



School Improvement Intervention Plan

Turning Around Providence's
Lowest Achieving Schools

March 8, 2010

Background



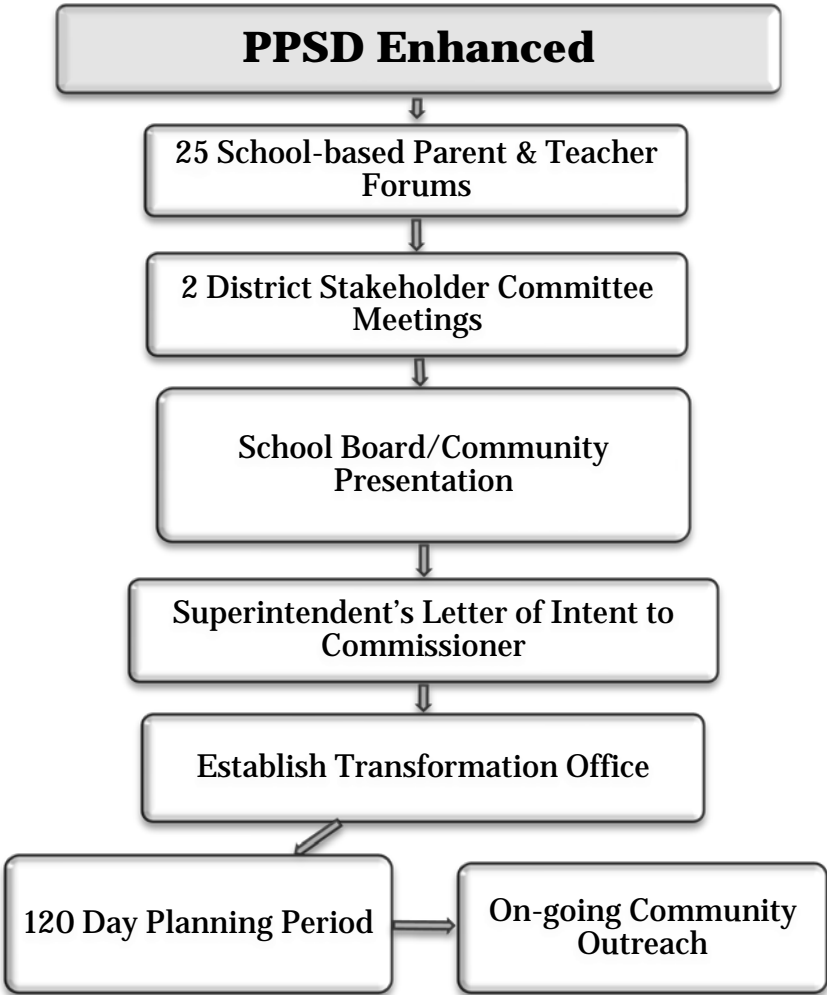
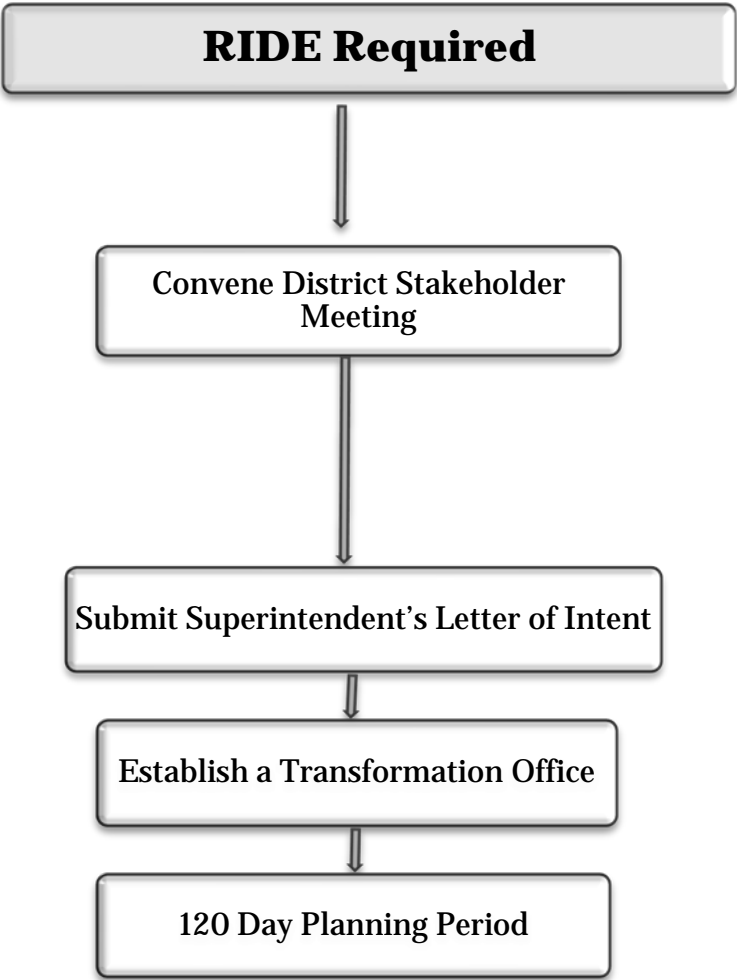
Five Providence Schools announced as *persistently-lowest performing*:

- Charlotte Woods Elementary
- Lillian Feinstein Elementary @ Sackett St.
- Roger Williams Middle School
- Cooley/HSTA
- Feinstein High School

➤ Providence is charged with making fundamental reforms to substantially improve student achievement.

- Sustainable improvement requires considerable changes:
- capacity of the school to move forward
 - creation of conditions that are favorable to reform

Process



RIDE Required Conditions of School Reform

(regardless of intervention model)

Internal Accountability

Data-based information
to guide practices

Allocation of resources
where most needed

Reform Strategies

Comprehensive instructional reforms:

- *improved program; differentiated instruction
- *Modified schedules: increased learning time; collaborative teacher time
- *Curriculum implementation, review, refinement

Improved teacher and school leader effectiveness:

- *Pathways for new/talented leadership
- *On-going support
- *Professional development
- *Access to relevant data on educator & student performance

Flexible funding at the school level

LEA Duties/Responsibilities

(mandated by RIDE)

Significant
Restructuring of
School's
Governance

Management of
Transformation

Community
Outreach

Strategies Already in Progress



- Core Curriculum
- Criterion-Based Hiring
- Development of Educator Evaluation System
- Data Collection Systems
- Parental Involvement Initiative
- Professional Development
- Common Planning Time

Additional Strategies/Resources



Reform Management

**Educator
Accountability**

**On-going
Technical
Assistance
and Support**

**Incentivize
Improved
Student
Performance**

**Modified
Scheduling
(length of
class, day,
week, year)**

Additional Strategies/Resources



Performance Management

Recruit, Place,
Retain,
Promote

Robust
Longitudinal
Data Systems

Educator
Evaluation
System

Staffing
Infrastructure
& Support

Comprehensive Vision of School Reform



- Shared Commitment to Urban Education Reform
- High Quality Educators
- High Quality Teaching & Learning including supports for struggling students
- Extended/Enhanced Learning Time
- Comprehensive Evaluation Systems
- Collaborative Partnerships
- Substantial Parent Engagement
- Invested Stakeholders

Comprehensive Vision of School Reform



Reform Models

Restart

- Collaborative Management
- New governance structure designed to fully address the needs of each student

Transformation

- Replace the Principal
- Maintain existing instructional staff
- Rigorous Teacher/Administrator Evaluation System
- Continuous use of Student Data
- Pay for Performance
- Increased Learning Time/Community Oriented Schools

Turnaround

- Replace Principal
- Release and rehire no more than 50% instructional staff
- Instructional staff incentives/opportunities
- Continuous Use of Student Data
- Expanded Learning Time
- Social/Emotional & Community Oriented Services and Supports

Closure

- Close the school
- Enroll students in other higher performing schools in the district

RIDE Requirements

- Significant Restructuring of School Governance Structure
 - Data-Based Information
- Allocation of Resources where most needed
 - Comprehensive Instruction Reforms
- Improved Teacher & School Leader Effectiveness
 - Management of Transformation
 - Community Outreach
- Flexible Funding at the School Level

Recurrent Themes/Stakeholder Input



- **Teacher Accountability for Student Achievement**
- **Cultural Shift**
- **Cultural Competency**
- **District/Union Collaboration**
- **Extended/Enhanced Learning Time; Flexible Calendars/Schedules**
- **Teacher Administrator Evaluation systems: reward effective teachers; remove ineffective instructional staff**
- **Community-oriented partnerships**
- **Significant parental involvement**
- **Social/Emotional Supports/Services**

Unprecedented Opportunity under *Restart*



**Flexibility at the
District/School Level**

**Management/Labor
Collaboration**

**Student-Oriented
Staffing & Scheduling**

**Data-Driven Decision
Making**

**Meeting Stakeholder
Interests**

**The Time Is NOW To Create Conditions for Dramatically Improving
Student Achievement!**

Commitment to Reform under Restart



- ✓ Joint Management/Labor Compact
- ✓ Student-Centered
- ✓ Staffing Flexibility
- ✓ Evaluation System
- ✓ Core Curriculum
- ✓ Scheduling – Extended Learning Time
- ✓ Collaborative Planning
- ✓ School/Community Connection
- ✓ Substantial Gains in Student Achievement

Restart Joint Management/Labor Compact

Charlotte
Woods ES

Lillian
Feinstein @
Sackett

RWMS

Cooley/HSTA

Next steps...



- Letter of Intent to Commissioner
- Board Work Sessions
- Implement Turnaround Office
- 120 Day Planning Period
- Continued Community Stakeholder Engagement