



SCHOOL REFORM PLAN

Charles E. Shea Senior High School

March 28, 2012

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I. Overview

The development of this School Reform Plan (SRP) for Shea High School exceeds the requirements established by the Rhode Island Department of Education's *Protocols for Interventions: Persistently Low-Achieving School (PFI.)* This plan has been developed with the following inputs:

- Significant input from a Stakeholder's Group
- NEASC accreditation reports (2011)
- Analysis of student achievement data
- Analysis of student and teacher attendance data
- Analysis of student behavior data
- Community stakeholders
- SurveyWorks!
- FRED –Frequently Requested Educational Data
- Kids Count Data
- Research on effective high school redesign
- Site visits to exemplary school districts with similar populations
- Successful Practices Network Model Schools design
- Experiences of the Secondary School Performance Officer and Superintendent in past Leadership roles in high schools
- Observations and walkthroughs
- Meetings with administrators and department chairs

A Stakeholder group was convened by the Superintendent to give input on the choice of reform models for the high schools. This group represented teachers, students, community members, the School Committee, administrators, parents, and local agencies supporting youth. The group was doubled in size at the request of the Superintendent to include social workers, guidance counselors, ESL and Special Education leaders, additional teachers and community groups. The Transformation model was unanimously selected and later approved by the Commissioner.

Figure 1 Core Requirements of the Protocols for Interventions - PLAS

- Improved school leadership effectiveness
- Operational flexibility
- Improved teacher effectiveness
- Comprehensive instructional reform
- Effective internal accountability
- Expanded opportunities for students
- Community Outreach

The Superintendent appointed Ms. Patti DiCenso as the Transformation Officer. Sub-committees with specific tasks related to the *Protocols for Interventions – Transformation* were formed and met through March 14, 2012. Minutes of the sub-committee meetings were distributed to school staff to keep all well informed throughout the process. The actions outlined in this plan reflect not only input from the stakeholders, but also what we know about successful urban high schools.

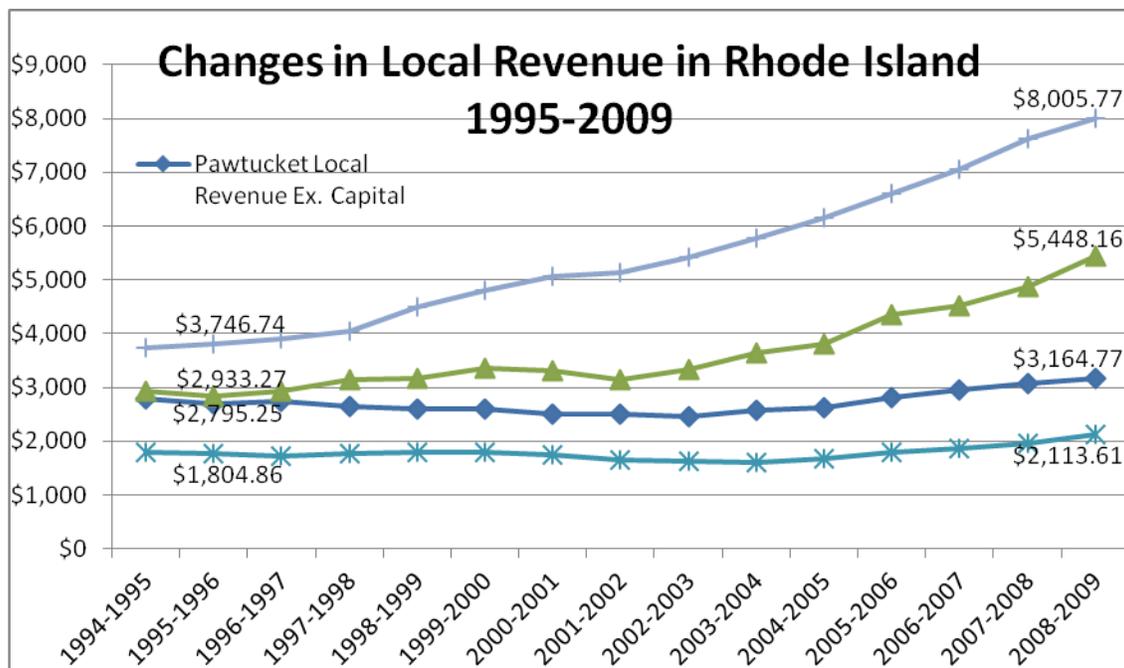
Regular meetings have been held with the Rhode Island Department of Education technical assistance team to discuss the development of this plan.

Context:

Figure 2 shows the City of Pawtucket's contribution to the school department as a comparison to the state's contribution and average contribution in other municipalities. Inadequate funding has led in recent years to two Caruolo suits.

Pawtucket's per pupil expenditure is approximately \$13,000 per student, \$2000 per student less than the state average, and \$9000 less than the per pupil expenditure in neighboring Central Falls. With approximately 8600 students, \$2000 per student translates into a district budget that is \$17,200,000 less than it should be (if funded only at the state average).

Figure 2



In July 2010, the state reduced its contribution to Pawtucket by 3% to balance the state budget. The city reduced its contribution by \$2.8M to offset a \$9M loss in revenue when the legislature decided to divert automobile excise tax monies from municipalities to the state. In 2011, the \$2.8 million in Education Jobs monies resulted in our budget being reduced by that amount from the state. All of these actions outside the control of the school committee and Superintendent have compounded the difficulties Pawtucket faces as it seeks ways to adequately educate its children. In the last decade, underfunding has been a factor in many areas related to teaching and learning:

- A decade without any textbook renewal (all student texts are 11 years old on the average)
- An inability to provide instructional technology tools for teachers
- A high student to computer ratio
- An inability to fund performing music programs
- An inability to fund high school STEM courses
- An inability to closely monitor student attendance
- An inability to properly fund professional development
- An inability to fund a Human Resources (Talent Development) Director for 1100 employees
- An inability to fund a Professional Development Coordinator
- An inability to offer substantial summer school intervention programs
- An inability to adequately fund libraries (many schools still using Dewey decimal cards)
- An inability to provide adequate coaching for teachers in mathematics and secondary literacy
- An inability to adequately fund science education, resources and leadership
- Loss of counselors at the elementary schools
- A heavy reliance on federal funds for basic needs
- Deferred maintenance of health and safety issues at 15 school sites
- An increase in class periods at the secondary level which shortens the length of class periods but saves teacher allocations
- Low substitute per diem rate resulting in many uncovered classes
- No transportation for students in grades 7-12
- An organizational audit requested by the new Superintendent in 2010 revealed a very lean central office (4% of total personnel) as well as the need for leadership positions in mathematics and science.

The Superintendent has reviewed and analyzed district data. Although this plan is in direct response to Pawtucket's two high schools being identified as persistently low achieving, it is clear that the problem is not just one associated with the high schools. Academic achievement in Pawtucket peaks in 5th grade, and then declines steadily in mathematics and writing and stays flat in reading.

Prior to the designation of Tolman and Shea as PLAS, the Superintendent, using federal dollars, took the following steps:

- Identified Algebra I as a course freshmen were most likely to fail and provided Algebra I professional development, coaching and resources for all Algebra I teachers
- Redesigned the middle school math program to include at grade level courses for low achieving students; provided training and coaching for math teachers serving low achieving students
- Created an accelerated math path for those students at or above grade level
- Enrolled Tolman and Shea in the Successful Practices Network to become partners with successful urban high schools such as Brockton High School in nearby Massachusetts
- Hired a Secondary School Performance Officer to focus on academic achievement in grades 7-12
- Created the Freshman Facilitator (Assistant Principal) positions at the two high schools to address the large number of students ending their freshman year deficient in credits
- Provided the high school staff with presentations by Ray McNulty and Dr. Sue Szachowitz (Brockton H.S) to highlight how other urban high schools improve academic achievement
- Provided PLC training to teachers at both high schools
- Visited a high performing, poor urban school district in Arizona which has steadily increased its graduation rate with a comprehensive "Project Grad" program

The Reform Plans are focused specifically on the two high schools. It is the intent of this leadership team to look systemically at our low graduation rates and to strategically address low academic achievement in all grades. Currently, 50% of our students enter high school below grade level in writing and mathematics. In reading, 31% enter high school without the necessary reading skills the high school environment demands.

After careful analysis and review from multiple sources, the committees identified three major areas of need that have become the focus of the Shea School Reform Plan. It is clear from the evidence that the identified areas of need are the significant barriers that prevent Shea students from college and career readiness. We will seek creative and cost efficient ways to meet the needs of our students and will implement the plan outlined in this document with fidelity, enthusiasm, hope and a genuine belief that together we can and will improve student achievement at both Tolman High School and Shea High School. After careful analysis and review from multiple sources, the committees identified three major areas of need that have become the focus of the Shea School Reform Plan. It is clear from the evidence that the identified areas of need are the significant barriers that prevent Shea students from college and career readiness.

The major areas of focus for the Shea Plan are:

- 1. Graduation Rate**
- 2. Math and Literacy Proficiency**
- 3. Climate and Culture**

II. The Needs of Shea High School Students

Shea High School has been involved with school improvement initiatives and has been listed as a school in corrective action by the Rhode Island Department of Education since 2006. Although many initiatives have been introduced to the faculty and leadership teams, the results have not met the needs of students.

Student Population

Data from RIDE's 2010 -2011 *InformationWorks!* Website and *Rhode Island Data in Your Back Yard, Kids Count 2010* provide a snapshot of the student body in Shea High School:

82% of the student population at Shea High School is eligible to participate in the Free and Reduced Lunch program, compared to the state's 43%;

The chronic absenteeism rate for Shea High School is 35%, compared to the statewide average of 18%.

The student mobility index at Shea High School is 24%, compared to the statewide 17%;

The percentage of students receiving ESL/ Bilingual Education Services at Shea High School is 22%, compared to the statewide average of 5%.

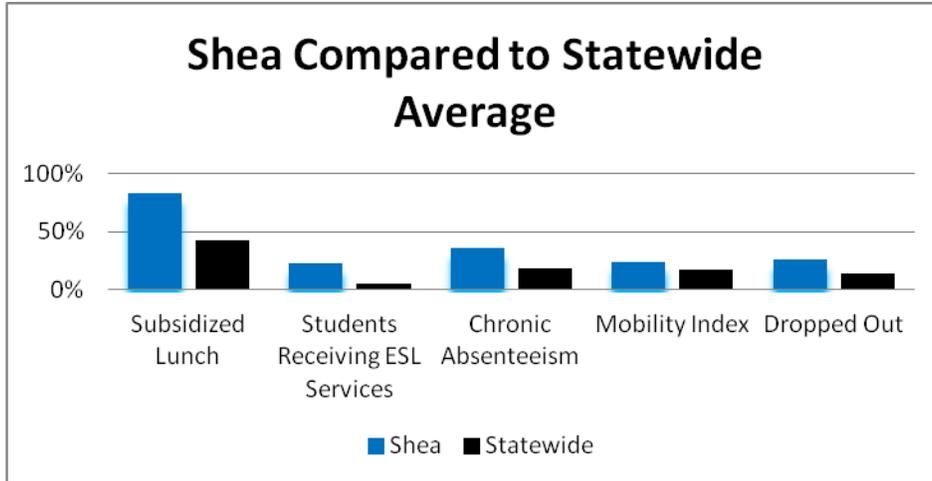
The percentage of students receiving special education services at Shea High School is 13%, as compared to the statewide average which is 16%.

The percentage of children living in a single parent household at Shea High School is 48%, compared to the state's 30%;

The median household income for Pawtucket students' families is \$39,038, compared to the state's \$42,090;

Births to teenagers in the age range of 15 to 17 years old are 61 per 1000 in Pawtucket, compared to the state rate of 19 per 1000

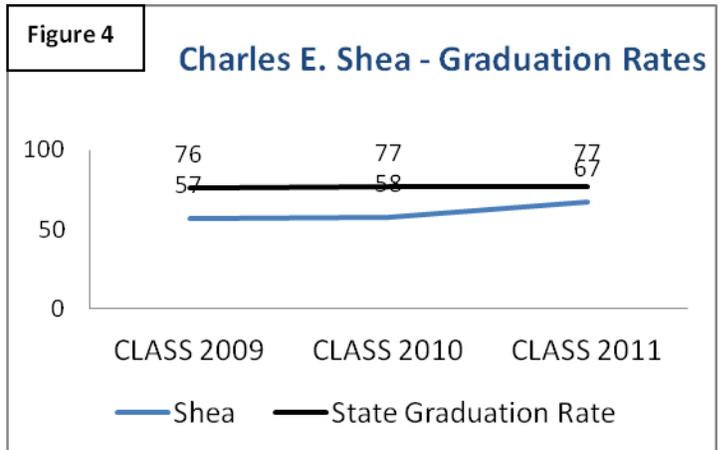
Figure 3



Graduation and Dropout Rates

Figure 4 indicates the four-year graduation rate at Shea High School is consistently below the state average. The classes of 2008, 2009, and 2010 had a graduation rate below 60% despite the school initiatives set forth through multiple years in corrective action.

The class of 2011 made gains in the graduation rate which has been attributed to the implementation of data management systems at the building level when the school received the classification of Persistently Low Achieving School in October. Although there has been an increased graduation rate for the class of 2011, the data still reveals gaps among some sub-groups. There is a significant graduation gap with the IEP student subgroup.



When analyzing the SHS graduation data, other factors that are common among national drop out surveys provide insight into why so many students are not graduating from Shea High School. Lack of motivation, lack of connection to their school, low expectations from teachers and personal and family issues are among the most common reasons students do not graduate. Ultimately, these reasons lead to poor attendance. The *Silent Epidemic* Study reveals that the majority of survey respondents (57percent) reported that it was difficult to pass from one grade to the next and that the high school requirements for graduating were too difficult. When asked how the high school made it too difficult to pass from one grade to the next, participants indicated that in addition to the tests being too difficult, teachers were not available to give

Attendance Is Strong Predictor of Dropping Out

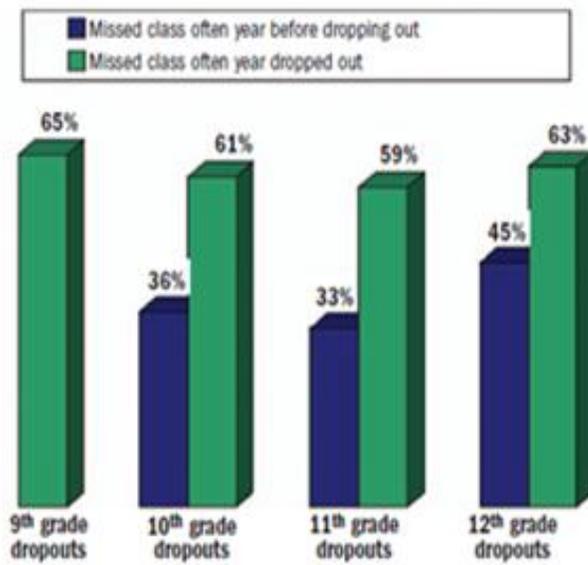
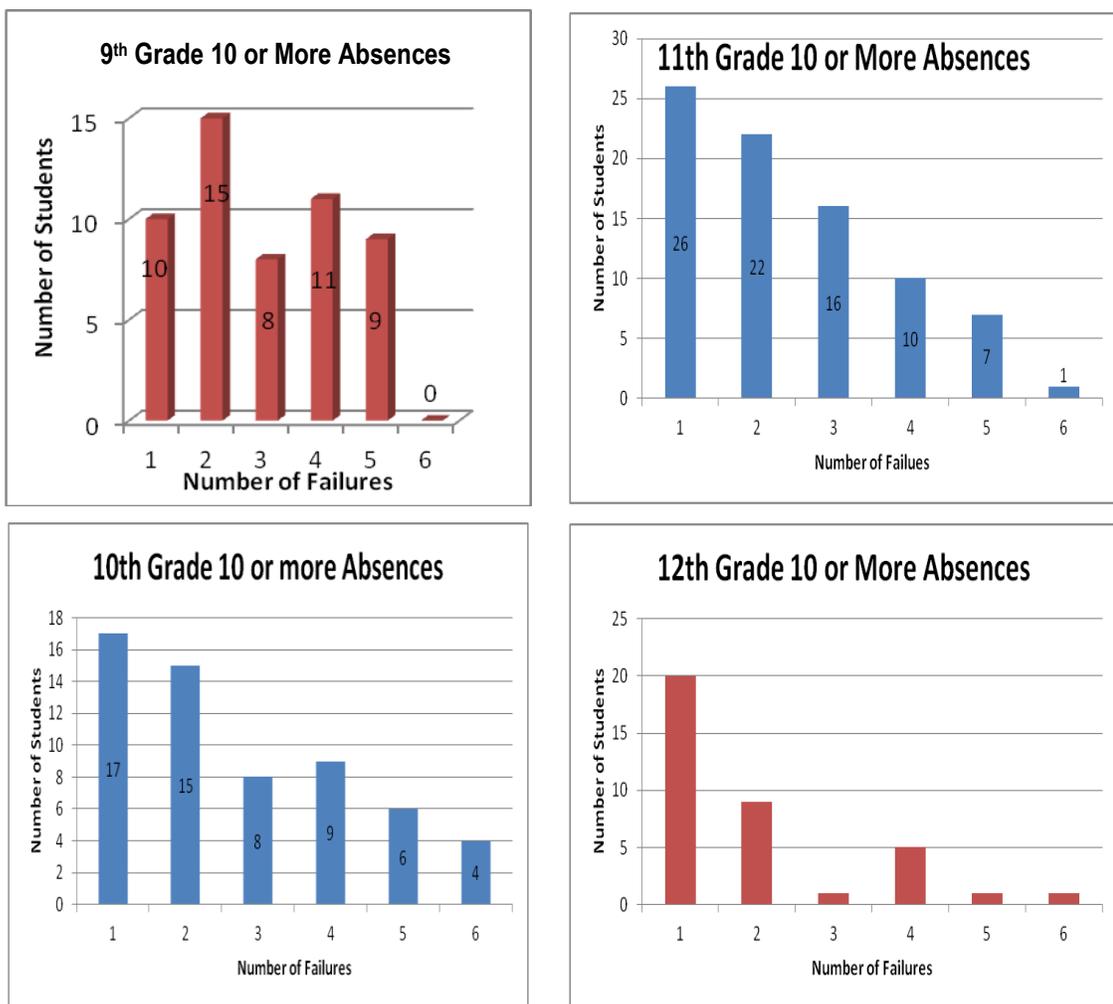


Figure 5 - The *Silent Epidemic* Attendance Data

them extra help, classes were uninteresting, and many of them simply missed too many days to catch up with their schoolwork. (Bridgeland, Dilulio, and Morrison, 2006)

Shea High School attendance data correlates with the *Silent Epidemic* findings. Currently 30% of grade nine students are failing four or more academic subjects at Shea. The chronic absenteeism of 35% has a direct impact on achievement and graduation. Early warning systems, family contact, and teacher involvement are lacking which leads to many SHS students listed as “missing or unexcused”. The guidance staff attempts to make contact with families and coordinates efforts with the truancy officer who manages truancy issues for the entire Pawtucket School District. SHS first semester grades reflect high failures for students who are non-attenders. SHS graduation rates are impacted by the excessive failures and attendance in grades nine and ten.

Figure 6 - SY2011-2012 Shea First Semester Failures and Absences



Math and ELA Proficiency

Data studies reveal the need to focus on academic achievement at Shea High School. A look at the three year NECAP results for SHS reveals that there has been little or no progress. Math and Writing NECAP results suggest that our students continue to struggle as evidenced by the considerably lower percentages as compared to reading. Although the reading scores are higher than math and writing, SHS has not shown progress over the last three years and has actually dropped 6% from the 2009 NECAP data. Although the state level is continuing to show small percentages of growth in reading, SHS reading data is not showing that trend.

Aggregated results of student subgroups in reading, math and writing indicate significant achievement gaps. There continues to be a significant achievement gap between non IEP and IEP students in reading, writing and math. Although the achievement gap appears to be closing for non LEP and LEP students in reading, there are gaps in writing and math that are significant.

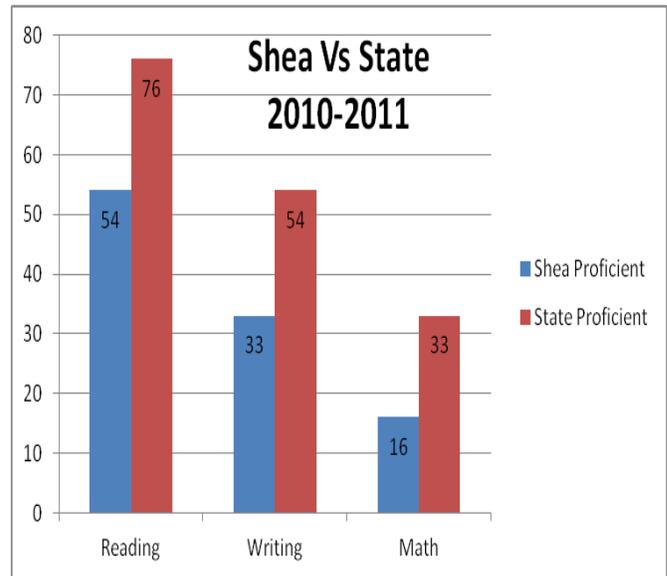


Figure 7

Students entering SHS are 50% below writing and math skills and 30% in reading. The need for intensive remedial support to close learning gaps is critical for students to meet success at SHS. Robust data systems to monitor student progress at the high school level need to be available to teachers as well as appropriate training to use the data to improve student achievement for all students.

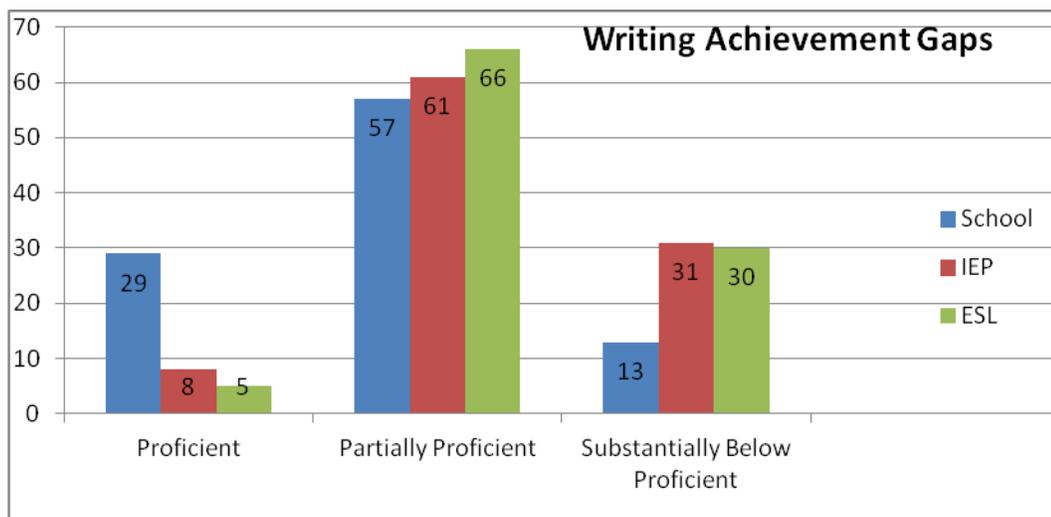


Figure 8

School Climate and Culture

A culturally competent professional is one who integrates knowledge, skills and awareness to aggressively meet the needs of his students, families, and colleagues in all aspects of their work. Such professionals take action in their work place, community, and society to create a culture of respect and equity. It is not about expecting assimilation into a “melting pot”, nor is it about “blaming others” for challenging the status quo (Sue & Sue, 2007). Cultural Competency is needed in order to improve the school climate at SHS to work effectively across all cultures.

In *Surveyworks!* 2010, one third of SHS students report that teachers do not keep them interested in class and nearly two thirds report cutting because class is boring. Only one third report that teachers care about them personally. Forty three percent of SHS students say that teachers inspire them to do their best work.

Parents of LEP parents report that they feel disconnected from school staff due to language barriers and often do not understand how to help their students to improve in school. Parents also report frustration with the discipline policy, particularly the lack of attention given to the missed work for out of school suspensions.

Teachers are also frustrated and concerned by the many initiatives implemented in the schools and the lack of coaching, time, common planning time and embedded professional development to improve instruction. The shortage of substitute teachers often forces teachers and teacher leaders to cover classes for absent teachers, which interferes with any efforts for collaboration among colleagues.

Absenteeism among staff is also a concern. AESOP, our substitute placement and absence management system, indicates a significant number of absences for conferences, professional development and illness among staff. These absences remove the regular instructor from the classroom therefore impeding instruction and disrupting classroom rituals and routines. If there are substitutes available, many are not highly qualified in the content they are called upon to teach.

Teachers need to be supported to create a nurturing culture for all students. A schedule that includes embedded meaningful professional development and common planning time, an effective advisory program, support staff for the school and laser-like focus on teaching and learning are needed to improve the climate at SHS.

All data sources including reports from stakeholders indicate a spectrum of teacher, parent and student involvement that range from total engagement for some to significant disengagement for most stakeholders.

33%

of SHS students report that they are not interested in class

66%

of SHS students report cutting because they are bored

33%

of SHS students report that teachers care about them personally

43%

of SHS students say that teachers inspire them to do their best work

(Source: Surveyworks!
2010)

III. Strategic Goals

1. Graduation

Low graduation rates in urban areas can be attributed to numerous factors:

- Low expectations
- Leadership turnover
- Lack of political pressure
- Credit deficiency by the sophomore year
- Pregnancy
- Poor Attendance
- Lack of student engagement
- Lack of hope for a brighter future
- Funding issues at the local and state level
- Ineffective state interventions when the high schools were “In need of improvement”
- Traditional environments which do not meet the needs of urban students
- Social, emotional and physical challenges related to poverty

There is strong educational data available that indicates a huge correlation between poverty and student achievement. Poverty impacts student achievement in many ways. As unemployment takes hold on a community, and more families lack food, security, housing and health care, the impact is felt in the classroom. Students become more transient because their housing is unstable. Some do not have a place to do homework, because they are crashing on someone's couch. They come to school late because they do not have transportation. Hunger is not uncommon. And they worry! They are preoccupied with insecurity, and that makes it hard to focus on academics.

Poverty must not be an excuse, but rather the challenge.

There is also a large body of research that correlates school success of urban poor students with high expectations, nurturing learning environments, coordinated support systems, excellent teaching, parent involvement and appropriate interventions. It is the intent of the Pawtucket School Department and this plan to mitigate the impacts of poverty with practices known to best serve urban youth. There are numerous high schools we can look to nationwide that graduate a high percent of their students.

2. Mathematics and Literacy

Mathematics

If writing is thinking through the tip of a pen, mathematics is thinking through the tip of a pencil. Thinking, reasoning and problem solving skills, learned in both mathematics and writing, are the essential life skills that facilitate lifelong learning in settings other than school.

By 5th grade, only 53% of students are proficient in mathematics as assessed by NECAP (Fall 2012.) By 8th grade the percent proficient drops to 38%. Nearly 60% of students entering high

school lack the math skills they need to successfully complete Algebra I and Geometry prior to taking the 11th grade NECAP. In 2011, only 14% of 11th graders showed proficiency in mathematics and a staggering 69% of 11th graders scored at the “Substantially below proficient” (1) level.

Engaging instructional strategies, a grading system with multiple opportunities to get it right, individualized math instruction and practice utilizing technology, appropriate resources for teachers, summer and after-school extended learning opportunities, tutoring and a system-wide overhaul of mathematics are necessary in order to ensure all Pawtucket students possess the numeracy skills and more importantly the problem solving skills they will need in the workplace.

Literacy

Unlike mathematics, reading NECAP scores have steadily improved over the last six years. In grade 8, there has been a 25-point gain (from 41% proficient to 66% proficient) and in grade 11 a 14-point gain (from 46% proficient to 60% proficient.) However, writing as assessed by NECAP lags behind reading with 45% of 8th graders showing proficiency in writing and only 32% proficient in writing by grade 11.

Reading, writing, speaking and reasoning are interdependent skills that must be taught and assessed in every grade and in every subject. This plan calls for adoption of not only the new ELA common core state standards, but also a laser-like focus on reading, writing, speaking and reasoning skills. It is our intent to train teachers at both high schools utilizing the highly successful literacy program at Brockton High School in which **ALL** teachers, using common expectations and rubrics, consistently focus on improving these essential literacy skills. In addition, students far below grade level or those learning English will receive additional supports utilizing Systems 44 or READ 180, a proven intervention for secondary students who are struggling readers.

3. School Climate and Culture

The term culture has been defined in various ways by many authors. Here the culture of the school will be viewed as the existence of an inter-play between three factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors may present barriers to change or a bridge to long-lasting implementation of school improvement. The interrelatedness of these facets of the school most strongly affects the efforts of those seeking to improve schools. As Fullan (1991) notes, factors affecting implementation "form a system of variables that interact to determine success or failure".

Krueger and Parish (1982), in their study of five districts implementing and then discontinuing programs, postulate that the key to program implementation and continuation is "the interactive relationships that teachers have worked out together regarding 'how we get things done here' " (p. 133). Depending upon how well leaders understand and use this notion; culture can assist school improvement efforts for at-risk students, or act as a barrier to change (Deal & Kennedy, 1982; Krueger & Parish, 1982; Sarason, 1982; Patterson, Purkey, & Parker, 1986).

The effect of school culture on school improvement efforts is significant. The attitudes and beliefs of persons in the school shape that culture. Many times innovations are not put into practice because they conflict with deeply held internal images of how the world works - images that limit persons to familiar ways of thinking and acting (Senge, 1990; Senge & Lannon-Kim, 1991). This failure is played out in schools on a regular basis. The attitudes and beliefs of those in the school create mental models of what schooling is and how others in the school should and will respond to events and actions. It is from these attitudes and beliefs that the culture of the school is created.

Building on some positive relationships among teachers, parents and students at Shea, this plan will strategically underpin academic achievement goal setting with a continuous focus on school culture and how adult behaviors impact a positive school culture.



IV. Benchmarks for Success

The *Protocols for Intervention* require schools to set benchmarks for each year of the grant period in mathematics and reading. (Both at the aggregate school level and disaggregated by subgroups) We also have added goals and benchmarks for writing, graduation, attendance and freshmen success and school climate.

There is a large body of research highlighting the link between freshmen success and graduation. Therefore, we have added specific goals that are indicators in the freshman year of successful completion of high school in four years.

“The Consortium for Chicago Schools (University of Chicago) published research of “on-track indicators” that demonstrated a connection between failing freshman classes and dropping out. The researchers found that a number of freshman year factors can be used to predict high school graduation. Grades are as

predictive as on-track indicators; almost all students with a “B” average or better at the end of their freshman year graduate, compared to only a quarter of those with a “D” average. The research also revealed how critical attendance is for freshman success. Conventional wisdom holds that eighth grade test scores are good predictors of students’ likelihood to do well in high school courses. However, course attendance is eight times more predictive of course failure in the freshman year than test scores. Just one week of absence is associated with a much greater likelihood of failure, regardless of incoming achievement.”

If students are not in school, they cannot learn. Therefore, benchmarks to reduce suspensions will also be set. Alternative consequences will be created which involve families and focus on social skill development and self-discipline rather than the traditional punitive measures.

Improving school culture and climate is another strategic goal that can be measured. Initial data will be collected in the spring of 2012 utilizing surveys. The quality of a school cannot be measured by NECAP scores alone; therefore qualitative data along with quantitative data must be utilized. Our community outreach team will employ a variety of strategies to ensure a high response rate.

Our benchmarks are “stretch” goals. They are ambitious, but doable. School reform measures often show their impact after 2-3 years of implementation. Therefore, our benchmark increases reflect these anticipated exponential gains.

Benchmarks for Success

- Annual goals for math, reading , writing, graduation, school climate, freshman success
- Vertical Curriculum Alignment
- Setting Benchmarks – Grades 7 & 8

We must be proactive at the middle school level and intervene earlier than 9th grade. The Superintendent, Transformation Officer and middle school leadership, in a separate plan, will set benchmarks for grades 7 and 8 as a part of the critical vertical alignment of the curriculum.

Our Systems Managers will be trained in the APQC performance improvement system, and will regularly assess data, inputs and survey results to inform teachers, students and the community of our progress as measured against our set benchmarks.

Graduation Goal: Increase the percentage of students graduating from Shea

Graduation	Baseline 2009	Baseline 2010	Baseline 2011	2012 -13	2013-14	2014-15	2015-16
Graduation Rate	58%	60%	67%	72%	75%	78%	80%

Math Goal 1: Increase the percentage of students scoring “proficient” and “proficient with distinction” at Shea.

Shea % of students Above or proficient	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
Math	8%	16%	12%	16%	21%	30%	35%

Math Goal 2: Decrease the number of students scoring “substantially below proficient” at Shea

% Substantially Below Proficient	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
Math School	64%	57%	70%	66%	60%	40%	40%
IEP	89%	100%	97%	90%	80%	65%	60%
LEP	95%	91%	87%	80%	70%	55%	45%
Hispanic	65%	46%	82%	73%	64%	45%	40%
African-American	74%	65%	76%	67%	60%	45%	40%

Reading Goal 1: Increase the percentage of students scoring “proficient” and “proficient with distinction” at Shea.

Shea % of students Scoring 3,4	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
Reading	62%	54%	53%	58%	62%	70%	75%

Reading Goal 2: Decrease the percentage of students scoring “substantially below proficient” at Shea.

% Substantially Below Proficient	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
School	12%	15%	16%	12%	10%	8%	6%
IEP	25%	52%	36%	28%	25%	20%	15%
LEP	51%	34%	35%	32%	27%	22%	18%
Hispanic	9%	11%	20%	17%	12%	9%	6%
African-American	19%	21%	19%	15%	12%	9%	6%

Writing Goal 1: Increase the percentage of students scoring “proficient” and “proficient with distinction” at Shea.

Shea % of Students Above or Proficient	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
	39%	32%	29%	32%	40%	50%	60%

Writing Goal 2: Decrease the percentage of students scoring “substantially below proficient” at Shea.

% Substantially Below Proficient	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
School	12%	10%	13%	10%	8%	6%	5%
IEP	19%	29%	31%	28%	18%	15%	12%
LEP	38%	29%	30%	27%	25%	20%	18%
Hispanic	12%	9%	19%	16%	12%	8%	5%
African-American	13%	11%	16%	15%	10%	5%	3%

Attendance Goal 1: Decrease truancy for all grade levels at Shea.

Shea Truancy	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
Truancy	64%	68%	56%	52%	48%	44%	40%

Attendance Goal 2: Reduce absenteeism due to out of school suspensions and in-school suspensions At Shea

Shea Discipline	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
# of Total Suspensions	987	187	220	200	180	160	140
Out of school Suspensions	219	182	219	150	130	110	100
In-school Suspensions	768	5	1	50	50	50	40

Grade 9 Goal 1: Increase the percentage of freshmen finishing the freshman year with five credits at Shea

Shea	Baseline Data 2009	Baseline Data 2010	Baseline Data 2011	2012-13	2013-14	2014-15	2015-16
5 Credits or more	50%	52%	57%	65%	75%	85%	95%

Grade 9 Goal 2: Decrease the total number of grade 9 course failures at Shea

Shea	Cohort 1:	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Grade 9 Failures	2011-12 Class of 2015	2012-13 Class of 2016	2013-14 Class of 2017	2014-15 Class of 2018	2015-16 Class of 2019
Attendance	88.9%	90%	90%	95%	95%
% fails 9 th Grade Math	44%	40%	35%	25%	20%
% fails 9 th Grade ELA	40%	35%	30%	25%	20%
GPA 3.0 or greater	19%	30%	40%	50%	50%
# students Promoted to 10 th Grade	80%	85%	90%	90%	93%
# students Receiving at least one F grade	55%	40%	25%	10%	10%

Grade 9 Goal 3: Increase the percentage of freshmen engaged in at least one school activity at Shea **(First survey in spring, 2012)**

School Climate Goal 1: Increase the percentage of students who feel positively about their learning environment at Shea
(First survey in spring, 2012)

School Climate Goal 2: Increase the percentage of teachers who feel positively about their teaching environment at Shea
(First Survey in spring, 2012)

School Climate Goal 3: Increase the percentage of parents who feel positively about their child's school experience at Shea
(First survey in spring, 2012)



V. Governance

The National Association of Secondary School Principals publication, “Changing Role of the Middle and High School Leader” highlights why the leadership role must change. Everything around us is changing.

- Students are changing
- Mandates are changing
- Teaching and learning are changing (standards, technology)
- Parents are changing
- Communities are changing
- Technology is rapidly changing
- School choice is changing

Yet, when we look at most high schools, roles of administrative teams, guidance departments and departmental leaders have not changed.

Utilizing the Harvard Graduate School of Education PELP (Public Education Leadership Project) Framework, this School Reform Plan seeks to connect the instructional core with a district-wide strategy for improvement of its high schools.

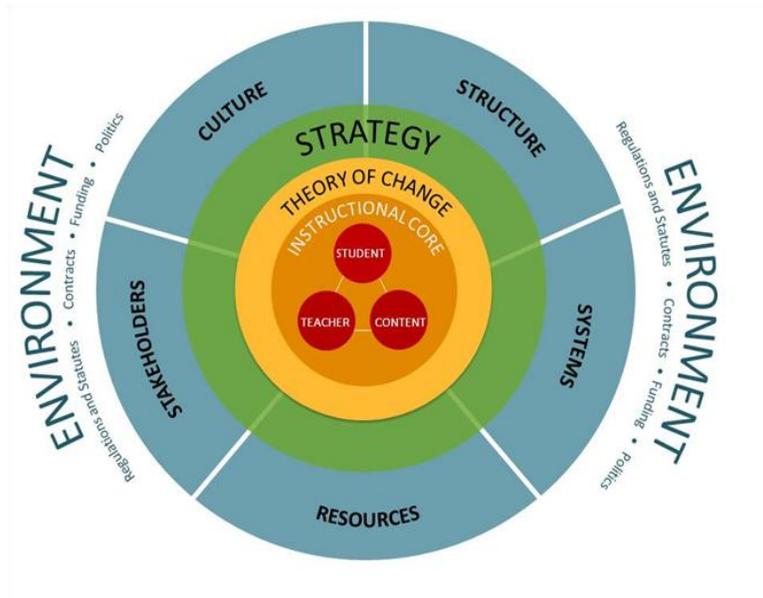


Figure 9

Governance has a direct impact on the instructional core. Systems and structures must be coherently aligned to support student learning and teaching. If academic achievement goals are to be met, governance structures must create an umbrella of support for student learning. Such support comes not only from the school, but also from many community, state and federal agencies with core missions of assisting youth and families. Therefore, it is imperative that a revised organization structure interface in collaborative ways with community, family and youth advocacy groups.

High school leadership must be distributed in new ways to improve student achievement and to provide the appropriate support systems to meet the social, emotional, physical, developmental and academic needs of urban youth.

In developing the new governance structure for the high school, the leadership team has focused specifically on high poverty, high minority urban high schools with impressive graduation rates. Through the International Center for Leadership in Education Model Schools Program and the Successful Practice Network, the leadership team has reviewed governance structures at Brockton High School (MA), Caprock High School (TX), Santa Monica High School (CA) and Sunnyside High School (AZ). All three high schools have a laser-like focus on freshman success, strong systems of aligned supports for all students and high graduation rates.

As required in the Protocol, the new position of Transformation Officer will oversee the transformation process and will report directly to the Superintendent. The Transformation Officer will have authority over staffing decisions at the high schools, will provide coordination with external partners, will allocate resources, will oversee the School Reform Plan implementation and will make curriculum decisions in collaboration with the Superintendent.

Each of the three assistant principals and the principal must all serve as instructional leaders. They must be in the classrooms often, supporting effective and engaging instruction. For this to be possible, a number of critical management duties must be assumed with the creation of new positions with a very specific focus. The Building Administrative Team will attend the Academy for Transformational Leadership as required by RIDE.

This School Reform Plan includes a position to carefully monitor freshmen success. Research indicates that if a freshman ends his first year of high school having earned 5 of 6 possible credits, we are likely to see that freshman graduate in four years. The freshmen success initiative will be lead by a Freshmen Facilitator (Job Description Attached), an Assistant Principal who will lead and evaluate teachers of freshmen and monitor all freshmen data indicators. The Freshman Facilitator will provide instructional leadership for teachers of freshmen, curriculum coordination of freshmen courses, transition from grade eight to nine and from grade nine to ten. In addition, the Freshmen Facilitator will provide leadership and support for freshmen teacher common planning time and data reviews.

Supporting the high school principal and assistant principals will be a Systems Manager. Currently, the Pawtucket School Department has one truancy officer for 8500 students. There is a direct correlation between freshman attendance (eight times greater factor than middle

school grades) and graduation. The Systems Manager will carefully monitor student attendance, provide direct outreach to parents of absent students, collaborate with counselors and ensure all freshmen have a 95% attendance rate. In addition, the Systems Manager will manage the high school data system, communication system with parents (web page), online grade reporting system and the Project Grad system. Grad is in its planning phase and will reward freshmen meeting the “four A’s” goals (Attendance, Academics, Activities, Attitude) with a laptop. Monitoring of the “four A’s” will be a responsibility of the Systems Manager.

A Student Support Dean will manage student behavior issues, in-house suspension and the alternative to suspension program. Also, the SSD will provide support with management and coordination of the nutrition services program, transportation services, security systems, equipment inventory, and instructional technology systems.

The Systems Manager and Student Support Dean are assigned critical functions which are non-instructional in nature, yet when well managed fully support a positive learning environment. This model has resulted in higher graduation rates at the award winning Santa Monica High School and award winning Sunnyside School District.

These new positions create new opportunities among teachers ready for new leadership roles. The Systems Manager and Student Support Dean will have a 194-day contract.

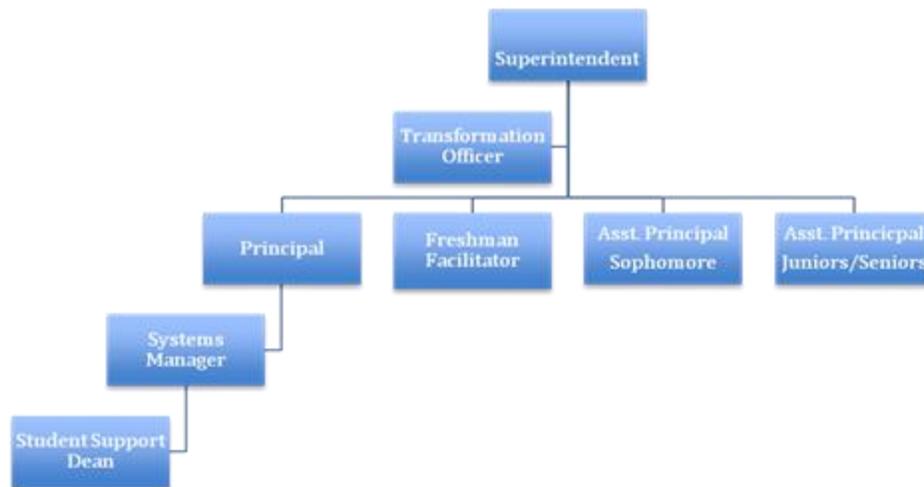
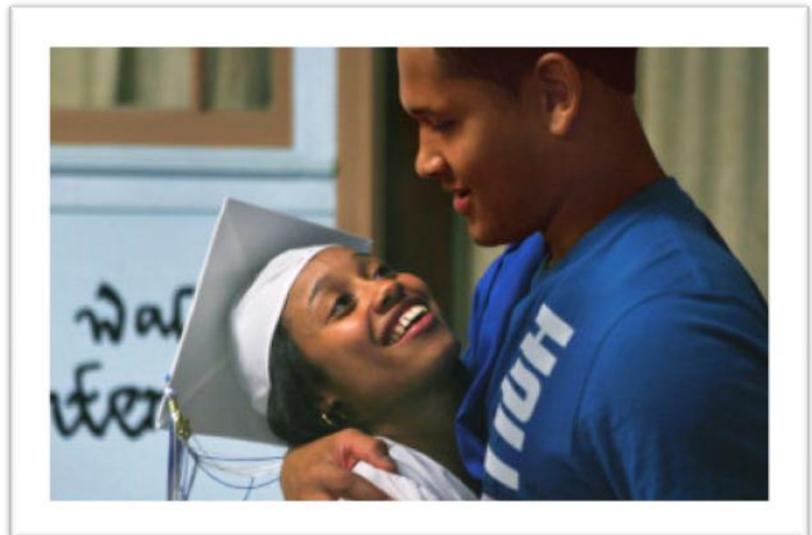


Figure 10

Critical to providing a coherent umbrella of support for academic achievement is a high functioning guidance team. This School Reform Plan calls for alignment of counseling and guidance services with the ASCA (American School Counselor Association) National Model and the Education Trust’s National Center for Transforming School Counseling framework. The NCTSC promotes a “new vision of school counseling in which school counselors advocate for educational equity, access to a rigorous college and career-readiness curriculum, and academic success for all students. Their mission is to transform school counselors into powerful agents of change in schools to close the gaps in opportunity and achievement for low-income students and students of color.”

In order to improve school counseling services, an additional guidance counselor with expertise and certification in ESL will be added to the staff as part of the new advocacy counseling model.

This School Reform Plan also calls for five job embedded teacher leader positions for coordination of the school-wide literacy program, school-wide advisory program, instructional technology, special education and ESL. All five teacher leaders will be given an additional prep period to provide leadership and coordination in order to increase academic proficiency.



VI. Strategic Goal #1 – Increasing Graduation Rates

The Need

At Shea High School nearly two out of every five students leave school before graduating (RIDE Info-Works, 2010). The decision to drop out of high school is a personal one. However, it is always characterized by a prolonged and increased period of disinterest in school by the student. This movement away from being engaged in school is easily observed by those around the student: parents, teachers, administrators, etc. It is characterized by poor attendance, low grades, and increasingly problematic behavior. Although the staff at SHS observes and documents all of these behaviors there is no formal early warning system in place to implement an immediate response. The School Reform Plan introduces interventions at SHS but also addresses some district- wide actions. Observable indicators of a trend to drop out can be identified by educators as early as third grade. Those in a position of responsibility for the students' education in Pawtucket are required to establish an early warning system for failing students in grade six as stated in the 2011 RIDE Secondary Regulations Guidance. However, in PSD, there is no formal early warning system as required by the RIDE. If these early grade indicators can be observed by educators and parents, then gaps in learning can begin to be addressed and corrected. Early warning systems can help reveal the scope of the problem and where to move scarce resources so that they get to the right students at the right time, and with the right amount of intervention. This type of advanced data system will be a critical part of the SRP. In theory, the early warning system has two conflicting challenges;

- **Improve student performance**
- **Deal with increasingly fewer financial resources**

Student **active** engagement in school and its attendant educational process is arguably the most important aspect of staying in school long enough to graduate. Also important is the student's sense of identity with her/his school and peers. This identification with school and peers is characterized by attending school, coming prepared for the work at hand, and participating in extra/co-curricular activities. Both aspects are important; however, one can propose that identification with school is predicated or certainly impacted by the level of academic success enjoyed by the student.

Although qualitative data indicates that students who have connected to SHS met success, the majority of the students feel misunderstood, alienated and in some cases simply "invisible". Although guidance staff diligently tries to keep pace with the plethora of failures, chronic truancy, and social/emotional barriers, many management tasks take their time away from the needs of students. For instance, guidance counselors have historically been solely responsible for all test administration and data management for the school. These tasks, particularly NECAP test administration, take all of their time for the entire month of October-sometimes closing down guidance services completely- a critical month for identifying students at risk.

Teachers, counselors and administrators are frustrated by a system that is responding to failure much too late, creating a sporadic, reactive system that may save a few students but does not serve all of them.

Addressing the Need at SHS

The first goal of the early warning system implementation at Shea High School is to build a data response system led by the System Manager to focusing on the high drop-out rate by early identification of at risk students. This early warning data system will provide real or near real-time data which will be analyzed and shared immediately with staff to develop intervention strategies. SHS is currently experiencing what is called “data lag”, which only targets learning deficits missed weeks or months prior. This type of data is not an effective intervention to address the significant drop out issues at SHS.

The school leadership team will use data to identify clear, streamlined systems of support utilizing the following support service systems:

- Comprehensive Guidance
- Advisory Program
- Special Education
- English Language Learners
- Behavior Management

Systems Project Manager

The Systems Project Manager will carefully monitor student attendance, provide direct outreach to parents of absent students, collaborate with counselors and assistant principals, and ensure all freshmen have a 95% attendance rate. In addition, the Systems Manager will manage the high school data system, communication system with parents (web page), online grade reporting system and the Project Grad system. Project Grad is in its planning phase and will reward freshmen meeting the “four A’s” goals (Attendance, Academics, Activities, Attitude) with a laptop donated by community partners. Monitoring of the “four A’s” will be a responsibility of the Systems Manager.

Comprehensive Guidance

Guidance Counselors will receive training from the Education Trust’s National Center for Transforming School Counseling framework. This professional development will assist them with moving their guidance model from a reactive model to a proactive, data driven systems change model.

The new systems manager will assist counselors to create clear, long term goals to decrease the drop –out rate and establish measurable yearly objectives. Staff members identify relevant pieces of data to set annual measurable goals. This data will be used to indicate whether or not programs are running effectively and are meeting goals.

Restructuring the Advisory System

The new schedule at SHS is designed to include a 70 minute advisory period every three days. Teachers will receive training and support in summer 2012 and an advisory teacher leader will be appointed to implement the new advisory model that includes the following:

- Advisory Goals that are clear, communicated and supported to ensure student success
- Structured monthly calendar of guidance services delivered to the grade level advisories
- A specific grade 9 advisory plan that focuses on student academic success, engagement and leadership. (“Reinventing 9th grade –Academics through Personalization”, International Center for Leadership in Education,2005)
- School-wide assemblies focused on data driven school issues including behavior, academics, college and career, safe internet use
- Academic intervention and recovery with content specialists and on-line programs
- College and Career speaking, counseling, advising
- Support for student portfolio
- Study sessions

Restructure Multiple Pathways Model to Increase Opportunities

Currently PSD has a multiple pathway model to help support needs of SHS students. Included in the model is an Alternative Learning Program - a small alternative school that accepts students who are not meeting success through an application process – this model is fully staffed with highly qualified teachers and a full time principal, a Diploma Plus Program, a Credit Recovery Program and a “3-5” program to support students suspended from school. Diploma Plus, Credit Recovery and 3-5 are primarily virtual learning models with content teacher support. This model has served the schools well for those students with chronic failures, repeat suspensions and academic recovery. Unfortunately, the program size and staffing are no longer adequate to meet the needs of the high school students. All of these programs operate separately and students are often placed on waiting lists due to lack of available seats in the programs.

A revised model is under construction, taking the successful components of the present model and creating a complete and comprehensive Multiple Pathways School with all alternatives joined together to allow more available spaces, clearer transition and better academic alignment and focus on the blended learning model. The current ALP principal will be responsible for the new MPS model.

English Language Learners

The ESL Director will provide monthly sessions of ELL targeted professional development for PSD ESL teacher leaders. The new ESL department chair and ESL teachers will coordinate embedded professional development sessions to Shea certified staff. With district staff support, the embedded professional development will be specific to the Shea students and based on student data.

One of the big ideas of the PLC's is a focus on learning ensuring high levels of learning for all students. Using the Dufour PLC Model (Plan, Do, Study, and Act) the ESL Department Chair will meet bimonthly for 70 minutes with the core ESL teachers and bimonthly with ESL teachers and their content partners. They will establish a meeting focus, generate an agenda, and keep electronic meeting minutes. The results of their meetings will be shared at meetings with content area partners, as well as the SIT.

The intensive data analysis process will extend out beyond the current LADDER team. The current LADDER Team will share their progressive data analysis work with the faculty, including how they came to develop a goal and action plan steps. Furthermore, the ESL Department Chair will use LADDER results to design and implement quarterly professional development in small group settings. Additionally, data analysis has occurred primarily with ACCESS scores in mind. This data analysis work will extend to other formative, interim, and summative assessments, which will also be a focus of professional development.

This work will continue through the use of data to inform the school's ELL programming. Everyone is included in the data analysis process. After data analysis is presented to the team, it will also be used to inform professional development needs. There will also be an extension of data use, not only using ACCESS, but also other interim, formative and summative assessments.

Teachers will be incorporating ELL data in their professional learning communities where they will assess how students are learning in their classes.

1. Language Minority Issues in Education
2. Second Language Acquisition
3. Culturally Responsive Teaching Practices
4. Family and Community Involvement Strategies
5. Research-Based Instructional Methods and Assessment Practices for ELLs
6. SIOP review sessions
7. The New ELD Standards
8. Curriculum work that incorporates both the CCSS and the WIDA ELDs
9. ACCESS and MODEL data analysis

The above listed topics were identified by the ELL district director. Keeping in mind that there are state requirements around ELL professional development, Shea will ensure that there is a high level of intensity where it reveals itself.

Curriculum and Instruction

The ELL curriculum is in compliance with the Rhode Island Regulations Governing the Education of English Language Learners. Pawtucket and Central Falls ESL Departments have been collaborating since 2007 on a standards based secondary ESL curriculum at four levels plus a Newcomer ELA curriculum. Since August 2010, a leadership team has been involved in the LADDER (Literacy in Assessment and Data Designed for Effective Results for English Language Learners) Project. Consultants from the WIDA Consortium instructed the team to learn to better analyze ACCESS ELP data.

The plan in the LEA is that they will continue to collaborate with adjacent LEA's in moving towards full implementation and integration of the CCSS.

The grade 9 academy has been designed to provide core teams in ELA, Math, Social Studies, and Science. All core team teachers are all ESL content teachers who will have common team planning and common embedded professional development to will meet regularly with the ESL department chair, ESL guidance counselor, systems manager and behavior specialist to share student and curriculum data.

An ESL Curriculum writing team will work with the RIDE CCSS Curriculum to make necessary accommodations, scaffolds, and additions in order to ensure that a bridge exists between the WIDA ELDS and the CCSS.

CCSS and our ELL: Items to Be Addressed 2012-2013

- Making the CCSS Work in Classes Where Two or More Grade Levels are Represented: Differentiate Instruction to Ensure Standards are Met
- Aligning CCSS with WIDA: Determine Targets and Objectives (Language Functions Needed + Topic + Support)
- All Standards are Focus Standards: Reinforcing and Recurring Standards May Not Always Be The Case
- Scaffolding the Essential Questions
- Resources: What We Have and What We Need
- Strategies for the Standards: Identifying Commonalities Among Grade Level Standards and Creating a Catalogue of Strategies
- Challenging Concepts: Brainstorm Supports For Anticipated Challenges
- Concepts to Be Learned/Skills to Be Used: Evaluating the Verbs in Relation to Language Proficiency/Can Do Descriptors
- Scaffolding and/or Create Appropriate Student Performance Tasks

- Collecting / Providing Student Writing Samples for Each Language Proficiency Level
- Developing a Bank of Formative Assessment Tools

All newly hired teachers will be required to complete an ESL certification within their three year non-tenured position. They will be required to provide periodic updates on the completion of the coursework as well as having successful evaluations in order to obtain tenured status.

Interventions

Analysis of data and targeted instructional interventions will be the focus of the new ESL department chair at Shea High School. Coordinating with the ESL director, the new chair will ensure that the embedded professional development will reflect the state mandated professional development to all Shea staff.

The new ESL department chair will supervise the addition of the System 44 reading program for ELL students to ensure that ALL students have access to the program. Ell's will have access to Systems 44 as a curriculum supplement integrated into their reading courses.

The new ESL guidance counselor will be a certified guidance counselor and ESL instructor. He will ensure access and opportunity for all ESL students to provide rigorous instruction with optimal support, provide intensive intervention plans for at-risk students, and improve parent and community outreach and communication. The counselor will provide constant feedback and conduct family/teacher meetings for all ESL students in order to increase the graduation rate. (Shea's ELL graduation rate is 50.36%)

The counselor will participate in the community center housing meetings to advocate for students and families, participate in the new school culture program, Project Respect. He will utilize district interpreters more efficiently to provide easy access to students and families.

The ESL department chair and guidance counselor will use data to schedule ESL intervention blocks within the schedule for at risk students in danger of dropping out of school. Monitoring of the intervention will be the responsibility of the ESL guidance counselor. Under our new leadership model, all guidance counselors will effectively work as instructional leaders and advocates monitoring data and intervention for their students. They will join the embedded PLC time with ESL and content teachers to communicate strategies for student success.

The ESL department chair and guidance counselor will use data to identify high risk ESL students for intensive summer intervention. Summer intervention for math and ELA will be conducted with highly qualified Math, ELA and ESL teachers.

Special Education

The Special Education Director will provide monthly sessions of SE targeted professional development for PSD SE teacher leaders. The new SE department chair will coordinate embedded professional development sessions to Shea certified staff. With district staff support, the embedded professional development will be specific to the Shea students and based on student data. (See Special Education Department Chair Person description) The frequency of this training will occur every 3 days, for 70 minutes, as part of the faculty's professional learning community training model.

1. Conducting Functional Behavior Assessments
2. Development of Behavior Plans
3. Continued consultation with the Autism Project (5 hours of PD, and 18 hours of onsite collaboration)
4. Continued Wilson Training
5. Continued guidance on legal requirements as they pertain to IDEA and state regulations
6. Differentiated Instruction
7. Data Analysis - Co-teaching Model

One of the big ideas of the PLC's is a focus on learning ensuring high levels of learning for all students. Using the Dufour PLC Model (Plan, Do, Study, and Act) the SE Department Chair will meet for 70 minutes with the core teachers every six days during common planning time. They will establish a meeting focus, generate an agenda, and keep electronic meeting minutes. The results of their meetings will be shared at meetings with content area partners, as well as the SIT.

ALL SE teachers will be assigned to a multidisciplinary cohort that will meet every six days for 70 minutes to work on common core alignment, formative and summative assessments and RTI implementation

Curriculum and Instruction

Shea High school presently has a collaborative program providing special education services in regular education classrooms. The collaboration model is to ensure that students with learning disabilities receive a free appropriate public education, including specialized instruction, in a regular classroom. Collaboration provides options to allow students to be educated in the least restrictive environment.

The grade 9 academy has been designed to provide core teams in ELA, Math, Social Studies, and Science. Each team has a special educator who will plan, assess and advocate for their teamed

students. The special educator will follow the collaborative model with the classroom teachers. The new SE department chair and the grade 9 counselor are attending the Model Schools conference June 2012 to prepare for the new grade 9 collaboration.

<i>Activities</i>	<i>Deliverables/Outcomes</i>
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Year One	<ul style="list-style-type: none"> • Hire and train a Systems Manager • Post and hire advisory lead teacher and provide time for advisory planning • Schedule PD with Education Trust for counselors for fall 2012 • Create grade 9 teams and select grade 9 teachers with Freshman Facilitators • Schedule and train grade 9 teams in advisory model • Form redesign committee and plan redesign for Multiple Pathways School to create individualized support for all students 	<ul style="list-style-type: none"> • Will hire and train in June - August 2012 • Will hire and plan in spring and summer 2012. Create scope and sequence for advisory. Advisory embedded in new schedule. 70 minutes every 3 days. • Will schedule PD Spring 2012 to deliver to counselors in fall 2012 • Spring 2012 - Transformation Officer and Freshman Facilitators will plan grade 9 team model PD • Spring 2012 Planning for Summer 2012 PD to implement fall grade 9 advisory and team model • Meeting in March for September 2012 implementation of new model with individualized support for students in a blended learning model
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<p>Year Two</p>	<ul style="list-style-type: none"> • Increase focus of Systems Manager on decreasing drop outs • Collect data on new advisory model. Create and conduct pre and post Advisory Survey • Implement new guidance model designed from the Ed Trust training. Conduct pre and post survey with students • Use data from grade 9 teams to analyze success of new program • Review data of new Multiple Pathways School to determine program revisions and success 	<ul style="list-style-type: none"> • Increase home visits, re-engage and engage students over time • 90% of grade 9 students and teachers report that advisory is effective. 75% of 10-12 students and teachers report advisory is effective. • Students and families report increased communication from guidance services • Grade 9 teams report decreased fail rates and increased promotion • Data shows new organizational redesign has increased graduation rate and increased retention rates for credit recovery
<p>Year Three</p>	<ul style="list-style-type: none"> • Maintain and continue to improve existing programs. • Apply midcourse corrections and add support and services to meet new student , staff and family needs • Develop new goals informed by previous year data 	<ul style="list-style-type: none"> • Repeat existing deliverables and outcomes to modify benchmark success targets.

VII. Strategic Goal #2 – Math and Literacy Proficiency

The Need - Math Proficiency

The data on math achievement in the high school has its roots as early as grade 3. Pawtucket math proficiency levels on the 2001 NECAP are as follows:

Grade	Grade	Grade	Grade	Grade	Grade	Grade
3	4	5	6	7	8	11
48%	50%	53%	51%	36%	38%	12%
Our student math proficiency peaks in grade 5 and declines dramatically through grade 11.						

Protocol for Intervention

(A) Use the data to identify and implement instructional program that is researched based, “vertically aligned” from one grade to the next and aligned with State academic standards;

(B) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; and

(C) Establish early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate

This school year, the Superintendent took the following steps for pre-implementation of the School Reform Plan:

- Algebra I KEAS (Key Elements of Algebra Success) training was provided for all high school Algebra I teachers
- Resource booklets with essential algebra skills and lessons were purchased for all Algebra I students
- Coaching was provided for all Algebra I teachers
- All middle school math teachers were provided with a week of training to provide students with an engaging, hands on approach to learning math concepts
- The middle school curriculum was diversified to create pre-Algebra and Algebra courses for students ready to accelerate
- “Algebraic Thinking” texts (an at grade level course designed for low performing middle school math students) were purchased for all students scoring a “1” or “2” on the NECAP.
- Support classes were created for those students requiring extra assistance in math
- The district leadership team has explored Singapore Math, the Montgomery County Public Schools math curriculum and then purchased and implemented National Training Networks’ Key Elements of Math Success Program and coaching services for grades 7-9. To vertically strengthen math skills in the lower grades, the district leadership team purchased “Do the Math” kits, an intervention program for grades 2-8. It focuses on numbers and operations and targets addition, subtraction, multiplication, division and fractions.

- The district leadership team is in the process of aligning the math curriculum to the Common Core State Standard.
- The district is budgeting for a three year math professional development plan for all grades 3 through 6 elementary school teachers. Resources, manipulative and coaching will be included in this math initiative.

Addressing the Need

Leadership:

- Ensure the curriculum is aligned, lessons are paced and resources are available. Ensure alignment of curriculum, grades 6-12 to the Common Core
- Create a vertical middle-high school math task force of math department chairs, middle school math teachers, the Math Coordinator and the Deputy Superintendent for Curriculum and Instruction
- Include a secondary math coach in the general budget
- Identify early warning systems to identify at risk students

Time:

- Create a schedule that will provide extra math intervention time for students
- Schedule math teachers to be available every day after school for tutoring

Assessments:

- Provide Study Island, SMI (or similar product) diagnostic assessments
- Develop formative assessments (RttT)

Intervention:

- Use instructional technology to pinpoint math gaps and provide focused remediation
- Provide immediate math interventions rather than wait for a course failure at the end of the semester
- Provide summer school math intervention instruction focusing on grade 10 students who will take the NECAP next fall as 11th graders
- Provide students with information about free online math instruction

Assistive Technology:

- Invest in Dreambox math software to address students performing below the grade 6 level and for students with learning disabilities or just learning English. Dreambox learning is an intelligent, adaptive math learning environment aligned with common core state standards which helps every student learn the foundation that is needed to achieve proficiency in the critical areas counting and cardinality, comparing, operations and algebraic thinking, numbers and operations in base ten

and number and operations in fractions. It uses virtual manipulatives to deepen understanding of math concepts.

The Need – Literacy Proficiency

Shea High School Grade 11 NECAP:

- 29% proficient in Writing
- 53% proficient in Reading

The Pawtucket School Department is currently working with the Dana Center on ELA Common Core Standards that are expected to be rolled out in the fall. Professional development includes Collaboration with the CCSS team is essential as we work to address literacy skills.

Leadership

- Align the curriculum to the CCSS, provide professional development and resources for ELA
- Provide professional development in the Brockton Literacy Model for all high school teachers
- Include a Literacy Coordinator at the school to successfully implement the literacy initiative
- Provide selected teachers with Advanced Placement training.

Time

- Create an intervention block for students reading below grade level
- Provide and after school intervention period for students reading below grade level

Assessments

- Continue to monitor student lexiles utilizing READ 180 to inform instruction
- Provide regularly scheduled writing sessions with common prompts and assessed with a common rubric
- Conduct item analysis of NECAP

Intervention

- Provide an extra literacy period for students not at grade level
- Provide after school tutoring
- Provide summer sessions (READ 180 and Writer's Workshop)

Assistive Technology

- Increase the number of READ 180 licenses as dictated by student numbers
- Increase the number of Systems 44 licenses as dictated by student numbers
- Provide students with information about free online reading and writing tools

		<i>Activities</i>	<i>Deliverables/Outcomes</i>
Year One		<ul style="list-style-type: none"> Align curriculum to Common Core, pace lessons and provide necessary materials Create middle-high school vertical team of math chairs/teachers/math coordinator/ deputy superintendent for CIA Provide PD on Brocton Literacy model for writing across the curriculum. Hire Literacy lead teacher to assist with development of common tasks and rubrics Include secondary math coach in budget Create early warning system to identify at-risk students who have failed math or ELA 	<ul style="list-style-type: none"> New curricula in place; lessons redesigned, materials on –hand and utilized Team formed and reviewing and revising math curriculum and vertical alignment for all courses Literacy lead teacher uses embedded PD to inform teachers and coach them on implementation. Data collected on progress of literacy implementation Math coach in place and working with teachers on pacing and curriculum alignment Systems Manager, counselors and teachers create use data to identify failing math students and plan intervention in after school support program.

Year One (cont'd)	<ul style="list-style-type: none"> • Provide Professional Development to create formative assessment (RttT) • Use Instructional Technology to identify math gaps and provide focused remediation • Provide Summer Math and ELA ramp up with emphasis on grade 9 and 10 students • Advertise free resources for math instruction • Purchase Dreambox math software for students performing below grade 6 level, or have learning disabilities or are ELL students • Create schedule for extra math time for struggling students • Schedule math teachers for after school tutoring • Purchase Study Island, SMI to increase data for differentiated instruction and use for formative assessments • Purchase extra Read 180 and System 44 licenses based on identified student needs 	<ul style="list-style-type: none"> • Growth Data analyzed to inform instruction. End of year data review to determine student progress. • Remediation programs analyzed to identify success in closing gaps evaluate success of interventions • Students assessed in September for summer retention and NECAP readiness • Systems manager creates webpage for students and families to access math support • Purchased and implemented Dreambox. Analyzed student performance data to inform next year's goals • Schedule is developed, after school help model in place, intervention block embedded in struggling student schedule • Teachers are using new diagnostic tools for individualizing instruction • Support for teachers to increase skills was provided through the embedded professional development period • Licenses purchased to meet student needs
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Year Two	<ul style="list-style-type: none"> • Implementation of ELA common core alignment reviewed • Math Vertical Team creates scope and sequence and continues work for curriculum alignment • Teachers use formative assessment data to modify instruction • All diagnostic software evaluated for effectiveness • Use embedded professional development to foster cross departmental collaboration • Continue all intervention models for students below grade level 	<ul style="list-style-type: none"> • All curriculum documents and guides for ELA are in place adjustments made from year one • Revise math scope and sequence in concert with curriculum updates • CPT and Professional Learning Community protocols is scheduled to evaluate classroom instruction and data collected on effective formative assessments • Use of diagnostic software expanded to other content areas to inform instruction • Integrate numeracy and literacy skill building in all content area • Intervention continues and is refined and improved by data analysis of student success
Year Three	<ul style="list-style-type: none"> • Maintain and continue to improve existing programs. • Apply midcourse corrections and add support and services to meet new student , staff and family needs • Develop new goals informed by previous year data 	<ul style="list-style-type: none"> • Repeat existing deliverables and outcomes to modify benchmark success targets.

VIII. Culture and Climate

The Need

Although some students at SHS report a true connectedness to their school, the majority of students are not connected to their school. During student interviews, failing students who return to school feel hopeless and lost. Most do not take the initiative to seek out help from their teachers and report that there is too much work missed to understand what is going on in the classroom. Teachers also report the frustration of chronically absent students returning to school having missed an excessive amount of instruction.

When students are not engaged but returning to school it often leads to behavior issues. Teachers report that the behavior management system is not adequate to meet the needs of the students and teachers. They want a safe and nurturing environment conducive to learning and state that too much time is spent on student misbehavior and redirection rather than instruction.

Addressing the Need

In order to assess the climate at SHS, the leadership team will administer a survey to teachers, students and parents. Results provide a baseline to evaluate year one initiatives.

The Following areas will be addressed to improve school culture and climate:

- Facilities and Technology
- Parent and Community Engagement
- Behavior Management and Discipline
- Improved Communication

The first goal will be to assess safety and cleanliness of SHS which has a direct impact on the morale of the students and staff. The administrative team will inspect the building with support staff to identify areas of immediate need or improvement in the physical plant. Necessary repairs and needed supplies will be discussed with the district facilities manager to create an action plan for completion.

The second goal is to improve communication between the school and families. Emphasis will be placed on the Systems Manager's task to create a robust, user friendly webpage for all families in multiple languages. Traditional open houses will still occur but satellite family meetings will take place eight times per year at various community centers located throughout the community.

The third and most important goal will be improving the behavior management and discipline system emphasizing clear, consistent messages about positive behavior and self discipline. The main focus of every day will be students engaged in learning. Parents, teachers, staff and

students will focus on academic achievement. A behavior dean will be added to the support staff to assist with day to day behavior issues especially those students with chronic behavior issues.

The professional development summer institute will include cultural competency training focusing the entire staff on becoming culturally informed professionals who integrate knowledge, skills and awareness to aggressively meet the needs of students, families, and colleagues. The school community will develop and practice a shared vocabulary that is positive, student –centered and outcome oriented.

	<i>Activities</i>	<i>Deliverables/Outcomes</i>
Year One	<ul style="list-style-type: none"> • Survey parents, teachers, students in Spring 2012 to obtain a baseline to assess year one implementation • Leadership team will inspect school facilities and prioritize needs • Identify required necessary supplies and resources for faculty and staff • Hire a behavior dean • Develop positive behavior plans to reduce out of school suspensions • Improve teacher satisfaction within the school and professional community • Improve student and parent satisfaction within the school and professional community 	<ul style="list-style-type: none"> • All stakeholders had opportunity to do an online or paper survey. Survey will be available in multiple languages • Develop budget items and discuss with district facilities manager –Spring 2012 • Ensure timely distribution of supplies and resources • Behavior dean reviews survey results, works with school community to create a clear, consistent behavior system • Reduce out of school suspensions by 25% • Increase satisfaction for students, teachers and parents

<p>Year One (cont'd)</p>	<ul style="list-style-type: none"> • Plan and conduct satellite family meetings at community centers. Coordinate meetings with housing staff to ensure attendance • Improve user friendly web page and install a count meter 	<ul style="list-style-type: none"> • Improved participation, feedback and attendance of families • Increased use identified by count meter results
<p>Year Two</p>	<ul style="list-style-type: none"> • Improve student, teacher, family satisfaction, engagement • Resurvey school facilities and prioritize needs • Continue smooth distribution of supplies to faculty and staff • Continue behavior implementation and ensure fidelity to procedures • Continue to provide smooth lines of communications on school processes 	<ul style="list-style-type: none"> • Improved satisfaction scores from year one to year two • Make planned improvements to facility • Ensure timely distribution of teacher supplies • Accurately document all discipline. Decrease out of school suspensions by 25% • Update all organizational and communication procedures
<p>Year 3</p>	<ul style="list-style-type: none"> • Maintain and continue to improve existing programs. • Apply midcourse corrections and add support and services to meet new student , staff and family needs • Develop new goals informed by previous year data 	<ul style="list-style-type: none"> • Repeat existing deliverables and outcomes to modify benchmark success targets.

IX. Staffing and Staff Supports

Stakeholder subcommittee meetings identified staffing needs in order to create an improved climate and culture for optimal student learning. Under the school reform plan, new staff and teacher leader roles have been created. These new positions will consider student need as the first priority.

The new staffing positions are:

- Freshmen Facilitator
- Systems Manager
- Student Support Dean
- Math Instructional Coach
- Special Education Instructional Facilitator
- ESL Instructional Facilitator
- Lead Literacy Teacher
- Lead Advisory Teacher
- Lead Instructional Technology Teacher
- Lead 9th Grade Academy Leader

Each lead will be responsible for aligning school-wide goals and benchmarks. The leadership team will meet regularly with lead teachers and include lead teachers in decision-making around school initiatives.

Teachers will participate in targeted professional development that is embedded in the school day and extended professional development sessions as needed. These sessions will focus on the following areas:

- Cultural competency training.
- Advisory and teaming
- Personalization
- Implementing Common Core
- Developing curriculum units, pacing guides and lesson plans vertically aligned and in collaboration with the Junior High Schools.
- Implementing Professional Learning Communities and protocols (the DuFour model)
- Data analysis (as prescribed by Wireless Generation), formative assessments and differentiated instruction
- Recalibration of Common Course Assessments to the Common Core
- Training and implementation of the Brockton school-wide literacy model.
- Instructional Technology

Shea has had a different schedule for the last four years. The new schedule for the SRP will address all of the needs as defined in the *Protocols for Intervention*, including an increase of 60 minutes of instruction per week for all students. In addition to the extra instructional time in the daily schedule, a teacher flex shift will be available to extend the school day each day by one hour. Content teachers will be scheduled daily to assist any students with extra support as well

as providing targeted interventions. New clubs and activities will be offered with staff and community members working after school with Shea students.

The Pawtucket Teachers Association has endorsed the new flexible schedule which includes focused, embedded professional development, a new advisory structure, and supports and intervention time for students. The Association also supported the Saturday and summer institutes for professional development, criterion based hiring, and course assignments determined by administrators (see PTA/PSD agreement).

X. Family and Community Outreach

Family and community outreach is a critical part of the Shea school reform plan. Our community outreach subcommittee has enlisted support from various community and local agencies, partnerships with colleges and universities and local businesses.

All the stakeholders mentioned above have committed to work with our leadership teams, counselors and family coordinators. They will interact directly with counselors, teachers and the leadership team to help intervene with attendance and behavior issues as well as help engage families with their children's school experience. Local business leaders have joined efforts to launch the Project Grad initiative that will raise funds to place a laptop in the homes of every ninth grade student that passes all six courses. This will close the technology gap that exists in urban high schools, including Shea. Improved academic performance, reducing the drop-out rate and increasing electronic communication with families is the goal of this initiative.

Shea High school has received a 21st Century CCLC grant that will provide resources for family and community outreach. Specifically, this grant will provide linkages between school day and after school program and personnel; promote high academic standards, especially in literacy and mathematics; provide remedial education and academic enrichment; focus on academic enrichment around STEM; provide after school activities for limited English proficient students that emphasize language and academic achievement; telecommunications and technology education; promote parent engagement and family literacy; focus on college access and career exploration, and build youth leadership skills, and have effective partnerships with community based organizations.

The Transformation Officer will conduct family and community briefing sessions to gauge the success of the reform effort, gather feedback and recruit additional parents. In addition to the sessions, the Transformation Officer will create an advisory stakeholder group to regularly meet and provide input on reform efforts. This committee of twelve will include students, parents, teachers, union leaders, district leaders and community partners. Shea High School will reach out further to faith-based, health and other community organizations to expand our partnerships.

Protocol for Intervention

Expand community partnerships which may include partnering with parents and parent organizations, faith and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

XI. Performance Management

Educator Evaluation: Shea and Tolman

The Rhode Island Federation of Teachers & Health Professionals is engaged in a collaborative partnership with six urban RIFTHP locals and their school district administrators (Central Falls, Cranston, Pawtucket, Providence, West Warwick and Woonsocket) to design a high quality, comprehensive educator evaluation and support system. This effort is guided by the belief that educator evaluation must be focused on professional growth, be based on multiple sources of evidence and provide meaningful feedback and support to educators in service of continuous improvement in teaching and learning.

Protocol for Intervention

Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

The 2011-2012 school year, is our gradual implementation year. Between July, September and October 2011, all of the administrators at both Shea and Tolman participated in a 5-day 40+ hour evaluator training. Following this training, all evaluators also participated in a group observation with a certified evaluator back in district. Evaluators then submitted their aligned evidence to the district i3 coordinator who has been trained to evaluate their work using a rubric designed by the Danielson Group/Teaching and Learning Solutions. At this point in time, all of the administrators at Shea and Tolman are certified in both evidence objectivity and alignment.

A few teachers in each of the high schools have been trained as peer evaluators and are available to conduct paired observations. Paired observations are positive learning experiences; however, the capacity to meet the requirements of observing every teacher (one formal and one informal, minimum) is limited. The district is currently attempting to provide support to administrators as they conduct observations in the form of substitute coverage.

Professional development has been offered to teachers in both high schools during common planning time, along with voluntary sessions after school. Teachers' and administrators' comfort levels, particularly in the area of Student Learning Objectives has been an area of concern. Further professional development continues to be offered for both teachers and administrators.

Rhode Island Innovation Consortium
Professional Development
Coordinator: [Lynn Cristino \(Pawtucket\)](#)

DATE	TOPIC	AUDIENCE	NUMBER OF PARTICIPANTS	LENGTH OF ACTIVITY (HRS.)	TRAINER/S
7/21/2011	Full-Day Overview	Open to all	117	5	Lynn Cristino
7/22/2011	Full-Day Overview	Open to all	86	5	Lynn Cristino
8/17/2011	Full-Day Overview	Open to all	111	5	Lynn Cristino
8/18/2011	Full-Day Overview	Open to all	94	5	Lynn Cristino
8/22/11	Professional Conversations	All evaluators	40	2	Lynn Cristino/Paul Bovenzi
8/29/2011	1 Hour Overview	Delivered to all Educators in all schools	750	1	TEC Members & Pilot Administrators

10/25/2011	Evaluator Follow-Up	All evaluators	44	3	Lynn Cristino
11/16/2011	Observation & Conferencing (JHS)	Jenks, Goff, Slater and JMW Educators (CPT)	115	1	Lynn Cristino
11/21/2011	Observation & Conferencing	Open to all	48	1	Lynn Cristino/Lindsey Reilly
11/30/2011	Observation & Conferencing (Shea)	Shea (CPT)	76	1	Lynn Cristino
12/5/2011	Observation & Conferencing	Open to all	46	1	Lynn Cristino/Lindsey Reilly
12/13/2011	Observation & Conferencing	Open to all	83	1	Lynn Cristino
12/14/2011	Observation & Conferencing (Tolman)	Tolman Educators (CPT)	87	1	Lynn Cristino
2/22/2012	Rubrics am	Open to all	54	2	Lynn Cristino
2/22/2012	Rubrics pm	Open to all	21	2	Lynn Cristino
3/7/2012	Rubrics	Open to all	12	2	Lynn Cristino
3/13/2012	Rubrics (Spec. Ed. Focus)	Open to all	30	2	Eileen Crudele
3/14/2012	Rubrics	Open to all	25	2	Lynn Cristino

The Pawtucket i3 coordinator provides extensive technical support and professional development for administrators and teachers. The issues around the evaluation process continue to be around the capacity to complete all evaluations as required by the model. This problem is not only a SHS issue but is a concern throughout the district. Pawtucket continues to provide support and plans a full implementation beginning fall 2012.

Professional development and technical support for the 2012-2013 school year are in the planning stages. The following planning sessions will be available for new administrators and staff at SHS:

- Evaluator training for new administrators and peer evaluators (June and August 2012)
- Work sessions for Professional Growth Goals (Spring 2012 – ongoing)
- Observation, Conferencing, rubrics, goals setting (ongoing)
- Connecting the Dots (CCSS & Evaluation)
- Taking Charge of Your Evaluation
- Common Sense Strategies for Implementing the Common Core Mathematics and ELA
- Questioning
- Praise & Feedback
- Formative & Summative Assessment
- Using Data to Inform Instruction
- Effective Classroom Management

All administrators are evaluated using protocols from The Rhode Island Evaluation Model.

XII. Strategic Budgeting

The attached Transformation Budget reflects the resources required to meet the strategic goals of the Transformation Plan. Resources for implementation of the Transformation Plan include:

- Human Resources
- Talent Development
- Time
- Materials
- Infrastructure
- Technology
- Data Systems

The budget is aligned with our key goals:

- Improve graduation rates
- Improve academic achievement in mathematics and literacy
- Improve school climate and culture

Human Resources:

- Transformation Officer to lead the transformation process
- Additional teachers to create a schedule that provides job embedded professional development, common planning time for teachers, extra interventions for students, extended learning time for struggling students
- Systems Managers to monitor attendance, to re-engage students who have dropped out, to manage data systems, to manage Project Grad and to manage communications systems
- Student Support Deans to proactively manage student behavior, assist teachers with classroom management, reduce suspension rates and manage transportation and nutrition services logistics
- Teacher leader positions for:
 - 1) Literacy
 - 2) Advisory
 - 3) ESL Instruction
 - 4) Special Education Instruction
 - 5) Instructional Technology
 - 6) Grade 9 Team Leaders
- Freshmen Facilitator to lead and monitor freshmen success

Talent Development:

Professional Development

1. School-wide Literacy
2. Cultural Competence
3. Professional Learning Communities
4. Data Analysis
5. Advisory
6. Math Instructional Coaching

Time:

- Flexible scheduling for after school tutoring
- 60 additional minutes of instructional time added to the schedule in addition to the flex schedule for student support
- Additional professional development
- Common Planning Time for teachers
- Structured advisory time for students

Infrastructure:

- Computers
- Instructional technology tools (in PSD general budget)
- Data Systems (IMS/RttT budget)

Materials:

- ELA curricular materials
- Advisory materials
- Algebra I supplemental books
- Mathematics adaptive learning software
- PSAT, SAT and AP tests
- Additional READ 180 and Systems 44 Licenses
- Print materials to enhance home-school communication

Sustainability:

Sustainability at the end of the three-year grant must be taken into account. General budget monies, federal budget monies and grant monies must be utilized strategically to sustain supports to the high school without increasing class size. The Superintendent is committed to working closely with the School Committee and Mayor to promote adequate funding at the local level. The increased funds provided by the RI education funding formula plus increased local support will sustain reform efforts in Pawtucket.

A team of central office administrators including the Superintendent, Deputy Superintendent, Secondary School Performance Officer, Assistant Business Manager and Federal Grants Coordinator (Transformation Finance Committee or TFC) have conducted an analysis of current federal and general fund monies which can be repurposed to complement the SIG funds in the next three years and thereafter.

Because costs associated to implement the plan will exceed our anticipated grant award, the TFC has identified local, Title I, Title II and 1003(a) monies to support the transformation plan during the next three years and beyond. (See attached detailed funding breakdown.) In addition, the Business Manager and Superintendent have estimated increases in the additional equity funding formula monies that must be reserved for sustaining the high school reform efforts after year three.

From the local budget, a significant commitment (\$900,000) for each of the three years of transformation work is being made for additional teachers to support a new schedule. This schedule is critical to implementation of the transformation plan which allows for extended learning opportunities for students and for imbedded common planning time and professional development. That \$900,000 for teacher FTE's, as well as critical transformation positions including the Transformation Officer, Freshmen Facilitators, Systems Managers and Student Support Deans, must be funded utilizing local funds after year three. The Superintendent is committed to ensuring those local funds are appropriately allocated to sustain the high school reform efforts.

“What the best and wisest parent wants for his own child, that must the community want for all its children.” - John Dewey -

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