent, particularly when it comes to helping parents support their students' academic progress.
- The school has established relationships with community partners, but the work of the partners is not fully aligned to the schools' overall goals and operations.



School Climate and Culture

There are many factors that contribute to a school's climate and culture. An analysis of student attendance, tardiness, and behavior help develop a picture of a school's learning environment. The following data reflect the current school climate and culture at Pleasant View:

Areas of Strength

- During the 2010-2011 school year, 4% of students had at least one out-of-school suspension, lower than the district-wide rate for elementary schools.
- During the 2010-2011 school year, 60% of teachers completed 40 or more hours of professional development.

Areas of Concern

- Over the last three years, average attendance at PVES has held steady at 90%, 3% lower than the district average for elementary schools.
- During the 2010-2011 school year, 35% of students were chronically absent (absent more than 10% of total school days)
- The total number of discipline infractions increased during the 2010-2011 school year.

Summary

These data present a picture of a school struggling to build a culture of strong student achievement. In order to meet the needs of Pleasant View's students and see dramatic gains in student achievement, we must strengthen core academic instruction and increase parent engagement by creating stronger home-school connections.

GOALS & PRIORITY AREAS Section 3

Overview

Over the past four months, teachers, administrators, parents, students, and community partners have joined together in a series of planning sessions to establish a shared vision for Pleasant View Elementary and the transformation process. While participants identified many areas for improvement and ambitious goals for the future of the school, the planning team reached consensus around three main priority areas for initial improvement initiatives.

1) Dramatically increase student achievement in mathematics.

2) Dramatically increase science achievement and technology integration.

3) Dramatically improve parent and community engagement and establish a strong home-school connection.

Priority Area #1: Math Achievement

While student achievement at Pleasant View is low across content areas, the planning team readily identified mathematics as the subject most in need of immediate attention and improvement. Overall math achievement, as measured by the most recent NECAP scores (October 2011), showed over half of the student body (51%) is substantially below proficiency. In 2011, only 28% of students in grade 3, 20% of students in grade 4, and 25% of students in grade 5 were proficient in math. Moreover, the achievement gap between white and Hispanic students (the school's largest minority subgroup) is wider in math than in any other subject area. The most recent testing year showed a 15% proficiency gap between white and Hispanic students. For students with IEPs, the proficiency gap is even wider, at over 40%.

The following benchmarks have been set to monitor progress towards the ultimate goal of 100% proficiency:

NECAP Mathematics: Percentage of Students Scoring Proficient and Above				
	2011	2012 Target	2013 Target	2014 Target
Grade 3	27%	30%	34%	40%
Grade 4	38%	41%	45%	50%
Grade 5	34%	38%	44%	48%

NECAP Mathematics: Percentage of Students Substantially Below Proficient				
	2011	2012 Target	2013 Target	2014 Target
Grade 3	51%	48%	44%	40%
Grade 4	40%	37%	33%	30%
Grade 5	38%	36%	32%	28%

Teachers and administrators alike feel that mathematics instruction has been particularly disjointed and ineffective in recent years, with at least three different programs partially adopted and then ultimately rejected. Teachers, leaders, and parents believe that a renewed focus on mathematics would be a catalyst for instructional improvement throughout the school by serving as a test case for rigorously aligning data and instruction, providing strong content area PD, and establishing a culture of high expectations.

To dramatically improve student achievement in math, teachers will need to increase their math content knowledge. As stated in a recent report from the National Mathematics Advisory Panel, "research on the relationship between teachers' mathematical knowledge and students' achievement confirms the importance of teachers' content knowledge. It is self-evident that teachers cannot teach what they do not know…. teachers must know in detail and from a more advanced perspective the mathematical content they are responsible for teaching and the connections of that content to other important mathematics, both prior to and beyond the level they are assigned to teach" (p.xxi, 2008).

The Pleasant View faculty and staff will increase their math content knowledge and conceptual understanding through a high-quality suite of professional development opportunities and ongoing embedded support. Teachers will learn how to design meaningful performance tasks to assess student learning, and how to use this student work to inform instructional planning and implementation. Teachers will offer authentic learning experiences through the use of manipulatives and increase student opportunities to apply and articulate their knowledge and skills. Students substantially below grade level in mathematics will receive regular intervention and support. In addition, engaging in the Response to Intervention Process for mathematics and increasing student engagement in learning and practice opportunities will be critical components of improvement efforts.

Priority Area #2: Science Achievement and Technology Integration

Science achievement at PVES has been on a worrisome downward trend. Progress may have been impeded by factors such as a lack of time for science in the curriculum, the lack of materials for instruction and hands-on student learning, and the lack of opportunities for quality professional development in science. Pleasant View's school transformation, and its concomitant scheduling and staffing changes, afford a unique opportunity to address some of these impediments. Additional instructional time to be added to the school day will be used for targeted interventions and also for enrichment academies, blocks of time which embed standards-based learning into authentic, project-based experiences (*see Section 7 for more details)*. While these enrichment academies will address multiple content areas, this hands-on approach seems particularly well-suited to science learning. An additional initiative to increase the amount and quality of educational technology available to teachers, students and parents (*see Sections 5, 6, and 8 for more details*) will also complement a renewed focus on high quality science instruction.

The following benchmarks have been set to monitor progress towards the ultimate goal of 100% proficiency:

NECAP Science				
	2011	2012 Target	2013 Target	2014 Target
Grade 4 – Percentage of Students Scoring Proficient and Above	8%	8%	13%	18%
Grade 4 –Percentage of Students Substantially Below Proficient	43%	43%	38%	33%

Priority Area #3: Parent and Community Engagement

This plan envisions a close bond between Pleasant View and the families its serves, one of mutual interdependence and mutual benefit. Research has demonstrated that strong home-school connections can facilitate children's adaptation to school and improve their success in the classroom (Allen 2005).However, in recent years, Pleasant View has struggled to establish meaningful relationships with families and community members. High turnover in the school's administrative team (five principals in six years), language barriers, student mobility, and inconsistent opportunities for community involvement have all been contributing factors, resulting in a sense of disconnect between home and school.

Pleasant View faculty, staff, and administration will strive to increase participation and engage families through improved communication systems, one-time and recurring school events hosted at school, and by establishing a warm and welcoming atmosphere for parents.

Too few parents returned the SurveyWorks! Parent survey in 2010 to analyze quantitative data about parent and student engagement, so baseline data is unavailable. However, school level data reveal some modest upward trends in parent involvement. PVES will diligently collect and analyze data regarding PTO attendance, parent/teacher conference attendance, and number of family events hosted and will build on this early success towards an ultimate goal of 100% attendance at parent/teacher conferences and at least 80% of families attending at least one PTO meeting or family event.

Particularly in the elementary grades, student attendance and parent commitment are intertwined: even when transportation is provided, few if any students are independent enough to assume full responsibility for arriving at school each morning, on time and ready to learn, without adult facilitation. Thus, absenteeism may also serve as another indicator of the level of family engagement. Chronic absenteeism at Pleasant View currently tops 40% in some grades. New initiatives intended to foster home/school connections will result in reduced rates of chronic absence (defined as missing more than 10% of the school year).

Percentage of Chronically Absent Students				
	2011	2012 Target	2013 Target	2014 Target
Kindergarten	34%	33%	28%	24%
Grade 1	40%	39%	34%	30%
Grade 2	41%	40%	36%	32%
Grade 3	34%	33%	29%	25%
Grade 4	31%	30%	26%	22%
Grade 5	37%	36%	32%	28%

Overview

Pleasant View has the most vital components of successful leadership already in place: a newly hired, reform-minded school leader, supported by a new administrative structure specifically designed to provide assistance and oversight to the district's lowest-performing schools.

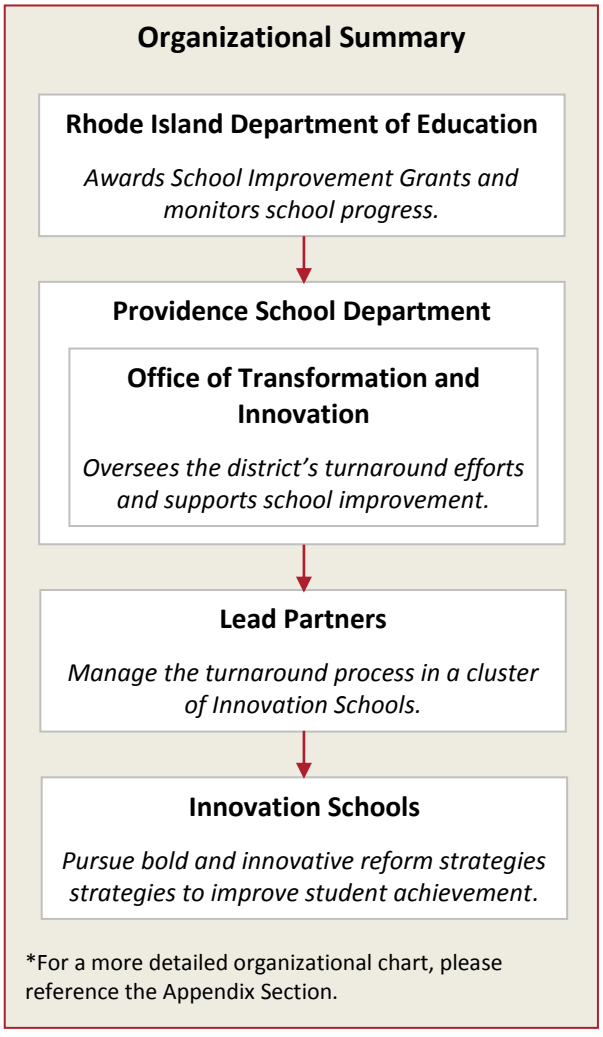
District-Level Governance

Office of Transformation and Innovation

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

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

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



*For a more detailed organizational chart, please reference the Appendix Section.

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, which 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. The OTI will serve as a Lead Partner at Pleasant View, and OTI staff will maintain a regular presence at the school supporting teachers and leaders and driving gains in student achievement.

School-Level Governance

PPSD has engaged in a rigorous recruitment and interview process to identify highly effective leaders for its Innovation Schools. Dr. Gara B. Field was hired to serve as turnaround principal at Pleasant View in July 2011. 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.

Dr. Gara B. Field, School Principal

Dr. Gara B. Field was hired by PPSD specifically to undertake the transformation of Pleasant View Elementary School. She holds an M.Ed. in School Leadership from the Harvard Graduate School of Education (2004) and a Ph.D. in Educational Psychology, Curriculum and Instruction from the University of Connecticut (2007). Prior to Pleasant View, Dr. Field served as an Assistant Professor in the Division of Academic Enhancement at the University of Georgia.

Dr. Field brings an extensive background in educational psychology to her role as principal, with a special focus on literacy development and instructional technology *(see Appendix for Dr. Field's full Curriculum Vitae).* While her tenure at the school predates its transformation by one year, Dr. Field has been able to use the 2011-2012 academic year to lay important groundwork for the work ahead. As a part of the transformation model, Dr. Field led an effort to interview all current faculty members who wished to stay at Pleasant View, and identified

staff that the interview committee believed possessed the right combination of teaching skills and support for the reform agenda. While many key elements of the school reform plan cannot begin until funding is secured and new faculty are hired, Dr. Field has ensured that some initial improvement efforts are already underway, most notably a school-wide emphasis on mathematics professional development.

Additional Key Personnel

Pleasant View lacks an Assistant Principal or other administrative-level staff members; however, it is critical to acknowledge that schools cannot rely on a single, heroic leader. Newly hired principal Gara Field will welcome the resources and expertise of capable individuals and support organizations. The PVES transformation will rely heavily on the distributed leadership a team of educators with comprehensive knowledge of the school's strengths and challenges, each of whom are empowered to utilize their expertise to inform daily instructional and operational decision-making.

District Reading Coach **Adam Heywood** is a 10-year veteran of Providence Public Schools, currently assigned to Pleasant View full-time. Adam possesses a deep understanding of ELA curriculum, instruction, and assessment and has played a key role in identifying the school's most pressing obstacles to literacy achievement, such as the lack of effective interventions for upper elementary students reading more than two years below grade level. Mr. Heywood also brings experience as a special education teacher in both self-contained and inclusion classrooms. His expertise will play an important role in implementing new interventions and in building staff capacity to understand and interpret formative and summative assessment data.

In addition, a **Site Coordinator** will be added to support implementation of the Full Service Community Schools model and streamline integration of additional community partners. This position will provide additional capacity for managing school and community partnerships designed to enhance student and family engagement in learning. (For more details about the new position and the FSCS model, see Sections 7 and 8.)

Distributed Leadership and School Committees

The principles of collaboration and partnership are critical to success of the Innovation Schools. Central to this is the idea of distributed leadership. This concept is perhaps most pronounced at the school level. Innovation Schools will employ a **distributed leadership model** to help govern school activities and frame the decision-making process. This approach to school leadership and governance acknowledges that 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]

Pleasant View will establish at least four committees comprised of, school administrators, faculty members, staff, parents, community partners, and students (if/when appropriate), drawing upon the 22-member School Improvement Team that participated in the school reform planning process. The purpose of these committees will be to create a structure and process that is conducive to community involvement and shared accountability. Below, please find a summary of this committee structure.

- The **Instructional Leadership Team (ILT)** will serve as the school's main governing committee. The ILT will support and drive the transformation process and is responsible for overseeing: (1) curriculum and

instruction, (2) professional development, (3) school resources, (4) data analysis, and (5) dispute resolution. By opting in to the Election to Work agreement, all faculty members have agreed to settle work disputes at the school level. The ILT will address teacher disputes and concerns, and use a standard decision-making protocol to resolve these issues. All teachers must work to resolve issues with the Principal and the Building Delegate before raising issues to the ILT (see Table).In the rare instance that an issue cannot be resolved by the ILT, the issue will be presented to the Super SIIT for a decision. A teacher may proceed with the grievance process for issues pertaining to salary, benefits, and employment status

- **Response to Intervention (RTI) Committee.** This committee will help identify gaps in the school's current academic programming and assessment systems and propose strategies to fill these gaps. The committee will devise intervention strategies targeting off-track students. The committee will also design and implement initiatives to promote teacher and leader effectiveness and growth, helping to ensure that teachers receive necessary support, particularly as the school rolls out any new academic and instructional strategies. A critical part of this work will include developing a data-driven culture among faculty and staff.

- **The Teacher Support Team (TST).** The Teacher Support Team will provide instructional support for teachers in order to assist them in their efforts to effectively improve the achievement of students who are not learning successfully. Teachers will work collaboratively as peers to problem-solve issues of behavioral difficulties and instructional challenges, brainstorming strategies to support student learning and helping teacher's gain greater understanding of classroom issues and increase their capacity to deal with them.

- **The PTO Advisory Board/Community Engagement Committee.** The Community Engagement Committee will develop opportunities for meaningful family and community involvement. This committee will promote transparency and ongoing communication with stakeholders. This committee will work with community partners and volunteers to provide for students and families' social-emotional needs. The Community Engagement Committee will work closely with the school's Parent-Teacher Organization.

TEACHER & LEADER EFFECTIVENESS Section 5

Overview

Pleasant View will begin its transformation with a newly reconstituted faculty consisting of select faculty members who have opted in to the change process, transfers from a pool of district teachers with established track records of effectiveness, and new recruits from outside sources, such as the Harvard School Leadership Program. All faculty will receive substantial new training and support in the form of district-provided and site-based professional development, an overhauled teacher evaluation system, and increased collaborative planning time.

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 in the Innovation Schools. The OTI has and will continue to work closely with the district's Human Resources Office. All departments at PSD, including HR, understand that the needs of the Innovation Schools have been prioritized, and HR will continue 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 (Pleasant View Elementary School and Mount Pleasant High School) who 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. As a result of this recommitment process, approximately 76% of faculty will be returning to the school in 2012-2013.

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 reimaging 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. Highly skilled teachers will be recruited from within the district, with letters of testimonial from their current principals to vouch for their instructional skill and improvement mindset. 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.

In filling the vacancies created by the transformation process, Pleasant View has made a commitment to recruit and retain the best possible teachers for the job. In addition to district resources, Principal Gara Field will invest a considerable amount of time in the recruitment process and utilize connections to hiring pipelines such as the Harvard School Leadership Program, with a particular focus on hiring teachers with demonstrated strengths in teaching math and science.

Professional Development

School-Based Autonomy for Professional Development

In the true spirit of transformation, professional development at PVES will undergo a fundamental shift. Currently, most professional development opportunities are district-led sessions based on content area, programmatic needs, and district initiatives. However, these offerings have not resulted in appreciable gains in student achievement and have received mixed reviews from school-level leaders and teaching staff. Teachers can feel forced to participate in workshops and trainings that do not meet their specific needs, resulting in an inefficient use of time and resources.

To address this issue during the 2012-13 school year, PPSD will be granting schools more autonomy over school-based professional development offerings. The district will allocate professional development funding equivalent to (and serving to replace) approximately ten hours of district-provided PD. This autonomy will allow PVES to customize their own building-based PD to support teachers in addressing the priorities identified in this reform plan. For example, PVES will be able to continue their targeted investment in high-quality math PD, an effort the school began this year on its own using Title I funds (*see below)*. As a result, PD will come from two distinct sources – district-provided resources aligned with district curricula, and school-level trainings aligned with the school reform plan.

District Professional Development: Targeted and Aligned

PPSD will focus its PD offerings at Pleasant View in areas that meaningfully align with the school's strategic goals and with curricula already in use. Pleasant View teachers will benefit from district-wide training on new implementation of Common Core standards, and learn best practices from other district schools currently having success with instructional models similar to those proposed for PVES.

- **Curriculum-Specific Training: Reading Street and Corrective Reading.** The ELA curriculum at PVES (Reading Street by Scott Foresman/Pearson) is relatively new and has shown some early promise, with upward student trends on DIBELS benchmarks and other reading assessments. PPSD will provide district-wide training to increase teacher familiarity, comfort, and technical skill at delivering the

instruction in the classroom. Reading Street incorporates a mix of whole-group instruction, small group instruction, and independent practice, and also contains a fully developed set of Tier II interventions for struggling readers, including an intensive focus on priority skills including phonemic awareness, phonics, and fluency. However, teachers sometimes feel rushed in implementing the program, and while overall fidelity is good, there is room for improvement, particularly in pre-K and lower grades. Professional development offerings will focus on helping teachers understand the range of differentiation options available, how to implement them effectively, and how to pace the program appropriately.

In addition to Reading Street, PVES will adopt a new reading intervention program (Direct Instruction Corrective Reading), which is currently in use in other PPSD elementary schools. Pleasant View will work closely with the PPSD Office of Professional Learning to ensure faithful implementation of the program and provide all necessary training to teachers.

- **Curriculum-Specific Training: Common Core Math.** During the 2011-12 school year, teachers in Kindergarten and Grade 1 participated in a six-hour study of the Common Core State Standards. This session was designed to introduce teachers to the structure of the standards. The district also offered four two-hour quarterly sessions to support teachers in their implementation of the curriculum and in a deeper understanding of the standard progressions. This model is expected to continue for teachers of grades 2 and 3, as they will be implementing a new math curriculum aligned to the CCSS in Math in the 2012-13 school year**.** Trainings will focus on understanding the Common Core structure and how to utilize new resources to design instructional units, rather than being constrained by a pacing guide that specifies daily lessons or textbook page numbers.

- **Teachscape.** In addition, teachers will have access to online professional learning sessions through the Teachscape program (www.teachscape.com). Resources include on-demand multimedia such as video clips of successful classroom teaching, expert commentary, research summaries, and downloadable classroom tools and checklists. Teachers may integrate these resources into their own school-, team-, and individual-level learning during their team meetings and collaborative planning time.

School-Wide Professional Development: Flexible and Customized

School-level professional development will focus heavily on mathematics, use of data to inform instruction, and promoting student engagement. Professional development opportunities will take place during the school day, after-school, during the summer and on weekends as needed. The leadership team will be responsible for monitoring student data and teacher evaluation data to plan targeted, rigorous instruction for teachers.

- **Schoolwide mathematics PD with Dr. Rachel McAnallen.** Math achievement is critically low at PVES. Improving teaching and learning in mathematics has been identified as a key strategic goal and a cornerstone of school reform efforts. In keeping with this strategic goal, PVES will mount an intense school-wide focus on mathematics professional development, aimed at creating a common language for teachers to understand, discuss, and analyze mathematical concepts, and increasing opportunities to promote students' deep engagement with math through hands-on, authentic learning experiences. Teachers will improve their own content knowledge and comfort level with math, increasing their ability to teach every concept to mastery.

  Research from the National Council of Teachers of Mathematics suggests that mathematics teachers should receive professional development with a focus on three components (Rowan & Ball, 2005):

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

To spearhead this training initiative, PVES will engage Dr. Rachel McAnallen to provide on-site workshops for teachers. A 25-year veteran of the classroom, Dr. McAnallen recently completed a PhD in Educational Psychology at the University of Connecticut where her doctoral research focused on "Examining Math Anxiety in Elementary Classroom Teachers" (2010). In the course of her research, Dr. Mcanallen surveyed nearly 700 elementary school teachers, 38% of whom admitted that some form of math anxiety was impeding their teaching practice. Nearly 70 percent of that group said they disliked math when they were in elementary school. In response to this research, she created a series of workshops aimed at addressing teachers' confidence levels as well as their skill levels in math instruction.

Dr. McAnallen will provide trainings for teaching staff, each centered upon a particular topic or curriculum strand. Sample topics may include: how to properly subtract numbers without confusing students, treating fractions consistently, and teaching math without worksheets. All workshops will include hands-on work for teachers that can be replicated in the classroom with students. These activities will enhance teambuilding and to reduce math anxiety. In addition, Dr. McAnallen is an active member of the National Council of Teachers of Mathematics, a source of best practices that will be brought to PVES.

Dr. McAnallen's visits will also include time in classrooms modeling lessons for teachers. Math PD will occur twice monthly in the fall and monthly throughout the winter and spring *(see table)* and will incorporate a mix of whole-school, multi-grade team, and grade-level PD activities. Each visit will also have an optional afterschool component of 90 minutes, which teachers may attend at their discretion. PVES faculty already participated in two such math workshops during the 2011-2012 school year, and faculty members found these sessions to be informative and relevant. Dr. McAnallen's onsite time will begin at staff orientation prior to the new school year and will include a total of at least 16hours of PD per teacher.

Proposed Professional Development Schedule – Mathematics Training with Rachel McAnallen

Dr. Rachel McAnallen will provide job-embedded, onsite Professional Development at Pleasant View. Training will consist of entire days (7.5 hours per day) spent onsite by Dr. McAnallen, corresponding to the teacher schedule of 8:00 AM to 3:30 PM, with optional 90 minute afterschool sessions offered periodically. During the course of these days onsite, Dr. McAnallen will join teachers during their scheduled blocks of Collaborative Planning Time, provide workshops and whole staff training during faculty meetings, and interact directly with students, showcasing model lessons for teachers. Sixteen whole days of PD will be allocated over the course of the school year, beginning with intensive training during teacher orientation and prior to fall NECAP testing, and ongoing support through the winter and spring.

School Calendar	Number of Math PD Days	Proposed Dates
August *(teacher orientation)*	2 days (teachers only)	August 28-29, 2012
September	4 days (teachers and students)	September 10-11, 2012; September 19-20, 2012
October	2 days (teachers and students)	October 1-2, 2012
November	2 days(teachers and students)	November 8-9, 2012
December	1 day(teachers and students)	December 3, 2012
January	1 day(teachers and students)	January 15, 2013
February	1 day(teachers and students)	February 6, 2013
March	1 day(teachers and students)	March 7, 2013
April	1 day (teachers and students)	April 5, 2013
May	1 day(teachers and students)	May 14, 2013
TOTAL	**16 Math Professional Development Days**	

- **Summer orientation.** Teachers at PVES will convene for a three-day orientation prior to the opening of school (teaching assistants will also be present for two of the three days). This training represents two additional days over the contractually mandated professional development, which stipulates all teachers must return one day prior to students. PVES will use its district-provided discretionary PD fund to cover teacher time (two 5-hour days = 10 hours), and will use school improvement funds to cover the costs of one 5-hour day of teacher assistant time. At summer orientation, teachers will work with Rachel McAnallen (see above) to begin the schoolwide mathematics PD initiative. Teachers and administrators will also focus on culture-building and establishing a team atmosphere, something especially critical given the mix of new and returning faculty. Extensive time will also be devoted to discussing student behavior, engagement, and motivation. Rather than establish a formal system of extrinsic rewards for positive behavior, PVES teachers will work to build an environment in which students' intrinsic motivation can thrive. Teachers will read and discuss excerpts from a Daniel Pink's *Drive: The Surprising Truth About What Motivates Us*, and begin to create a common vocabulary and shared practices around encouraging students' natural impulses to learn and to succeed.

- **Formative assessment and using data to inform instruction.** Within each content area, teachers will receive ongoing training during their Collaborative planning time on developing common course assessments, formative assessments, and other tools to inform instruction based on students' needs. Teachers will use this time to improve their ability to use student work and student data to develop differentiated instruction and identify student learning needs.

- **Summer Institute at University of Connecticut.** In addition to the school-wide focus on mathematics and assessment, PVES will also use a portion of its school improvement funds to sponsor a team of teachers at a graduate-level summer institute at the University of Connecticut from July 8-13, 2012. The institute, known as "Confratute," will provide intensive training in enrichment-based, differentiated teaching, including strategies to promote high student engagement, and using technology to personalize instruction. Teachers will return to PVES and use this training to help launch academic enrichment academies (*see Section 7*), a core strategy for promoting student engagement and achievement improvement in math and science. To date, 11teachers have expressed interest in attending. Participants will receive a discounted rate of $460 per teacher, including all registration fees and lodging for the week.

- **Compass Learning Odyssey training.** Compass Learning Odyssey is a platform of web-based curriculum and interventions which will be implemented throughout the school in 2012-2013. *(For more information, see Section 6.)* To prepare for this implementation, up to 50 teachers, teaching assistants, and after school staff will be trained in one full-day summer session, and two half-day follow-ups will occur for 19 teachers in late fall and early spring.

- **Online Teacher Planning Resources.** PVES will also adopt the Renzulli Learning system (www.renzullilearning.com), a website to help tailor curriculum and instruction to meet students' diverse learning styles. While many elements of the technology will be student-focused*(see section 6)*, the website also contains tools to facilitate teacher planning, including access to technology which will assist with achievement reporting, flexible grouping, and identifying differentiated books, websites, and supplemental classroom resources. While site licenses for the Renzuilli program typically run from $2000-$5000 per school, the software is being provided to Pleasant View at no cost.

Collaborative Planning Time

An extended school day is a key component of the Pleasant View transformation plan, one that affords opportunities for both students and teachers to increase and diversify their learning opportunities. Pleasant View is currently a 9:00 AM to 3:10 PM school. Under the proposed 2012-2013 schedule, all teachers will be on duty in the building from 8:00 AM to 3:20 PM on Monday through Friday, resulting in more instructional time for students and more planning and professional development time for faculty. Teachers will use this extended time to meet in multi-grade level teams (pre-K, grades K – 2,and grades 3 - 5) from 8:00 to 8:30 AM every Thursday morning (prior to student arrival), with specialists and other support personnel rotating through the schedule weekly.

In addition, teachers will meet for 45 minutes per week in grade-level teams while students attend specials such as music, art, library, and physical education. While CPT at PVES nominally happens for 60 minutes under the current schedule, in reality, this time is not well-used. Teachers routinely arrive late or leave early due to scheduling pressures, or have other commitments during this time. Eliminating the wasted transition time of back-to-back specials (two 30-minute blocks) will result in a true 45-minute block of dedicated, sacred time which will be used efficiently from beginning to end. Teachers will be supported by Principal Gara Field, Reading Coach Adam Heywood, and Pre-K Intervention Specialist Kim O'Connell.

These two blocks of collaborative planning time will total 75 minutes weekly (90 minutes for Pre-K). Teachers will use this time for:

- Collaborative unit and lesson planning,
- Monitoring student progress,
- Examining student work,
- Reviewing and refining instructional practices,
- Training on the new curricular initiatives, and
- Engaging in reflective conversations.

All faculty and staff will also convene as a whole every Friday morning from 8:00 to 8:30 AM, prior to student arrival, to celebrate successes, share challenges, and continue constructing a shared vision of school success. In addition, teachers will have one 30-minute administrative block of time on Monday mornings, which can be used individually for tutoring, customized PD, or general lesson preparation.

Proposed Pleasant View Elementary School Collaborative planning time Schedule

Mon	Tues	Wed	Thurs	Fri
			Gr. K – 2 CPT Gr. 3 – 5 CPT 8:00 – 8:30am ***Specialists rotate week-to- week** PreK CPT All 11 PreK teachers 8:30 – 9:15am	Full Faculty Meeting 8:00 – 8:30am PreK CPT by teams (ESC/Bilingual/PreK Sp. Ed.) 8:30 – 9:15am
	Gr. 3 & 4 CPT 9:15 – 10:00	Gr. 5 CPT 9:15 – 10:00am		
Severe/Profound CPT 1:15 – 2:00pm	Gr. 1 & 2 CPT 1:15 – 2:00pm	Gr. K CPT 1:15 – 2:00pm		

Educator Evaluation and Support

All Innovation Schools commit to ongoing formal and informal educator evaluations. The purpose of these evaluations are to ensure that the schools maintain a high caliber of instruction, monitor fidelity in implementation of the schools' academic programming, and provide target supports to staff based on individual and aggregate evaluation data.

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

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

Peer Assistance and Review (PAR)

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

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

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

Leadership Support and Development

Administrator Evaluation

Administrators in every building will be evaluated using the Rhode Island Educator Evaluation Model. Effective leaders must recognize the importance of ongoing growth and reflection as they proceed in their careers. The Rhode Island Model encourages educators to take personal responsibility for their own professional development. The system is designed to promote a collaborative culture where educators are motivated to share best practices and learn from each other, all while being held accountable for their practice and impact on student achievement.

Great leaders model the ability to grow and evolve toward mastery in their profession. As the leaders of the learning community, administrators must set an inspiring example for staff and students alike. The administrator evaluation process begins with a self-assessment that enables thoughtful reflection on past performance and identification of both strengths and areas for development.

Leadership Support Networks

New principal Dr. Gara Field is a 2004 graduate of the School Leadership Program (M.Ed.) at Harvard's Graduate School of Education. This program provided a thorough grounding in practice and policy, including a coherent sequence of courses and practicum experiences rooted in the centrality of teaching and learning and the

systems that support them. In addition, coursework and fieldwork emphasized levers of improvement - how school leaders create conditions in start-up schools, or transform them in existing settings to support high quality teaching and learning for all students. The HGSE School Leadership Program is intensely selective and personal, focused on the leadership development of each participant - his or her sense of purpose and commitment, skills in working effectively with other adults, and courage in tackling school reform efforts. Dr. Field regularly attends organized HGSE events and is still well connected to the SLP '04 cohort, who will provide an informal support network and sounding board. Dr. Field has co-founded a professional learning community with local principals and heads of school, including an independent school (Moses Brown) and charter school (Blackstone Valley Prep) to meet once every month for professional development and reflective practice.

INSTRUCTIONAL & CURRICULAR REFORM Section 6

Overview

Pleasant View is currently implementing PPSD curriculum in ELA, Mathematics, and Science, aligned to Grade Level Expectations and incorporating newer, higher Common Core Learning Standards over the course of the 2012-2013 school year and two subsequent years. Overall, the curriculum in use is of high quality and is well aligned to applicable standards. Therefore, the focus of instructional and curricular reforms at Pleasant View will be on strengthening implementation, improving supports for struggling students, promoting deeper student engagement (with a particular focus on mathematics, science, and technology), and utilizing an extended daily schedule to its fullest potential.

Extended Daily Schedule

In accordance with the transformation model and the staffing flexibilities outlined in the election to work agreement, Pleasant View will extend instructional time by 40 minutes every day. The day will expand from the current 9 AM – 3:10 PM schedule (6 hours 10 minutes daily) to 8:30 AM – 3:20 PM (6 hours 50 minutes daily) for all students in grades K-5. The day will not be extended for pre-K students, who tire more easily after six hours of school programming. Pre-K students will attend Pleasant View from 9:30 AM – 3:20 PM, necessitating an additional transportation run in the morning, but retaining the same dismissal time.

Although these additional bus routes represent a substantial financial commitment, it is expected that as additional priority and focus schools are identified within the district, instructional time and bell schedules will continue to be modified. Over time, this will allow for greater bus sharing between schools and decrease the costs associated with Extended Learning Time. As year 3 of SIG approaches, transportation costs associated with school transformation should be greatly reduced and/or additional costs may be borne on the local level.

This longer school day brings many opportunities and advantages. It allows existing curricula to be implemented with more fidelity. Reading Street is designed for a 180-minute contiguous ELA block; math blocks are intended to be 90 minutes daily. The current scheduling constraints make it difficult to earmark time for science, social studies, and specials. Increasing the length of the day will allow for (1) more teacher planning time and (2) more direct instruction and learning time for students. Art, music, library, and physical education will also expand from 30- to 45-minute blocks.

Proposed Pleasant View Elementary School Schedule

	Mon	Tues	Wed	Thurs	Fri
Student Schedule (K-5)	8:30 am-3:20 pm *(plus afterschool programming)*	8:30 am-3:20 pm *(plus afterschool programming)*	8:30 am-3:20 pm *(plus afterschool programming)*	8:30 am-3:20 pm *(plus afterschool programming)*	8:30 am-3:20 pm
Student Schedule (pre-K)	9:30 am-3:20 pm	9:30 am-3:20 pm	9:30 am-3:20 pm	9:30 am-3:20 pm	9:30 am-3:20 pm
Teacher Schedule	8:00 am-3:20 pm	8:00 am-3:20 pm	8:00 am-3:20 pm	8:00 am-3:20 pm	8:00 am-3:20 pm

Proposed Use of Extended Morning Hours

	Mon	Tues	Wed	Thurs	Fri
Student Schedule (K-5)	8:30-9:00 am *Small advisory groups*	8:30 - 9:15 am *Enrichment Academies*	8:30 - 9:15 am *Enrichment Academies*	8:30 - 9:15am *Academic interventions* (ELA)	8:30 - 9:15am *Academic interventions* (Math)
Teacher Schedule (pre-K)	8 - 8:30 am *Tutoring/admin* 8:30-9:00 am *Small advisory groups*	8 - 8:30 am *Prep for EA* 8:30 - 9:15am *Enrichment Academies*	8 - 8:30 am *Prep for EA* 8:30 - 9:15am *Enrichment Academies*	8:00 – 9:00 am *Pre-K Common Planning Time (grade), with rotating specialists*	8:00 – 8:30 am *Faculty Meeting* 8:30 - 9:15 am *Pre-K Common Planning Time (team)*
Teacher Schedule (K-5)	8 - 8:30 am Tutoring/admin 8:30-9:00 *Small advisory groups*	8 - 8:30 am Prep for EA 8:30 - 9:15am *Enrichment Academies*	8 - 8:30 am *Prep for EA* 8:30 - 9:15 am *Enrichment Academies*	8 - 8:30 am *Team planning time in multi-level clusters (K-2, 3-5), with rotating specialists*	8:00 – 8:30 am *Faculty Meeting*

Mathematics

The Pleasant View community identified math proficiency as a strategic priority for the transformation process. Math instruction to date has been inconsistent across grade levels. All classrooms implement a district-

constructed curriculum that draws upon Envisions math and incorporates elements of the Investigations model. The curriculum includes a district pacing guide for four quarters of instruction; each quarter has four units, each tied to identified standards, essential questions, and learning objectives.

Despite the fact that the mathematics curriculum is being implemented with fidelity, as observed through classroom walkthrough data, the principal and district specialists have noted a lack of student engagement in math. Classroom observers report seeing more teacher talk than student talk, too much whole-group instruction, and an absence of active thought. Observational data also suggest that teachers are struggling with outmoded forms of instruction, often relying on rote or procedural methods rather than teaching for conceptual understanding. Moreover, teachers do not feel confident in their ability to identify, diagnose, and address learning gaps while adhering to the overall lesson plans and pacing guides. These weaknesses are corroborated by achievement data: on the most recent NECAP assessment (October 2011), only 28% of students in grade 3, 20% of students in grade 4, and 25% of students in grade 5 were proficient in math.

Curriculum Development and Alignment

PPSD is currently redesigning the elementary math curriculum in accordance with Common Core learning standards. Grades K-1 are currently aligned to Common Core; by the 2013 school year, the Common Core will cover grades K through 3, and the entire school (K-5) by 2014. As the new curriculum is gradually rolled out from K to 5, district math specialists will analyze gaps and misalignments between the current content and the new Common Core, preparing "gap documents," which specify concepts that students may not have been taught and/or need additional focus. Curricula for grades 4 and 5, though currently in development, will be drafted and revised before it is implemented in the classrooms. The new curriculum focuses strongly where the standards focus, allowing more time for students to develop the required fluencies and deep understandings necessary for success and improved student achievement.

This realignment to Common Core learning standards represents an opportunity to address some of the math weaknesses identified at PVES. The Common Core approach comprises fewer standards overall, but emphasizes deep mastery and conceptual knowledge. Rather than spend roughly equal time on each concept, the new standards allow more practice on standards that lay a foundation for higher-level skills; teachers and students can spend more time on the things that matter more. For instance, rather than working for weeks or months on pattern recognition in lower elementary classes, this unit may be shortened or incorporated into other standards by practicing patterns with numerals instead of shapes and colors, thereby reinforcing basic numeracy. Common Core standards also require application of knowledge and high-order thinking skills while still emphasizing computational proficiency.

The new math curriculum, currently under design by PPSD math specialists, affords teachers and teaching teams more autonomy in designing their own units and classroom experiences. The district's core curriculum will continue to provide identified standards, learning objectives, essential questions, and suggested pacing. It will also provide a list of suggested resources to facilitate teachers' own lesson design. This autonomy, combined with the intensive math PD focus, will allow teachers to immediately reinforce their own learning and incorporate lessons learned during PD into their own teaching practice. Teachers will be expected to dedicate a portion of their CPT to begin to codify new unit and lesson plans using the new standards and provided resources. The shift will require substantial support and ongoing embedded professional development to ensure effective implementation of the curriculum.

PVES will invest heavily in site-based professional development in mathematics, incorporating both teacher training and lesson modeling, by hiring Dr. Rachel Canalled, a math consultant specializing in increasing the math engagement and comfort level of students and teachers (*see Section 5)*. In addition, the school will purchase new math materials and manipulatives, including number cubes and counting coins, for student use in all preK-5 classrooms in an effort to promote more active learning and deeper student engagement.

More time, adjusted pacing, and teaching to mastery

While teachers will still use suggested pacing guides to plan and deliver lessons, each classroom will also use student progress to inform instructional planning. Teachers will use district-, school-, and class-designed assessments to gauge student progress and teach math to mastery. In other words, teachers will not move on to a new topic until the majority of students have mastered the previous concepts, and those who haven't have been identified for targeted intervention and support. Under the mastery model, deviation from suggested curriculum pacing is to be expected and even encouraged, as teachers take the time to re-teach material before building upon difficult concepts. To assist in assessment and pacing of instructional delivery, teachers will make extensive use of pre-tests; before beginning a new unit, teachers will administer a quick assessment (roughly 10 items) to establish an understanding of students' background knowledge and where more or less than the allocated amount of instructional time may be warranted. Teachers and instructional support specialists will work collaboratively to develop these formative assessments, which may be as simple as 5-10 questions drawn from existing end-of-unit tests.

The PPSD core math curriculum is designed to be taught during a contiguous instructional block that is 90minutes long. While this math block has been a component of the PVES schedule for several years, implementation has been imperfect, as other scheduling constraints (such as providing student specials and teacher common planning) have resulted in shortened blocks in some classrooms and grade levels. The extended school day, which adds 40 minutes of instructional time to the school day, reduces these competing time pressures and allows each student in each K-5 classroom to truly receive the full dosage of continuous math instruction.

New Academic Programming

From November through June, students will participate in enrichment academies twice weekly (*see section 7).* These activities will take place in small-group clusters of 8 to 10 students, many of which will have embedded mathematical content (e.g., chess club, math team), reinforcing standards and also providing ways for students to engage deeply with project-based learning in a meaningful way. Students will cycle through new activities every 6-8 weeks, so each student will complete 3 or 4 enrichment modules over the course of the school year.

New Intervention Block

A portion of newly added instructional time will be earmarked specifically for Math interventions. On Friday mornings, all students will receive an added block of math instruction. Those students working on grade level will work on extension activities, and students identified as below proficient will work in smaller intervention groups. Until enrichment academy programming begins in November, students will receive this additional intervention block twice weekly, to provide additional support in advance of NECAP testing.

Student Intervention and Support

Using observational and walk-through data, district and school-level administrators agree that PVES must establish interventions and supports for struggling students. While the Reading Street ELA curriculum outlines tiered interventions for students below grade level, in math, there is no formal process in place for teachers to address identified skill gaps. More support, in the form of better progress monitoring tools and intervention strategies, is clearly needed. In the short term, teachers will have access to math content experts (Dr. Rachel McAnallen and PPSD math specialist Karyn Rosenfield) during collaborative planning time. These specialists will work with teachers to use student data to pinpoint areas of weakness, which can then be addressed during weekly morning intervention blocks *(see below).* Moving forward, with the support of district math personnel and the school RTI team, PVES will review math intervention programs and materials from providers such as Scholastic and Origo Education, with the goal adopting an intervention system grounded in conceptual understanding and with a proven track record of success. In the interim, the online Compass Learning Odyssey *(see English Language Arts, below),* intended primarily as a Reading intervention, will also be used for foundational skill building in math for students with identified needs in both areas.

English Language Arts

While literacy achievement was not identified in the planning process as a key strategic goal, it is nonetheless foundational to student achievement and thus a critical part of the overall school reform plan. Pleasant View is currently implementing the Reading Street curriculum (Scott Foresman/Pearson) from grades pre-K - 5. This reading program is in use district wide. Writing instruction utilizes the Step Up to Writing curriculum (Cambium). Qualitative data from CWT observations and CPT minutes indicate that the ELA curriculum is being implemented with fidelity at PVES. The ELA block schedule allows for 60 minutes of whole group (core) instruction, 50 minutes of small group reading, and 50 minutes of writing. The program includes specified interventions (My Sidewalks) for struggling students at Tier 2 and Tier 3.

There are, however, several ways to improve ELA teaching and learning at Pleasant View. Within Reading Street, teachers sometimes feel rushed during core instruction. In addition, Tier 3 interventions are not particularly effective, especially in upper grade levels. The My Sidewalks program was designed to assist students up to two grade levels behind in reading, bridging the gap to grade level within one year of instruction. However, at PVES, many students have skill gaps of far greater than two years. The program is insufficient to address the needs of students reading more than two years below grade level.

Corrective Reading Interventions (Grades 3-5)

To address this issue, PVES will implement the Direct Instruction/Corrective Reading intervention program (SRA/MacGraw-Hill) for students in need of strategic intervention. Corrective Reading has produced statistically and educationally significant improvements on measures of basic reading skills, reading fluency, and social adjustment for struggling readers in the upper elementary grades (Benner et al., 2005).Implementation of this new program will be supported by Adam Heywood, a district reading coach currently based at Pleasant View and two to three special education inclusion teachers who are already familiar with the approach. The intervention will utilize the same small group instruction block currently used for My Sidewalks, so no additional instructional time or schedule change will be needed to make the transition. Other PPSD schools similar to Pleasant View (George J. West Elementary and Veazie Street Elementary) are already implementing Corrective Reading and have seen marked success in increasing proficiency rates; at Veazie Street, successful reading

interventions are credited with halving the school's NECAP warning/failing rate from 47% to 24% over four years. Teacher manuals are already owned by the district and will be provided to Pleasant View at no cost. Therefore, only minimal expenses (35 student workbooks at $8.00 per workbook) will be required to implement the program.

My Sidewalks Interventions (Grades K-2)

The My Sidewalks interventions will continue to be implemented for students in grades K-2 who are performing below grade level. Teachers are familiar with the approach and it has proven effective at remediating mild to moderate gaps in reading proficiency (less than two years below grade level). Moreover, due to positive trends in literacy achievement over the past several years, relatively few students in grades K-2 (about 6) are performing significantly below grade level.

Compass Learning Odyssey (Grades K-5)

To complement Corrective Reading and My Sidewalks, PVES will use educational technology from Compass Learning Odyssey. The computer-based approach will allow students to practice foundational skill building in areas in which they may be significantly below grade level, such as phonics and sound blending. Compass Learning Odyssey contains a suite of differentiated activities, allowing for engaging and age-appropriate graphics and audio with explicit instruction and examples. In addition, unlike Corrective Reading, the Compass Learning Odyssey lessons can be facilitated by any staff member or adult. This adds flexibility to the solution, as students may work on the program afterschool or with City Year corps members in addition to dedicated, scheduled intervention time during core instructional programming. Compass Learning Odyssey also contains a mathematics component, which may be implemented as well, particularly while other interventions are being explored.

Homogenous Grouping for Core Reading Block

Observational and CPT data show that teachers are feeling rushed during the whole-group instruction segment of the daily Reading Street block. Moving forward, teachers will utilize flexible grouping with the three teachers per grade level to provide homogenous grouping of students during this time period. While the content of the core lessons will be the same across groups, each group will be able to work at a pace that is appropriate for their students.

New Academic Programming

From November through June, students will participate in enrichment academies twice weekly (see section 7). These activities will take place in small-group clusters of 8 to 10 students, many of which will have embedded literacy content (e.g., poetry writing, crossword league), reinforcing standards and also providing ways for students to engage deeply with project-based learning in a meaningful way. Students will cycle through new activities every 6-8 weeks, so each student will complete 3 or 4 enrichment modules over the course of the school year.

New Intervention Block

In addition, a portion of the PVES extended day will be earmarked specifically for ELA interventions: on Thursday mornings, all students will receive an added block of literacy instruction. Those students working on grade level will work on extension activities, and students identified as below proficient will work in smaller intervention groups. In grades 3-5, students will receive an additional block of Corrective Reading, while K-2 students will receive additional instruction in My Sidewalks. Until enrichment academy programming begins in November, students will receive this additional intervention block twice weekly, to provide additional support in advance of NECAP testing.

Realign Internal and NECAP Assessments

Unlike with math, teachers are already using ELA data within the classroom. However, consistency across assessments has been a problem. Students who perform at benchmark on assessments such as DIBELS do not necessarily demonstrate the same proficiency rates on the state NECAP exams. As a result of this discrepancy, the school is under-identifying students who might benefit from additional interventions. Under the guidance of the reading coach, PVES teachers will use a portion of their collaborative planning time to improve classroom testing skills and inter-rater reliability. This initiative is already underway. Benchmark assessments are now administered by grade-level peers rather than by the students' home classroom teachers, enforcing more neutrality in the assessments. In one grade, this change resulted in 10 new students being identified at risk and targeted for additional instruction.

Response to Intervention (RTI)

Quality intervention strategies for students performing below grade level area critical need at PVES. Currently, insufficient supports exist for students who fall behind in ELA or math. In order to identify struggling students early and provide all students with the best opportunities to succeed in school, PVES will strengthen a formal Response to Intervention system by creating a Response to Intervention team adopting the following practices:

1) **Universal Screening.** In the fall, conduct universal screening for all students in ELA and math using brief common assessment tools (e.g., DIBELS, etc.) and corroborated 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. As noted above, interventions in ELA (My Sidewalks, Corrective Reading, and Compass Learning Odyssey) are currently well-developed than interventions in Math. Supported by the RTI team, the school leader and math teachers will work with PPSD district staff to identify appropriate math intervention programs and materials, with the goal adopting an intervention system well aligned with learning standards and with the math to mastery approach.

3) **On-going progress monitoring.** Students will be regularly assessed by classroom teachers to determine the rate of improvement and the application of additional interventions, if appropriate. Any student who enters the RTI process will be progress monitored throughout the school year.

Students will engage in Tier II and Tier III interventions outside of core instructional block, according to a clearly defined schedule. 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. In addition, the RTI

process will help identify students who should receive alternative assessments during NECAP testing, to allow them the best opportunity to showcase their learning.

As outlined above, targeted interventions in ELA and Math will be implemented both during block instructional and during a portion of the extra time afforded by the extended school day. Twice weekly, on Thursdays and Fridays, the block first block of the morning (8:30 to 9:15) will be used to review and reinforce intervention efforts. Students will meet in grade level groups, with 3 teachers per grade level, which provides opportunities for flexible grouping. While students who are on grade level for the content areas will work on creative extension projects, students who need more support will receive an additional period of intervention: My Sidewalks (ELA Grades K-2), Corrective Reading (ELA Grades 3-5), and math Tier 2 and 3 interventions to be determined. Prior to the start of enrichment academy programming in November, these intervention blocks will occur four times weekly (twice for reading and twice for math). This double dose of differentiated support will both prepare students for NECAP testing and provide additional time to help move students toward grade level at the beginning of the school year.

Science

The school planning team also identified science as a priority area for the school transformation process. The school implements PPSD's District Curriculum Framework for Science, but is lacking the resources to realize the curriculum's fullest potential. PVES students also have access to hands-on materials through the FULL OPTION SCIENCE SYSTEM (FOSS) kits. However, the FOSS kits are shared between schools on a rotating basis, and teachers must use the materials when they are available. This sometimes results in a lack of clarity about how these activities supplement, replace, or integrate with regular district curricular units. Moreover, at present, there is also insufficient emphasis on interdisciplinary skills (basic literacy, numeracy, and writing) within in science content. These elements are embedded within both the district curriculum and the modular FOSS units, however, rigor is low, and students' progress is not being faithfully assessed.

Benchmarking and Looking at Student Work

The PPSD science curriculum includes journaling activities (Scientist's Notebook) which align to ELA and math common core standards. Students practice opinion writing (in stating a hypothesis), narrative writing (reporting on observations and sequence of events), and interpreting and creating graphs, charts, and tables. While these Notebooks potentially represent a valuable tool for student learning, implementation is inconsistent, and the notebooks are rarely used as a benchmarking tool to assess student progress and identify new goals. Teachers will use a portion CPT to examine the students' notebooks for evidence of learning across content area standards. In addition, district-level science curriculum specialists are preparing additional material, including a science notebook focus document, to illustrate to teachers how the notebooks could be used more effectively.

Navigational Tool for Unit Planning

PPSD is currently developing a navigational tool to assist teachers in integrating FOSS modules with district standards, with a particular emphasis on selecting which FOSS investigations (hands-on activities) within each kit are the best fit to support the underlying focus standards. The FOSS kits are a highly effective resource for enhancing hands-on learning opportunities, but integration needs to improve to prevent the overall curriculum from feeling disjointed.

New Academic Programming

The added instructional time provided during enrichment academies will also have multiple connections to science standards. Expected activity modules may include a Garden Club, a Robotics Team, and other project-based learning with embedded science content. Students will cycle through new activities every 6-8 weeks, so each student will complete 3 or 4 enrichment modules over the course of the school year

Renzulli Learning

Renzulli Learning technology will be used across grade levels and content areas, however, there will be a particular emphasis on science. Through the Renzulli Learning website, students will have access to online activities such as "virtual field trips" and step-by-step science lab activities such as "Bottled Tornado." Teachers will be able to use lesson planning resources such as the the Wizard Project Maker, which provides hundreds of science-themed resources and units (e.g., "Create a Bridge," "All About Evolution and Adaptation") and also allows teachers to design their own activities. Students will be expected to complete long-term science projects in Grades 3 and 4, supported by these resources. *(For a more complete description of the Renzulli Learning technology, see Technology Integration, below.)*

Technology Integration

New Computer Equipment and Infrastructure

Access to educational technology is a critical component of the school reform plan. Two complementary packages of courseware (Renzulli Learning and Compass Learning Odyssey) will each be used daily to provide diagnostic assessments, learning interventions, skill reinforcement, and extension and enrichment activities in all classrooms and at all grade levels. However, for all their transformational potential, these resources cannot be accessed using PVES' current equipment. The technological infrastructure of the school needs to be upgraded significantly before educational technology can be integrated into the curriculum.

Pleasant View will use school improvement funds to make a significant investment in new, state-of-the-art laptops that are optimized for classroom use. For the 2012-13 school year, the school will purchase four laptop carts, each containing 36 wireless DELL notebooks and one access point. Four carts will allow each cluster to integrate technology use in a way that best serves its curriculum objectives and student learning needs, eliminating the unnecessary constraints caused by overly narrow sharing schedules or first-come, first-served technology availability. Two more carts will be added over the next two years, ensuring equal and unfettered access for all students.

PVES is slated to receive wireless internet capability before the end of the 2011-2012 school year, which will dramatically improve teachers' and students' ability to access online resources. Once this capability is in place, PVES will purchase USB modems and mobile hotspots from Mobile Beacon, a service that provides discounted 4G high-speed internet service to schools and nonprofits. This purchase will be supported by outside grant funding through the Broadband Technology Assistance Program and will allow staff and students across the school to access instructional technology. Parents and community members will be invited to use this mobile

broadband service as well through a TECH pilot program (see Section 8, Community-Oriented Schools), providing full access to technology to support learning outcomes for both students and families.

Renzulli Learning

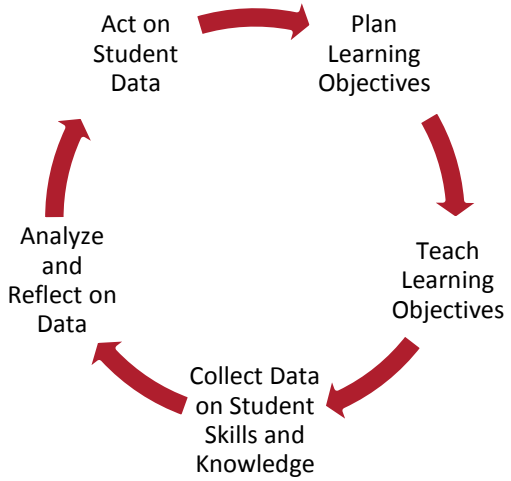
Renzulli Learning (www.renzullilearning.com) will serve as the cornerstone for educational technology at PVES. This suite of teacher- and student-facing online courseware, tools and activities will be provided to the school at no cost. The school will also receive 10 hours of professional development training on the technology at no cost. In addition, Principal Gara Field conducted doctoral research on the system and can serve as onsite expert to assist teachers in learning and utilizing the tools on the site.

Renzulli Learning offers students a bridge between teacher-identified learning standards and their own personal learning profiles. The program generates a student profile informed by a student questionnaire, in which students provide individual information on their own interests, learning styles, and expression styles. Both students and teachers can access the resulting profile, which teachers can use to match activities both to content area standards and students' individual needs. For instance, students who are interested in animals may practice reading skills by accessing a module comparing grassland, wetland, and prairie habitats, while students interested in science may instead practice the same skills by reading a different passage or playing a minigame. The result is computer time used more effectively—both more engaging and more differentiated than a traditional visit to a school computer lab—that can be used either as enrichment or to extend teachers' differentiation options during core instruction. Renzulli Learning technology has produced statistically significant student achievement gains in reading comprehension, reading fluency, and social studies (Field 2009; Field 2010).

Data-Driven Instruction

Implement a Common Formative Assessment Cycle

District-designed assessments are being administered with fidelity in both ELA and math, approximately twice per quarter per grade level in grades 2 through 5.In addition, common assessments from Reading Street and My Sidewalks are used to assess students in phonics/vocabulary from grades K-5.These assessments are aligned to Grade Level Expectations (GLE) and are generally of high quality. However, teachers are still learning how to analyze and interpret this data to make needed instructional improvements.



PVES teaching teams will use collaborative planning time to build a data culture. Faculty will be supported and encouraged as they move beyond using assessments as merely graded work towards creating vital tools to inform instruction. Upon analyzing student assessment data, teachers will design lessons that target students' specific needs by re-teaching and differentiating instruction as needed. This cycle will be supported by professional development, teacher observations and instructional coaching.

Collecting student data can be onerous and time-consuming for teachers. Teachers will administer the common assessments and collect student data in simple spreadsheet and will be supported by administrators who will ensure fidelity of data tracking. In addition, the school will implement the Renzulli Learning system and Compass Learning Odyssey, which will allow teachers to easily customize their own assessments and track student outcomes over time.

Homework Alignment

The transformation process requires deeply engaged parents, students, and teachers, which demands more effort of all members of the school community. To support this process, the school will reexamine current homework policies and practices. Too often, homework assignments are ineffective – teachers who pay meticulous attention to creating high-quality classroom experiences may not devote the same thoughtfulness to assigning or assessing homework. Students who have worked hard in classrooms all day may not sustain their attention through "busywork" homework assignments. Supporting homework completion also places a demand on parent and family resources. To alleviate some of these pressures, PVES teachers and instructional leaders will review homework assignment policies and eliminate homework that is not academically rigorous or well aligned with learning standards. Homework agendas will be sent home in advance and will incorporate a "less is more" philosophy. Rather than placing a priority on nightly assignments of minimal or inconsistent benefit, homework will be held to the same standards of academic rigor as in-class work, and students will be given fewer, more meaningful assignments.

EXPANDED LEARNING OPPORTUNITIES Section 7

Overview

Pleasant View Elementary will implement an extended daily schedule that will allow more time for teacher collaborative planning, building close student/adult relationships, project-based learning, and additional intervention for students performing below grade level. The school will utilize newly formed community partnerships to offer extended programming after school and during the summer months.

Using Extended Daily Schedule for Small-Group Learning

> "If we are going to extend the day we need to think differently, not just do more of the same for that time."
>
> - Dr. Gara Field

The reformed PVES schedule offers many advantages. Among them is the unique opportunity to work with students in small clusters on activities that are not feasible with class sizes of twenty or more. All faculty members, including Pre-K teachers, will start their day at 8:00 AM. However, because of the differentiated schedule (Pre-K students will not have an extended day), these staff members will be present in the school for approximately one hour of instructional time before their students arrive (from 8:30 - 9:30 AM). Pre-K teachers will use two of these blocks weekly for CPT and spend three days per week joining with other faculty to support programming for K-5 students. Therefore, three times per week, there will be approximately 40 teachers and staff members available to work with approximately 320 students during this first block of morning instruction. This ratio of about 8 students per teacher will allow the school to provide small-group experiences such as advisory and enrichment academies *(see below)*, taking advantage of these smaller groups to provide more individualized and hands-on activities.

	Mon	Tues	Wed	Thurs	Fri
Use of additional morning block (K-5)	8:30-9:00 am *Small advisory groups*	8:30 - 9:15 am *Academic interventions* -- ELA (Sept-Nov) *Enrichment Academies (Nov-June)*	8:30 - 9:15 am *Academic interventions* -- STEM (Sept-Nov) *Enrichment Academies (Nov-June)*	8:30 - 9:15am *Academic interventions* -- ELA	8:30 - 9:15am *Academic interventions*-- STEM

Student Advisories

On Monday mornings from 8:30 to 9:00AM, the students' school day will begin in a small group advisory session. These advisories will feature consistent groupings of eight to 10 students paired up with a teacher or a staff

member who will serve as mentor, ally, and advocate. Advisory sessions will be a place where students and teachers assess progress together and talk about past, present, and future successes and challenges.

The advisory model is already in use and has been proven successful in many middle and high schools, most notably those in the Coalition of Essential Schools. Strong relationships between teachers and students have been shown to facilitate academic achievement. Advisory can contribute to this type of positive school climate in several ways, including improved relationships between students and teachers (Espe, 1993; Totten & Nielson, 1994) and an increased sense of trust and belonging (Ziegler & Mulhall, 1994). Moreover, advisory has been demonstrated to reduce absenteeism among middle school students; a study by Simpson and Boriack (1994) found that adding an advisory period improved attendance for 70 chronically absent students, from 76% daily attendance in the first twelve weeks to 95% for the next 24.

While the model has not been used as frequently in the elementary setting, recent research has highlighted the fact that patterns of chronic absenteeism often begin in the earliest grades, and have negative effects on school achievement from the outset. A study conducted by the National Center for Children in Poverty in 2008 found that chronic absence as early as Kindergarten has immediate consequences for academic performance in first grade, particularly among Latino children (Chang and Romero, 2008). We believe that students would benefit from having another adult, in addition to their classroom teacher, who can provide a sense of connection, assure that students are engaged and invested in school, and offer encouragement to students on the path to success. Once advisory systems are in place, Pleasant View will seek membership in the Coalition of Essential Schools (see www.essentialschools.org) and adopt advisory practices that are already successfully in use in other CES settings.

Enrichment Academies

Student engagement is critical for academic success, and has lately also been demonstrated to be a vital factor in combating absenteeism. A recent policy brief from the California School Boards Association recommended that schools be sure to "provide rich, engaging, more personalized learning experiences" in their plans to address student absences (2010).At Pleasant View, hands-on, project-based enrichment academies will be a key catalyst for this higher level of student engagement.

From November through June, all students in grades K-5 will participate in an Enrichment Academy block two mornings per week from 8:30 to 9:15 AM. During this time, students will participate in activities deeply linked to learning standards but with an interdisciplinary, hands-on component. Design for the modules will draw on the work of Renzulli, Gentry, and Reis (2003), who described enrichment academies as *"activities modeled after the ways in which knowledge acquisition and application take place in real-world situations…students will make use of relevant knowledge and apply thinking skills to common problems identified by the group" (p. 16).*Projects will be designed to have rigor and relevance to learning standards and will culminate in a product or experience to showcase knowledge. Students will participate in small groups of 8-10 students in multi-grade clusters (K-2 and 3-5) and will rotate to new enrichment projects every eight weeks. Students and teachers will each help determine the academies in which they will participate.

Modules will be designed to reinforce classroom learning in applied settings, exposing students to new passions and offering a new chance at school success. In addition, students will gain metacognitive skills as each topic and activity will require a process of planning, isolating problems, organizing information, identifying and

utilizing resources, cooperating, managing time effectively, and evaluating success. As these skills take root, students will develop task commitment, self-confidence, feelings of creative accomplishment, and the ability to establish trust with other students and adults who share common goals and interests. A core group of 12 Pleasant View teachers will receive summer training on the enrichment academy approach at University of Connecticut "Confratute," *(see Section 5)*.

Enrichment academies (also known as enrichment clusters) have been implemented in school districts worldwide, and extensive evaluations and research studies indicate the effectiveness of the model. Studies have demonstrated that participation in these activities positively impacts students' attitudes toward learning and academic self-concepts, particularly in students with learning disabilities (Olenchak 1991). In addition, one longitudinal study (Hébert 1993) suggests that participation high-engagement enrichment academies during elementary years can "serve as important training for later productivity" and lead to higher rates of high school completion and post-secondary education. One notable longitudinal anecdote from the study examined students who had participated in enrichment academies in Torrington, CT, a community with a historic high school dropout rate approaching 40%. Among nine students who participated in a self-chosen "anatomy club" enrichment academy, all completed high school, and four attended and graduated medical school and became practicing physicians.

Teachers will have 30 minutes of preparation time in advance of each enrichment academy session. However, enrichment sessions will not require time-consuming lesson planning. Rather than delivering pre-established content, adults will facilitate and model learning processes, in some cases, learning alongside the students. Staff will help the students define the intended product (e.g., a newspaper article or a book of poetry) and then provide direction and context in which students can apply their interests, knowledge, thinking skills, creative ideas, and task commitment to accomplish the objectives at hand.

Sample Enrichment Academy Topic Areas *Source: J. Renzulli, "How to Develop an Authentic Enrichment Cluster"*	
ELA/ Humanities	• Young Authors' Guild • Poets' Workshop • The Investigative Journalism Group • The Hispanic Cultural Awareness Association • Genealogy, Oral History, and Family Trees • Geography and Cartography
Math	• Mathematics Competitions League • The Math Puzzle Challenge
Science	• Save the Dolphins Society • Physical Science Research Institute • LEGO Robotics Team
Arts	• Visual Artists' Workshops • The Photographers' Guild
Technology	• Computer Graphics Design Team • Computer Games Design and Production • Introduction to Computer Programming

Afterschool Learning Opportunities

Pleasant View is currently host to a variety of enrichment activities, such as a student chorus, Chance to Dance (dance troupe), Play60 (sports and recreation), Girl Scouts, a 5th grade cheerleading squad, and a basketball team. These activities are very popular with students, promoting student engagement and exerting a positive influence on school attendance. However, some of these activities, including Chance to Dance and chorus, currently take place

during the school day, crowding out or even replacing prime instructional time. PVES will continue to offer these activities, but the school will move them out of the instructional school day and into an optional afterschool extracurricular block. Conversely, any afterschool activities with an academic emphasis will be explicitly tied to the instructional day and taught only by PVES faculty members. Pleasant View will also be designated a Full Service Community School *(see Section 8),* which will dramatically increase the range of afterschool opportunities provided.

Attendance for this afterschool block will be optional, and transportation will not be provided. The popularity of current afterschool activities demonstrates that parents and family members will pick up students and transport them home if the activities provided are meaningful and important to the students. Therefore, offering a compelling slate of programs is seen as a vital tool to promote both student engagement and parent involvement. Bringing parents into the school more often will provide many more opportunities to establish a home/school partnership and strengthen the school community (*See section 8).*

An array of afterschool activities will be operating at Pleasant View every afternoon, Monday through Thursday. Activities currently in place at the school will continue during the afterschool time, and new partnerships will commence. PVES has identified enrichment activities of particular interest, including a swim team, swim lessons, or other ways to make use of the onsite pool. A newly hired Site Coordinator (*see below)* will manage all partnership activities in the building and also identify and engage new partners to add to the available afterschool programming. All afterschool programs will share an emphasis on character building and positive learning, drawing on a curriculum developed by Sports Plus Global (www.sportsplusglobal.ning.com), which uses extracurricular activities to teach four core values, including teamwork, respect, responsibility, and perseverance.

Site Coordinator

In accordance with the Full Service Community School model *(see Section 8),* PVES will contract with a full-time Site Coordinator to manage school and community partnerships. This individual will ensure that all partnerships in the school are operating as intended and are having positive effects on student achievement; he/she will also identify, recruit, and manage new and prospective partnerships going forward with a goal of increasing staff capacity to support student learning. This will involve enhancing afterschool programming offerings, coordinating volunteers, and recruiting and managing university partnerships or internship placements with institutions such as Brown University and Rhode Island College.
The ideal candidate will be an individual with demonstrated experience at linking communities and schools, perhaps someone with a background from City Year, AmeriCorps, or other school/community partnership organization.

Summer Program for Students

Pleasant View Summer PLUS (Positive Learning Using Sports, Literature, Science & Technology) will address the problem of summer learning loss, a particular issue for much of the Pleasant View student population, especially those that cannot afford summer camps, tutoring or other enrichment programming. In conjunction with the Capital Good Fund, Pleasant View will sponsor a 5-week summer program for up to 70rising into grades 2-5. Through Capital Good, funding has already been secured for 7 AmeriCorps VISTA summer associates, who will

work with children at Pleasant View to provide a balanced curriculum of literature-based reading skills, character education, sports, and technological literacy and project-based learning using the Renzulli Learning system. PVES will host the program and provide a Site Coordinator to oversee the AmeriCorps staff.

COMMUNITY-ORIENTED SCHOOLS Section 8

Overview

Parent and community engagement was identified as a priority area through Pleasant View's strategic planning process. Forging a strong connection between family, school, and neighborhood during the elementary years can create positive school experiences and high levels of trust that will sustain students through many years of academic growth. To support these outcomes, PVES will become a Full Service Community School (FSCS), the fifth school in Providence to adopt the model. Pleasant View will strive to be an inclusive institution, bringing community supports into the school building to better serve students and families, and improving outreach and communication efforts to bridge the gap between school and home.

While many challenges exist in establishing these strong connections, PVES is starting from a position of relative strength. Parent involvement has trended upward over the past two years: parent/teacher conferences in November 2011 had an overall (pre-K-5)participation rate of 65%, and Parent-Teacher Organization (PTO) meetings have seen an increase in attendance over the previous year, from 4 members attending in September 2010 to 25 members in September 2011. New principal Gara Field is a highly visible presence in the school, personally meeting and greeting every parent and child who gets dropped off during arrival time. In addition, several community partners have been identified to extend the capacity of the school to provide academic and social supports to students and families alike.

Full-Service Community School

PPSD has selected Pleasant View as an expansion site that will host the district's fifth Full Service Community School (FSCS). The FSCS initiative is a place-based strategy designed to increase student success by providing programming to students and families that is well-integrated and aligned to student needs, Common Core learning standards, and the instructional focus of the school. Full Service Community Schools partner with a broad range of organizations to address a broad array of family needs. Components of a FSCS include:

- **Academic Enrichment.** A minimum of 40 weeks of enrichment programming led by community partners and teachers targeting contextualized learning and serving 20-30% of student population
- **Academic Interventions.** A minimum of 30 weeks of teacher-delivered programs serving 30% of students struggling with proficiency in reading, writing and math.
- **Parent Education**. A minimum of one family literacy class serving 25 families accompanied by quarterly parent education workshops for the whole school community.
- **Family Engagement**. Family engagement events and outreach on a monthly basis to align with school improvement plan.
- **Health.** Mental Health wraparound case management serving minimum of 35 families per year; Fitness & Nutrition programs embedded in existing enrichment programming and family engagement initiatives.
- **Early Childhood.** At least one school-based Play and Learn group and Transition to Kindergarten camp.

At Pleasant View, the newly hired Site Coordinator will work in tandem with Principal Gara Field and district FSCS Director Rebecca Boxx to develop the organizational partnerships necessary to offer the required programming, align services with school improvement goals, and embed referral processes to maximize reach and effectiveness. Potential partner organizations include The Capital Good Fund, Family Service of Rhode Island, English for Action, City Year, and YMCA Providence Youth Services. All minimum FSCS components listed above will be operational by December of 2012.

A key innovation of PPSD's Full Service Community School model is that, in addition to offering a comprehensive array of family-centered services, every effort is made to examine student and family data to be sure that students and parents are receiving interventions and supports that are well aligned to their particular needs. Based on facilitated analysis, the team is able to refer students and families for appropriate supports and interventions in a tiered model. For example, if data indicates that an academic problem actually has roots in a chronic absence, the targeted family might be referred for Family Service Care Coordination to mitigate the barriers to improved attendance. If a parent expresses concern with their inability to help their child with homework, a referral for Family Literacy classes might occur. If the data supports the need for more intensive academic interventions, an intervention class embedded in an after-school enrichment program may be an option. Progress monitoring occurs through various established mechanisms and data tracking tools. The district's four current FSCS schools have already evidenced success using this model: data show that children who participated in FSCS services had 42% fewer incidences of chronic absenteeism than their non-FSCS counterparts.

Capital Good Fund

The Capital Good Fund (www.capitalgoodfund.org) is a Providence-based 501 (c)(3) non-profit that takes a comprehensive approach to fighting poverty. Capital Good will partner with PVES on several initiatives during the 2012-2013 school year, including the summer bridge program (*see Section 7)*, the TECH pilot initiative (*see below),* and possibly by offering FSCS parent education and family engagement programming.

TECH Project

Beginning in fall 2012, the Capital Good Fund will host the TECH **(*Technology, Education, and Community for Holistic-schools)*** project at Pleasant View. The TECH project, currently being piloted, will unite parents, teachers, students, and stakeholders to foster vibrant school communities with the dual intention to increase family engagement and to lower rates of poverty. Under the program, Broadband Rhode Island (BBRI), an initiative of the Rhode Island Economic Development Corporation (RIEDC), and Capital Good Fund (CGF), a local non-profit, are offering a comprehensive suite of free and low-cost products and services to three Rhode Island schools: Pleasant View Elementary School, Times Squared Academy, and Highlander Charter School. Working closely with each school's leadership team, the TECH project will provide families with:

1. Free digital literacy training for parents, with an emphasis on how to utilize the Internet to save money, seek employment, communicate with friends and family, and increase access to educational resources that will help their children learn.
2. Low-cost, one-on-one financial coaching, which will help families learn to budget, build their credit, manage their debt, and save for their future.

3. The *option* to access affordable loans, starting at $12/month, for the purchase of a laptop computer and/or Internet service.

The TECH project aims to deeply integrate the aforementioned products and services into the participant school's plans for improving educational outcomes.

Parent Engagement

Pleasant View currently sponsors a number of family and community events throughout the school year, including monthly evening PTO meetings, International Night, and reading and math themed curriculum nights. These events are well attended by some families, but many parents do not attend any PVES community events. Several obstacles have impeded parent and community involvement in the past, such as language barriers, inconsistent home/school communication, and lack of a welcoming atmosphere. However, thanks to continuing outreach efforts by individual teachers and the advent of new school leadership, family engagement is on the upswing: by March 2013, over 35% of Pleasant View parents have completed the SurveyWorks parent involvement survey, a dramatic rise from the previous year's 2% response rate. Conference attendance and PTO participation are also rising significantly. A crucial part of the transformation plan will be to continue and grow these positive developments and to nurture ongoing school/family partnerships.

Improve Home/School Communication

Recently, the PTO has started to send home a "PTO Weekly Bulletin" that highlights the happenings of the PTO and important upcoming dates. This notice will continue and will be translated into Spanish to more effectively reach the school's predominantly Hispanic population. The ParentLink system also provides an opportunity to communicate directly with families. ParentLink messages will increase in number and will also be translated into Spanish and additional languages as necessary.

Families are provided with two documents to review at the beginning of the school year: the Parent Involvement Form, which clearly articulates the role of the faculty, staff and administration at Pleasant View Elementary in involving parents, listening to their perspectives, and nurturing responsive school environment; and the Parent/Student/Teacher Compact, establishing a team atmosphere and outlining the roles and responsibilities of each party. The Compact requires a parent signature acknowledging the family's role in supporting student learning, and is distributed during parent/teacher conferences. As a part of the reform efforts, PVES will diligently track return rates of this document and strive for a 100% parent response.

Strengthen the Role of the Parent/Teacher Organization

PVES will continue to hold monthly PTO meetings and track attendance as one indicator of successful parent engagement. The administration will create a PTO advisory board to solicit input on policy decisions and establish an atmosphere of teamwork and shared leadership. The PTO will establish a leadership succession policy and elect a new president the year prior to his/her term, to provide a transition year in which to transmit knowledge of current PTO duties and prevent a loss of institutional knowledge when current parents leave the school as their students graduate.

Establish a Welcoming Atmosphere

The PTO office currently staffs a ParentZone where caregivers can receive information and congregate for informal conversations. Resources include a lending library and binders of community information. However, at present, the ParentZone lacks adequate staffing necessary to be open five days per week. The PTO will undertake a volunteer recruitment drive to secure the staffing necessary for daily coverage managed by parents, for parents. In addition, a Mobile Beacon Technology Grant will support the purchase of 20 new computers for the ParentZone.

Establishing an open, inclusive atmosphere will also involve retraining the school's front office staff to provide a family-friendly, customer-service oriented mindset and increasing the signage around the school. Pleasant View faculty, staff, and administration will increase opportunities for parents to engage in authentic learning, by encouraging parents to come into the classroom to observe how instruction is delivered, and that content that their children are learning. Newsletters and other school communication will also feature monthly volunteer opportunities for parents to increase their presence in the classroom, such as game days or student projects.

Sponsor Parent Workshops and Activities

PVES will sponsor evening activities roughly once per month, tied to curriculum standards and reinforcing classroom instruction. For instance, "Math Learning Night" will provide an opportunity to teach parents how to play fun math games with their children and allow them to interact together in ways that support learning goals. In organizing and hosting these events, the Pleasant View Site Coordinator will receive support from the Director of Full Service Community Schools to be sure parent engagement and education opportunities are well integrated and aligned.

Evaluation

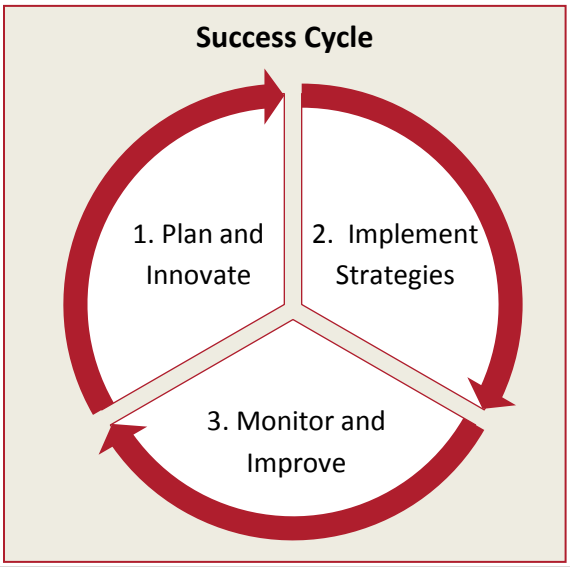
Ongoing progress and performance monitoring will be critical to the school transformation process and the success of this plan. All Innovation Schools will participate in frequent monitoring processes facilitated by the OTI. Evaluation of the reform process will focus on (1) the implementation of strategies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

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

The OTI and the Innovation Schools will commit to the "Success Cycle" shown below. Schools will be encouraged to design innovative reform strategies, implement those strategies with fidelity, monitor their impact, and identify opportunities for ongoing improvement. The OTI will facilitate, at minimum, quarterly performance monitoring sessions at each school site. During these monitoring sessions, school staff will discuss school progress, student data, successes, and challenges. The purpose of these sessions is not only to build a culture of accountability, but to also pinpoint challenges. The OTI will work with schools to design and implement necessary midcourse corrections, and the OTI will structure its school supports based on the data discussed during these monitoring sessions. Quarterly monitoring sessions will be divided into two parts (1) implementation and progress monitoring, and (2) 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. 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+)
• Attendance and truancy rates • Tardiness • Course passage rate/Credit accumulation • Graduation rate • Dropout rate • Discipline • Culture and climate (stakeholder surveys)	• 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

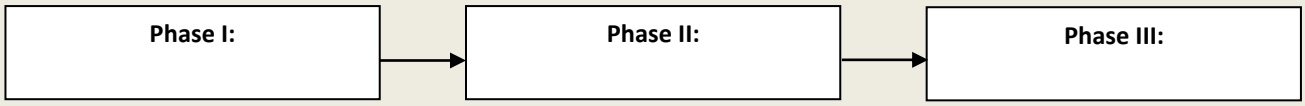
Meeting Norms and Preparation:

- 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, and 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?

Implementation Timeline

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

1. Teacher and Leader Effectiveness							
Strategy:	**Activities:**	**Timeframe:**					**Output/Outcome:**
		Pre	***Q1***	***Q2***	***Q3***	***Q4***	
Leadership Capacity	1.1. Designate Gara Fields as Turnaround principal	X					Hired building principal
	1.2. Elect Building Delegate	X	X				Building Delegate elected
	1.3. Establish an Instructional Leadership Team	X	X	X	X	X	Members selected, regular agendas and minutes
	1.4. Begin participation in Providence Transformational Leadership Program	X	X				All leadership participates in Transformational Leaders Program
	1.5. Implement the ILT structure		X	X	X	X	Names of faculty members serving on committees and meeting schedules
Teacher Evaluation	1.6. Conduct baseline teacher evaluations (at least one evaluation per teacher during spring 2012)	X					All teachers evaluated (incl. pre-observation, observation, and post-observation conference); results of baseline teacher evaluations
	1.7. Conduct frequent formal and informal teacher evaluations and classroom observations		X	X	X	X	Schedule that observes each teacher multiple times
	1.8. Establish protocol for faculty common planning time	X	X				New protocol for common planning time

Professional Development	1.9. Design a summer PD schedule and new teacher induction program	X					New teacher induction/mentoring program
	1.10. Design a professional development calendar for 2012-2013 school year	X	X				2012-2013 PD schedule (incl. district and school-based PD opportunities)
	1.11. Establish PD Contract with Dr. Rachel McAnallen	X					Finalized Math onsite PD calendar (Rachel McAnallen)
	1.12. Begin monthly math PD with Dr. Rachel McAnallen		X	X	X	X	Onsite PD quarterly
	1.13. Train teachers in Enrichment Academy approach to University of Connecticut Confratute	X					Twelve teachers attend one week of summer training
	1.14. Conduct one full day training on Compass Learning Odyssey	X					At least 30 teachers, TAs, and staff members trained on Compass Learning Odyssey
	1.15. Maintain regular common planning time for teachers and ensure that the time is being used effectively		X	X	X	X	Attendance during collaborative planning time; Post-PD feedback surveys (e.g., teacher engagement/satisfaction)
	1.16. Provide opportunities for ongoing, job-embedded professional development		X	X	X	X	Calendar available demonstrating PD opportunities; PD participation rate
	1.17. Provide supports for struggling teachers and modify PD accordingly		X	X	X	X	Teachers recommended to PAR based on observations
	1.18. 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:**
		Pre	***Q1***	***Q2***	***Q3***	***Q4***	
Curriculum	2.1. Begin curriculum design work during summer 2013	X					Sessions held to begin planning curriculum; meeting agendas and notes
	2.2 Full curriculum revised with teacher resources		X				Revised curriculum, unit, and lesson plans
	2.3. Implement curriculum with fidelity		X	X	X	X	Classroom walkthrough data
Instruction and Academic Support	2.4. Initiate contracts with academic support partners and vendors	X	X				Contracts created and signed with academic partners and/or vendors
	2.5. Ensure access to Compass Learning and Renzulli Learning technology	X	X				All teachers and students have appropriate log-in information; trained in programming
	2.6. Design a Response to Intervention program	X	X				New RtI program
	2.7. Conduct classroom walkthroughs to ensure the fidelity of academic programming		X	X	X	X	Classroom walkthrough data
	2.8.Implement RtI program			X	X	X	Identified students receiving services and which interventions being used
	2.9. Begin administering Corrective Reading Instruction and Compass Learning Odyssey interventions			X	X	X	DIBELS scores which appropriately target all students needling ELA intervention
	2.10. Review homework assignments for and alignment to learning goals		X	X	X	X	Homework agendas sent home in advance; fewer, more meaningful assignments
	2.11. Identify new formative assessment system	X					Identification/Development of

Assessment							new assessment system
	2.12. Train teachers in the new curriculum assessment system	X	X				Teacher trainings and PD around new academic programing
	2.13. Implement assessment system with fidelity		X	X	X	X	Formative assessment results in math, ELA, science, etc.

3. Expanded Learning Opportunities							
Strategy:	**Activities:**	**Timeframe:**					**Output/Outcome:**
		Pre	***Q1***	***Q2***	***Q3***	***Q4***	
Scheduling	3.1. Refine the new bell schedule and ensure student and faculty buy-in	X					New student & teacher schedules
	3.2. Increase the number of minutes for instruction and teacher collaboration	X					Number of increased minutes for student instruction and teacher collaboration
	3.3. Create clear plan as to how new instructional time will be used effectively	X					Align student strengths and weaknesses to create before- and after-school curriculum plan
	3.4. Coordinate transportation and facilities needed for the new schedule	X					Modified bus route to accommodate the new student schedule
	3.5. Implement new student and faculty schedules		X				New teacher and student schedules along with communication to families regarding modified schedule
	3.6. Conduct a student and teacher engagement survey to ensure that time is being used effectively			X			Survey created and distributed; re-evaluate

							program where necessary
Academic & Non-Academic Programing	3.7. Initiate partnerships with after-school providers	X	X				Contracts created and signed with after-school partnerships/providers
	3.8. Document and train teachers on enrichment academy approach	X	X				All teachers trained in new approach
Partnership Implementation	3.9. Launch summer bridge program	X					Number of students participating in summer learning
	3.10. Launch before- and after-school programming		X				Participation rate in before- and after-school programming
	3.11. Launch advisories		X				Number of students participating in advisory
	3.12. Implement enrichment academies		X				Number of students participating in enrichment academies

4. Community-Oriented Schools							
Strategy:	**Activities:**	**Timeframe:**					**Output/Outcome:**
		Pre	***Q1***	***Q2***	***Q3***	***Q4***	
Parent Engagement	4.1 Design a parent and community engagement calendar for 2012-2013 school year	X					Calendar of events available to parents
	4.2. Launch TECH night pilot		X				Host TECH night
	4.3. Host regular PTO meetings		X	X	X	X	Number of PTO meetings held
	4.4. Host parent and community events		X	X	X	X	Participation rate during parent and community events

Communication	4.5. Design communications plan for the 2012-2013 school year	X	X				Communications plan (incl. modes of communication, task of ownership, frequency of communication)
	4.6. Distribute PTO Bulletin weekly		X	X	X	X	Bulletin distributed regularly
	4.7. Maintain ongoing communication with parents and community members		X	X	X	X	Frequency and effectiveness of communication
	4.8. Dispatch regular ParentLink messages (in English and Spanish)		X	X	X	X	ParentLink messages records
Partnerships	4.9. Hire Site Coordinator	X					Site coordinator hired
	4.10. 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
	4.11. Continue/Initiate partnerships with community partners	X	X	X	X	X	Contracts with new community partners

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.

Allen, R. (2005). New Paradigms for Parental Involvement: Stronger Family Role in Schools Seen as Key to Achievement. ASCD Education Update, 47(3), 3-5.

Benner, G., et al. (2012).The Effects of the Corrective Reading Decoding Program on the Basic Reading Skills and Social Adjustment of Students With High- Incidence Disabilities. *Journal of Direct Instruction,* 5 (1), 67–80.

Buchanan, J, and Khamis, M. (1999). Teacher renewal, peer observations and the pursuit of best practice. *Issues in Educational Research,* 9(1),1-14.

California School Boards Association. (2010).*Improving Student Achievement by Addressing Chronic Absence.* Retrieved from http://www.csba.org/~/media/A0C76901B1BA4F4D91A4B99785EB4CE1.ashx

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.

Chang, H, N., and Romero, M. (2008). *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades.* National Center for Children in Poverty.

Espe, L. (1993). The effectiveness of teacher advisors in a junior high. The Canadian School Executive. 12 (70), 15-19.

Field, G.B. (2010). From quantitative results to qualitative meaning: A look at Renzulli Learning through the eyes of students, teachers, and administrators at Oak Hills Elementary School and Inman Middle School. *Gifted Education International*, 26, 285-301.

Field, G.B. (2009). The effects of the use of Renzulli Learning on student achievement in reading comprehension, reading fluency, social studies, and science: An investigation of technology and learning in grades 3 – 8. *International Journal of Emerging Technologies in Learning,* (4), 1, 29 – 39.

Harris, A. & Spillane, S. (2008). Distributed leadership through the looking glass. *Management in Education*; 22; 31.

Hébert, T. P. (1993). Reflections at graduation: The long-term impact of elementary school experiences in creative productivity. Roeper Review, 16, 22-28.

Makkonen, R. (2004).Advisory Program Research and Evaluation. *Horace,* 20 (4).

McAnallen, R. (2010). Examining Math Anxiety in Elementary Classroom Teachers. (2010).

National Mathematics Advisory Panel. (2008). Foundations for Success: The Final Report of the National Mathematics Advisory Panel, U.S. Department of Education: Washington, D.C

Olenchak, F. R. (1991). Assessing program effects for gifted/learning disabled students. In R. Swassing & A. Robinson (Eds.). NAGC 1991 Research Briefs. Washington, DC: National Association for Gifted Children.

Pink, D. (2009). *Drive: The Surprising Truth About What Motivates Us.* New York: Riverhead.

Renzulli, J.S. *How to Develop an Authentic Enrichment Cluster. Retrieved from http://www.gifted.uconn.edu/sem/semart01.html*

Renzulli, J. S., & Reis, S. M. (1997). *The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence*, Second Edition. Mansfield Center, CT: Creative Learning Press (860-429-8118).

Renzulli, J., Gentry, M.& Reis, S. (2003).*Enrichment Clusters: A Practical Plan for Real-World, Student-Driven Learning*. Mansfield, CT: Creative Learning Press.

Romero, M., & Young-Sun, L. (2007). A national portrait of chronic absenteeism in the early grades. New York, NY: The National Center for Children in Poverty.

Rowan, B., & Ball, D. L. (2005).Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal, 42* (2), 371–406.

Totten, S., & Nielson, W. (1994). Middle level students' perceptions of their advisor/advisee program: A preliminary study. Current Issues in Middle Level Education, 3(2), 8-33.

[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.