



**Providence School District Corrective
Action Plan**

2007-2008 Academic Year

Submitted to the Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

October 1, 2007

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Introduction

The Providence School District is deeply committed to increasing student achievement and improving outcomes for every student enrolled in Providence public schools. Under the leadership of Superintendent Evans, the Providence School District has embarked upon an ambitious plan to accelerate student achievement at every level of the system. At the core of these improvement efforts is “Realizing the Dream,” Providence School District’s bold district strategic plan. “Realizing the Dream” addresses the challenges of urban education through an ambitious reform agenda that is grounded in decades of empirical research and adapted to address the unique educational landscape of the Providence School District.

In February 2007, Peter McWalters, the Rhode Island Commissioner of Education, formally placed the Providence School District in corrective action. As a district in corrective action, Providence is required to write a targeted district-wide improvement plan, known as a “corrective action plan.” Through the reform agenda articulated in “Realizing the Dream,” Providence had already independently written and begun to implement a large scale, system-wide improvement plan that met federal and state requirements. Consequently, Providence’s corrective action plan is closely aligned with “Realizing the Dream,” the touchstone document for district-wide improvement. The following pages describe Providence’s core improvement strategies, which have been expanded upon to ensure full implementation during the next two academic years. These strategies are focused largely upon accelerating student achievement in the core content areas and reflect a balance of enhanced human resource and fiscal support and accountability.

The Role of Providence School District’s Corrective Action Plan

The primary purpose of the District Corrective Action plan is to promote and implement the educational improvement goals, priorities, and strategies articulated in “Realizing the Dream”. To ensure alignment, the Providence School District has integrated these structuring elements into all levels of improvement planning. Consequently, the design of Providence’s corrective action plan, all school-level corrective action and restructuring plans, and all school improvement plans mirror “Realizing the Dream.” This carefully orchestrated alignment helps to ensure that the District Corrective action plan and school level improvement plans are always working in service of the district strategic plan and toward a coherent vision for systemic improvement.

While categorically aligned to “Realizing the Dream,” the District Corrective Action Plan departs from the district strategic plan by articulating both district-wide *and* school-specific improvement strategies. The plan’s dual emphasis simultaneously provides targeted support to the district’s lowest-performing schools and elevates the educational program for all students.

The Providence School District 2007-2008 Corrective Action Plan

The Providence Corrective Action plan:

- (1) Articulates a highly structured improvement plan for the district's lowest performing schools;
- (2) Provides a clear and explicit statement of support and expectations for the district's lowest performing schools;
- (3) Summarizes Providence's proposed investment of fiscal and human resources in research-based, cost-effective, and targeted improvement strategies in the lowest-performing schools;
- (4) Promotes accountability by explicitly identifying measurable goals and projected outcomes against which district staff, the Providence School Board, and the Rhode Island Department of Education can measure progress and success; and
- (5) Serves as a general platform from which to improve the educational program for all Providence schools through improved district capacity, support, and expertise.

Providence's corrective action plan is intended to be a "living" document that will undergo continuous review and revisions as improvement efforts unfold during the 2007-2008 and 2008-2009 academic years. These revisions will be informed by a wide variety of important educational stakeholders throughout the life of the plan. As a living document, the programmatic and fiscal commitments made through this plan reflect the Providence School District district's best ability to project forward over the coming months.¹

The Goals of the District Corrective Action Plan

"Realizing the Dream" identifies three primary goals for district-wide improvement. These goals have anchored Providence's improvement strategies for over six years and are well-known, publicized, and understood components of the district strategic plan. These improvement goals are:

- (1) Increasing student achievement;
- (2) Building capacity through an infrastructure of support; and
- (3) Strengthening parent and community engagement.

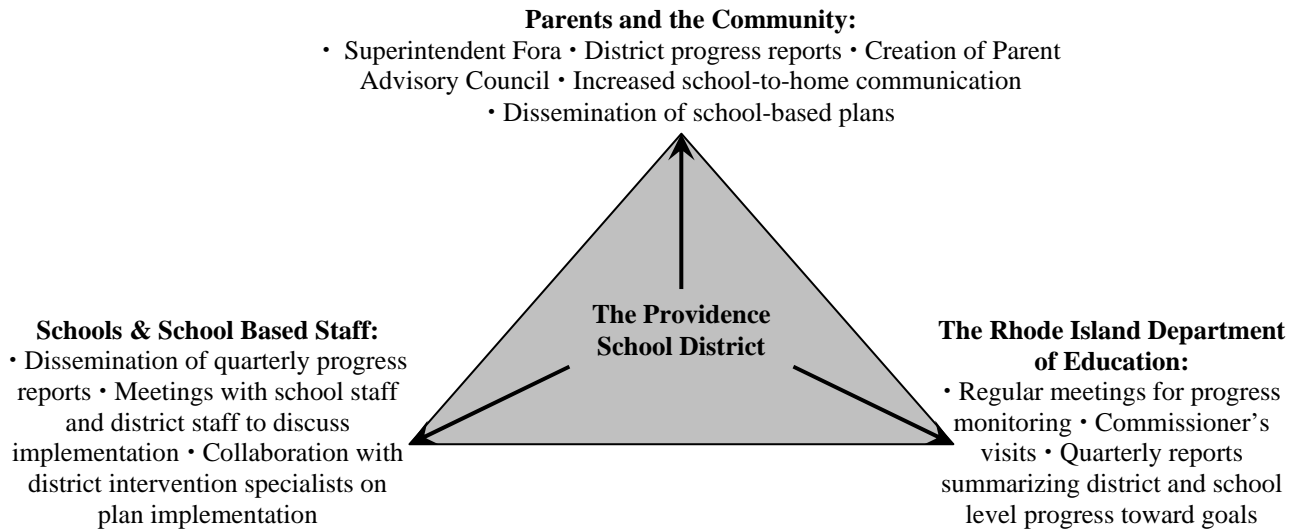
These three goals are the organizing structure of Providence's district corrective action plan; all detailed strategies and action steps are folded into these three areas. Furthermore, the school-level corrective action and restructuring plans fold under these three goals to create an aligned and focused two-year improvement plan that addresses all levels of the system.

Communication of the District Corrective Action Plan

To ensure that this corrective action plan is regularly and meaningfully revisited throughout the 2007-2008 and 2008-2009 academic years, Providence has developed a communication and outreach plan to engage its most critical educational constituents: parents and the community, schools and school-based staff, and the Rhode Island Department of Education. This communication and outreach plan will ensure that the district corrective action plan and school-level corrective action and restructuring plans are well-publicized, transparent, and regularly monitored for accountability.

¹ The commitments made in this document are subject to revision according to changes in programs, staffing, and available fiscal resources.

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This communication plan includes: a series of public fora hosted by the Superintendent; structured and facilitated meetings with the Rhode Island Department of Education, Office of Progressive Support and Intervention; quarterly school-based and reporting schedules; and the creation of a parent advisory group to provide feedback and insights into the implementation of federally mandated programs and interventions.

The Structure of the District Corrective Action Plan

The Providence Corrective Action Plan consists of three distinct parts, all of which are aligned to serve mutually reinforcing goals. These three parts are:

- (1) A detailed central office improvement plan, including strategies, action steps, and allocated resources to increase student achievement both at Providence's lowest performing schools and district-wide;
- (2) A summary of the fiscal and human resource commitments to each school placed in "corrective action" or "restructuring" by the Rhode Island Department of Education; and
- (3) District guidelines and protocols that govern the design, support and monitoring of school-level improvement efforts that were collaboratively written and mutually endorsed by the Providence Teacher's Union and the Providence School District.

The Development of the Corrective Action Plan

The Providence Corrective Action plan was developed in concert with a series of key constituents, all of whom had a significant influence on the ultimate design of the district and school level plans. A brief summary of the role of each partners can be found below.

The Rhode Island Department of Education, Office of Progressive Support and Intervention

RIDE has provided extensive technical assistance and guidance to support the development of Providence's district corrective action plan and school-level corrective action and restructuring plans. Through this technical assistance, Providence has been able to ensure that this plan fully addresses federal and state requirements. In addition, RIDE's Office of Progressive Support and Intervention has established a schedule for regular meetings that focus on progress monitoring,

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collaborative problem-solving, and accountability. Over the course of the winter and spring of 2007, this joint RIDE/Providence School District team, called the PS & I Joint Capacity Team, identified the following priority areas for district improvement and accountability:

1. Leadership development;
2. Literacy development K-12;
3. Mathematics development K-12;
4. English Language Learners and Special Education; and
5. High school reform and renewal.

These priority areas have been incorporated into Providence School District's corrective action plan and into every school-level corrective action and restructuring plan.

The Providence Teachers' Union

In accordance with the PTU/PSD collective bargaining agreement, the Providence School District and the Providence Teachers' Union have collaborated through the "Joint School Improvement Intervention Committee" to provide leadership and support for school improvement planning efforts. The first product of this collaboration is the mutually endorsed "Guidelines for Schools in Corrective Action/Restructuring." "Guidelines" explicitly identifies the process for and scope of interventions that can be made in any school in need of improvement, including intervention activities that require a variance to the terms of the teacher contract. These mutually endorsed guidelines and the 2007 corrective action and restructuring plans are concrete artifacts of this collaboration and evidence of both parties' respect for the school-level sanctions levied under NCLB and Article 31.

Providence School District Central Office Staff

Providence School District central office staff divided into teams that were charged with the design, drafting, and revision of school level corrective action and restructuring plans and the district-level corrective action plan. These teams were comprised of experts in literacy, math, English language learners, special education and parent engagement. During the Spring of 2007, these teams collaborated to identify a series of research-based, district-mandated interventions that would be required of every school in corrective action and restructuring. These mandated interventions were fully developed into this corrective action and restructuring plans for each school and presented individually to each school team. These school level plans, in turn, informed the design and focus of the district corrective action plan.

Building Level Staff

The Providence School District central office staff worked in conjunction with building level teams to complete each school-level corrective action and restructuring plan. Through a series of workshops and day long retreats, district staff collaborated with teachers and administrators to meld district-mandated interventions and school-selected strategies into each plan. Plans were then reviewed and revised to ensure that they met both federal and state requirements and individual school needs. In May 2007, these plans were voted upon and finalized by each school improvement team, a decision-making body that is representative of the school and includes teachers, parents, and administrators.

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This collaborative process involving local labor management organizations, school-based staff, and the Rhode Island Department of Education was critical in leveraging the support necessary to support full implementation of the district corrective action plan. This support has been formalized through jointly signed assurances of implementation between the Providence School District, The Association of Providence Public School Staff and Administrators (APPSSA), and Local 1033 (see Appendix 4). The eight-point Joint Assurance of Implementation, in conjunction with the school-level recommitment process, has ensured that specified Providence Schools are fully prepared to begin implementation of the sweeping reforms necessary to increase student achievement during the 2007-2008 school year and beyond.

Monitoring and Evaluation of the Corrective Action Plan

The Providence School District is committed to fully implementing the District Corrective Action plan and believes that this necessarily includes a cycle of formative and summative evaluations and ongoing monitoring. Providence will use a variety of instruments to create a three dimensional picture of successes, challenges, and barriers encountered during the life of this corrective action plan. These instruments will include:

- (1) Regularly scheduled Commissioner's visits to schools in corrective action and restructuring;
- (2) Third party evaluations of high profile district instructional and curricular initiatives such as professional development, instructional coaching, and ELL services;
- (3) Engagement in district-level accountability visits to gauge implementation of district initiatives, identify barriers, and collectively problem-solve with school level staff;
- (4) Use of the District Assistance Teams (DATs) to monitor ongoing implementation of school-level reform initiatives;
- (5) Regular reporting of successes and challenges through quarterly progress reports that will be submitted to RIDE and posted on Providence School District's website; and
- (6) Rigorous data analysis services at both the district and school levels to monitor instructional and curricular penetration.

Through engagement in both formal and informal summative and formative evaluations and reporting candidly and publicly on the results of those evaluations, the Providence School District will deepen its efforts to increase student achievement and public confidence in the city's public schools.

***Providence School District 2007-2008 Support and
Improvement Plan***

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Increasing Student Achievement

Specific Action or Strategy	Timeline/Target Date	Resources/Materials Needed	Person(s) Responsible	Target for 2007-2008	Target for 2008-2009	
<i>As a district in corrective action, the Providence School District will engage in the following strategies to increase student achievement:</i>						
1(a)	Contract with high quality independent evaluators to review Providence's professional development, inst. coaching model, and other initiatives.	<ul style="list-style-type: none"> • Contracted: Fall '07 • Completed: Spring '08 	Approx. \$50,000 in evaluation funds	CAO	<ul style="list-style-type: none"> • Completion of two evaluations 	<ul style="list-style-type: none"> • Completion of two evaluations
1(b)	Contract with a high quality third party consultant to conduct a cross-disciplinary curriculum audit to improve alignment, cohesion, adequacy of central office support, and appropriate distribution of resources	<ul style="list-style-type: none"> • Contracted: Winter '07 • Completed: Spring '08 	Approx. \$100,000	CAO	<ul style="list-style-type: none"> • Completion of curriculum audit 	<ul style="list-style-type: none"> • Implementation of first round of revisions on the basis of the audit findings
1(c)	Ensure implementation of all elements of 3 tiered literacy framework including necessary PD, reorganization & training of TAs, school-level participation in external coaching, implementation of instructional groupings, revision of IEPs, and revision of school & teacher schedules as appropriate (see Appendix 1)	<ul style="list-style-type: none"> • Designed: Spring '07 • Cohort 1 rollout: Summer '07 – Spring '08 	Curricular materials: approx. \$1.3M Consultant support: approx. \$500K	CAO Level Directors Supervisors & District Literacy Team School staff & administrators	<ul style="list-style-type: none"> • Roll-out to 9 ES, 7 MS, and 2 HS 	<ul style="list-style-type: none"> • Selection of programs from pilots, roll-out to Cohort 2
1(d)	Ensure implementation of new core math programs and interventions at ES, MS & HS, including provision of necessary PD, school-level participation in external coaching, appropriate revision of IEPs, and revision of school & teacher schedules as necessary (see Appendix 1)	<ul style="list-style-type: none"> • Designed: Spring '07 • Roll-out: Summer '07 – Spring '08 	Curricular materials: approx. \$500K, Consultant support, approx. \$50K	CAO, Level Directors, & Supervisors	<ul style="list-style-type: none"> • Roll-out to 9 elementary schools, 7 MS, and 2 HS 	<ul style="list-style-type: none"> • Selection of programs from pilots, roll-out to Cohort 2
1(e)	Establish an English Language Learner Task Force to review district policies and practices and national best practice models	<ul style="list-style-type: none"> • Task Force Creation: Winter '07 • Final report: Summer '07 	Task Force Funding Staff Time	Superintendent CAO ELL staff Community	<ul style="list-style-type: none"> • Creation of Task Force • Completion of Task Force 	<ul style="list-style-type: none"> • Implementation of Task Force recommendations (TBD)

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Specific Action or Strategy	Timeline/Target Date	Resources/Materials Needed	Person(s) Responsible	Target for 2007-2008	Target for 2008-2009	
<i>As a district in corrective action, the Providence School District will engage in the following strategies to increase student achievement:</i>						
1(f)	Establish a Fine Arts Task Force to review district policies and practices and regional & national best practice models	<ul style="list-style-type: none"> • Task Force Creation: Winter '07 • First report of Task Force: Spring '07 • Final report: Summer '07 	Task Force Funding Staff Time	Superintendent, CAO Arts staff Community	<ul style="list-style-type: none"> • Creation of Task Force, • Completion of Task Force 	<ul style="list-style-type: none"> • Implementation of Task Force recommendations (TBD)
1(g)	Design and implementation of a 1200 student middle school summer program focusing on math and literacy interventions	<ul style="list-style-type: none"> • Planning for summer school: Spring '07 • Summer school: July '07 	Teacher time: \$150K Materials: \$500K Transportation: \$60K	CAO Level Directors Special Asst.	<ul style="list-style-type: none"> • 60% student participation rates 	TBD
1(h)	Continue high school renewal efforts, including high school renewal committee and expansion of PBGR system support (See appendix 1)	<ul style="list-style-type: none"> • Monthly meetings of committee • Summer Institute '07 • Increased systematization of PBGR system: 07-08 School year 	Staff time for summer institutes: \$50,000 PBGR Development time & materials: \$150K PBGR PD: \$300,000	CAO, HS Level Director, HS staff, HS principals	<ul style="list-style-type: none"> • 100% enrollment @ summer institute • Finalization of proficiency standards 	TBD
1(i)	Provide enhanced PD to elementary teacher assistants to better equip them to enhance the instructional programs using a three-tiered, RTI model (see appendix 1)	<ul style="list-style-type: none"> • Full training of all appropriate teacher assistants: Summer '07 • Continued PD during 2007-2008 and 2008-2009 academic years 	Teacher aide time Consultants to train TAs: \$100,000	Level Directors, Building principals	<ul style="list-style-type: none"> • 100% TA participation in SRA training, summer 2007-2008 • 100% participation in school year PD 	<ul style="list-style-type: none"> • 100% TA participation in SRA training, summer 2007-2008 • 100% participation in school year PD
1(j)	Design and implement an enhanced accountability system to ensure fidelity to district instructional and curricular systems in schools identified as "In Need of Improvement" (see appendix 2 for complete listing of schools)	<ul style="list-style-type: none"> • Establishment of District Assistance Teams (DAT) across ES, MS, and HS: Summer '07 • Restructuring of instructional coaches: Spring '07 • Formalization of process for quarterly progress monitoring in select schools: Fall '07 	District office staff time School level staff time <ul style="list-style-type: none"> • Establishing DATs, approx: \$1.2 M 	CAO, Level Directors, DATs Building Principals	<ul style="list-style-type: none"> • Hiring full contingent of DATs at all level • Full design of enhanced accountability system • Pilot implement.. 	<ul style="list-style-type: none"> • Full implementation of accountability system in all "In Need of Improvement" schools
1(k)	Support the implementation of Positive Behavioral Support and Intervention at corrective action and restructuring schools	<ul style="list-style-type: none"> • Provide targeted schools with info about PBIS: Summer/Fall '07 • Support school efforts to complete critical cal planning activities: Fall/Winter '07 • Ensure full participation of all staff in necessary planning & PD 	District office staff time School Level staff time Funds for SWIS software	Level Directors, Building Principals, DATs School Staff	<ul style="list-style-type: none"> • All targeted schools will have written school wide expectations • All targeted schools have begun implementation 	<ul style="list-style-type: none"> • All targeted '07 schools will have moved to full implementation • Identification and support of new cadre of '08 schools
1(l)	Develop a protocol for assigning highly effective teachers to the neediest classrooms of schools listed in Appendix 1	<ul style="list-style-type: none"> • Develop draft protocols with PTU, Summer '07 • Develop plan for implementation of protocols, 07-08 school year 	Staff time	Chief Operating Officer, Office of Human Resources, PTU	<ul style="list-style-type: none"> • Development & assignment protocols • Piloting of protocol 	<ul style="list-style-type: none"> • Teacher assignment protocols becomes effective

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Building Capacity through an Infrastructure of Support

Specific Action or Strategy	Timeline/Target Date	Resources/Materials Needed	Person(s) Responsible	Target for 2007-2008	Target for 2008-2009	
<i>As a district in corrective action, the Providence School District will engage in the following strategies to build an infrastructure of support:</i>						
2(a)	Review and reconfigure school-based coaching model	<ul style="list-style-type: none"> • Model review: Winter '07 • Creation of new coaching model and postings: Spring '07 • Hiring of new coach cohort: Summer '07 • Deployment of new coaching model: 07-08 school year 	Approx. \$2.5M	CAO Level Directors Supervisors District Literacy Team	<ul style="list-style-type: none"> • Completion of redesigned, cohort-based coaching model • Hiring of new coaching cadre • Training of new coach cadre 	<ul style="list-style-type: none"> • Continued improvement of cohort design, coach training, and role of coaches in classrooms and schools
2(b)	Develop district assistance teams (DATs) that include ELA, ELL, Special Education, and Math specialists at elementary, middle, and high school	<ul style="list-style-type: none"> • Model design: Spring '07 • Hiring of DAT teams: Summer '07 • Training of teams: Summer '07 • Deployment of teams: '07-08 school year 	Approx. \$1.2M	Superintendent CAO Level Directors Supervisors	<ul style="list-style-type: none"> • Finalized DAT model • Hiring of DATs • Completion of Phase I of DAT training 	<ul style="list-style-type: none"> • Continued improvement of DAT model and function
2(c)	Central Office reorganization, including completion of Superintendent's cabinet, revised role of Division Chiefs and Executive Directors, and creation of new positions and offices	<ul style="list-style-type: none"> • Completion of Central Office Review, Spring '07 • Phase I of Central Office reorganization: Summer '07 	Salaries	Superintendent Cabinet	Completion of Phase I	Completion of Phase II
2(d)	Design and implementation of a summer teacher pd academy for identified schools (see Appendix 1)	<ul style="list-style-type: none"> • Design: Spring '07 • Programming: Spring '07 • Implementation: Summer '07 	<ul style="list-style-type: none"> • Approx. \$3M in teacher stipends • Approx. \$100K in facilitators 	CAO Level Directors Supervisors, Professional Development Office	90% teacher participation rate	90% teacher participation rate
2(e)	Creation of "Turn-Around Principal & Teacher Leader Academy" to develop leadership in corrective action & restructuring schools	<ul style="list-style-type: none"> • Grant proposal submitted Spring '07 • Anticipated award date (if funded): Summer '07 • Anticipated start date (if funded): Fall '07 	• Approx. \$550K	Superintendent CAO Leadership Office Level Directors	• Enrollment of all MS Principals and APs in program	• Enrollment of Cohort 2 Principals and APs in program
2(f)	Continued implementation of Principal training for all principals K-12	• Monthly meetings	Approx. \$100K	Superintendent CAO Leadership Office Level Directors	• 100% principal participation	• 100% principal participation

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Specific Action or Strategy	Timeline/Target Date	Resources/Materials Needed	Person(s) Responsible	Target for 2007-2008	Target for 2008-2009	
<i>As a district in corrective action, the Providence School District will engage in the following strategies to build an infrastructure of support:</i>						
2(g)	Reorganization of the Office of Research, Assessment & Evaluation for greater emphasis on (1) school-level data analysis, (2) program evaluation, and (3) management	<ul style="list-style-type: none"> • Division Audit: Spring '07 • Division Reorg: Summer & Fall '07 	Consultant funding (local) PD for Division staff, 07-08	CAO, RAE staff	<ul style="list-style-type: none"> • Completion of first round or review/revision of RAE organization and duties 	<ul style="list-style-type: none"> • Continued development of new roles & responsibilities
2(h)	Reorganization of Division of Teaching and Learning, including hiring of Director of Teaching and Learning to organize and curriculum supervisors to align and streamline instructional programs	<ul style="list-style-type: none"> • Office reorg: Spring '07 • Posting of new positions: Spring '07 • Hiring of positions: Summer '07 	Approximately \$350,000 in salaries	Superintendent CAO	<ul style="list-style-type: none"> • Hiring for position • Completion of office reorg 	N/A
2(i)	Reorganization of Central Office Division of Teaching & Learning, including creation of Office of Federal Programs	<ul style="list-style-type: none"> • Office reorg: Spring '07 • Posting for Director of Federal Programs: Spring '07 • Hiring Director of Federal Programs: Summer '07 	Director salary	Superintendent CAO	<ul style="list-style-type: none"> • Hiring for positions • Completion of office reorg 	N/A
2(j)	Development & implementation of a corrective action communication and accountability plan targeting (1) Parents and the Community, and (2) Schools and school-level staff.	<ul style="list-style-type: none"> • Creation of communication plan, Summer '07 • Establishment of Parent Advisory Council (PAC), 07-08 School year • Organize Superintendent's Fora 	School level staff time District level staff time Superintendents' Fora: \$5000	CAO, Level Directors, DAT, Director of Fed. Programs, Director of Parent Engagement	<ul style="list-style-type: none"> • Hosting of 4 Superintendent's Fora • 4 Parent Advisory Council Mtgs 	<ul style="list-style-type: none"> • Hosting of 4 Superintendent's Fora • 6 PAC Mtgs
2(k)	Establish an accountability process in conjunction with RIDE to report upon successes and challenges	<ul style="list-style-type: none"> • Identify priorities areas with RIDE: Spring '07 • Regular, structured meetings with RIDE: '07-'08 academic year • Quarterly reports submitted to Commissioner: Fall '07, Winter '08, Spring '08, Summer '08 • Hosting of school-based Commissioner's visits 	Staff time	Superintendent CAO Level Directors Director of Fed. Programs	<ul style="list-style-type: none"> • Submission of 4 reports 	<ul style="list-style-type: none"> • Submission of 4 reports

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Strengthening Parent and Community Engagement

Specific Action or Strategy	Timeline/Target Date	Resources/Materials Needed	Person(s) Responsible	Target for 2007-2008	Target for 2008-2009	
<i>As a district in corrective action, Providence will engage in the following strategies to strengthen parent & community engagement:</i>						
3(a)	Design, implement and staff a district call center to increase district responsiveness to parent and community needs	<ul style="list-style-type: none"> • Design: Winter '07 • Hire staff: Summer '07 • Install & publicize call center: 07-08 school year 	Approx. \$50K in salaries Approx. \$5K in equipment	Superintendent Director of Communications Direct of Parent Engagement	TBD	TBD
3(b)	Host Superintendent's Fora to discuss issues pertinent to public education in Providence	<ul style="list-style-type: none"> • Host 4 community fora 	Approx. \$5,000	Director of Communications Direct of Parent Engagement	<ul style="list-style-type: none"> • Host 4 community fora 	TBD
3(c)	Increase support for school-level parent involvement activities	<ul style="list-style-type: none"> • Provide parent engagement PD: Fall '07 • Support school-based newsletter generation/translation 	Staff time Workshop materials: approx. \$5K	Director of Communications Direct of Parent Engagement	<ul style="list-style-type: none"> • Facilitate 15 PD sessions 	TBD
3(d)	Relocation of Dorcas Place Family Literacy program at corrective action elementary schools	<ul style="list-style-type: none"> • Relocation to Lima & Veazie ES 	\$150,000 contract with Dorcas Place	CAO Direct of Parent Engagement	<ul style="list-style-type: none"> • Level parent participation 	<ul style="list-style-type: none"> • 10% increase in parent participation
3(e)	Work with building administrators in all schools "In Need of Improvement" to develop and implement a revised SIT meeting schedule to better accommodate families and community members	<ul style="list-style-type: none"> • Complete new SIT schedules: Fall '07 	Building level staff time District staff time	Level Directors School principals SIT Chairs	<ul style="list-style-type: none"> • 10% increase in parent & community member meeting participation 	<ul style="list-style-type: none"> • 20% increase in parent & community member meeting participation

Matrix Summarizing District Support for Schools Identified for Improvement

The Providence School District 2007-2008 Corrective Action Plan

Elementary Schools

School Name	NCLB/Article 31 Status	District Support for Literacy	District support for Math	District support for Parent Engagement	District support for Principal Development	District support for Safe, Caring & Orderly Schools
Veazie St. ES	Corrective Action	<ul style="list-style-type: none"> • SRA Reading Mastery (3 tiered literacy program) • Additional coaching support • Additional data analysis services 	<ul style="list-style-type: none"> • SRA Real Math Intervention curricular program for least proficient students • In-school coaching and technical assistance 	<ul style="list-style-type: none"> • Parent engagement workshops for staff • Support for school-based newsletter generation & translation • Cultural competency & awareness training for staff 	<ul style="list-style-type: none"> • Principal leadership academy • In-building coaching and mentoring support • Training in essential elements of school turn-around • Leadership development opportunities for teacher leaders and union delegates • Additional data analysis services • Support principals in scheduling mandatory monthly faculty meetings to discuss progress toward school improvement goals 	<ul style="list-style-type: none"> • Support for PBIS implementation • Support costs associated with SWIS data systems to track & analyze behavioral incidents
Alfred Lima ES	Corrective Action	<ul style="list-style-type: none"> • Additional coaching support • Additional data analysis services 	<ul style="list-style-type: none"> • Additional professional development • Additional data analysis services 			
George J. West ES	Corrective Action	<ul style="list-style-type: none"> • SRA Reading Mastery (3 tiered literacy program) • Additional coaching support • Additional data analysis services 				

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Middle Schools

School Name	NCLB/Article 31 Status	District Support for Literacy	District support for Math	District support for parent engagement	District support for Principal Development	District support for Safe, Caring & Orderly Schools	
Bridgham MS	Corrective Action	<ul style="list-style-type: none"> • Language! Reading Mastery (3 tiered literacy program) • Additional coaching support 	<ul style="list-style-type: none"> • SRA Numbers World math intervention curriculum for numeracy classes • 4 week intensive math summer school for 1200 middle school students • Additional data analysis services 	<ul style="list-style-type: none"> • Parent engagement workshops for staff • Support for school-based newsletter generation & translation • Cultural competency & awareness training for staff 	<ul style="list-style-type: none"> • Principal leadership academy • In-building coaching and mentoring support • Training in essential elements of school turn-around • Leadership development opportunities for teacher leaders and union delegates • Additional data analysis services • Support principals in scheduling mandatory monthly faculty meetings to discuss progress toward school improvement goals 	<ul style="list-style-type: none"> • Provide the guidance and support for each principal to plan for Advisory • Support for PBIS implementation • Support costs associated with SWIS data systems to track & analyze behavioral incidents 	
Hopkins MS	Corrective Action						
Stuart MS	Corrective Action						
Springfield MS	Corrective Action		<ul style="list-style-type: none"> • Additional data analysis services • 21 Class size reduction teachers 				<ul style="list-style-type: none"> • SRA Numbers World math intervention curriculum for numeracy classes • 4 week intensive math summer school for 1200 middle school students • EBEC coaching support through the SMILES program • SRA Algebra Readiness for 8th grade students • Additional data analysis services
Greene MS	Restructuring						
Perry MS	Restructuring		<ul style="list-style-type: none"> • Creation of 90 minute literacy blocks for 2nd & 3rd tiers 				<ul style="list-style-type: none"> • SRA Algebra Readiness for 8th grade students • Additional data analysis services
Williams MS	Restructuring						

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High Schools

School Name	NCLB/Article 31 Status	District Support for Literacy	District support for Math	District support for parent engagement	District support for Principal Development	District support for Safe, Caring & Orderly Schools
Feinstein HS	Restructuring	<ul style="list-style-type: none"> • Support the completion of a thorough self-study of instructional programs, school culture, and other key areas of school health • Support continued school level work toward NEASC accreditation 				
Mt. Pleasant HS	Restructuring	<ul style="list-style-type: none"> • Creation of Multi-Tiered Literacy Intervention • Contracting a Consulting Firm. • Regular visits to observe Intensive Reading Intervention orientation process • Provide on-going professional development support for disciplinary literacy strategies • Support continued school progress in the development PBGR systems 	<ul style="list-style-type: none"> • Creation of a 3-tiered math program, including 90 minute instructional blocks • SRA Algebra Readiness curriculum • 9th grade numeracy classes (lowest performing students) • EBEC math coaching support through the SMILES program • Additional data analysis services • Support continued school progress in the development PBGR systems 	<ul style="list-style-type: none"> • Print and Distribute Student Handbooks for high schools, with school contact info, diploma system requirements, and course descriptions • Support School Based Coordinators with best practices for parent involvement 	<ul style="list-style-type: none"> • Principal leadership academy • In-building coaching and mentoring support • Training in essential elements of school turn-around • Leadership development opportunities for teacher leaders and union delegates • Support principals in scheduling mandatory monthly faculty meetings to discuss progress toward school improvement goals 	<ul style="list-style-type: none"> • Finalize Individual Learning Plan (ILP) and Advisory program detail and develop toolkit to support implementation • Support student government and student leadership opportunities • Develop a social/emotional response team modeled on the Wellness Initiative
		<ul style="list-style-type: none"> • Support the completion of a thorough self-study of instructional programs, school culture, and other key areas of school health • Support continued school level work toward NEASC accreditation 				
Hope HS	Restructuring	<ul style="list-style-type: none"> • Continue to support all elements of the Commissioners' Order and the mutually endorsed elements of Hope High School's POP 				

The Providence School District 2007-2008 Corrective Action Plan