



**Realizing the Dream:**  
*Urban Schools*  
*for the 21<sup>st</sup> Century*

*2006-2009*

*A Strategic Plan for the Providence Public School District*

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# Realizing the Dream

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## Introduction and Overview

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During the past six years, the Providence Public School District has engaged in significant school reform aimed at improving student learning. These efforts have had a tangible impact on both educational strategies and outcomes in the district. Some of our most noteworthy changes in practice include:

- Implementing the Institute for Learning's Principles of Learning;
- Establishing grade level and grade span expectations;
- Standardizing curriculum scope and sequence;
- Creating a Student Success Plan and Code of Conduct;
- Offering extensive professional development for teachers and principals; and
- Initiating high school renewal.

This work has begun to produce positive outcomes throughout the school system such significant gains in student performance on state testing, increases in the districts graduation rate, tremendous increases in the professional growth of teachers and administrators, significant investment in the system by third-party grant-makers. However, even with these positive outcomes, Providence continues to place at or near the bottom when compared to all Rhode Island districts and most urban districts in the United States on student performance.

Nevertheless, these efforts provide a solid foundation for the work that remains--accelerating student achievement. Three factors provide the context and impetus for the acceleration of student achievement in the Providence Public School District. These are the No Child Left Behind Act, Rhode Island's Progressive Support and Intervention System, and the overall performance of the District.

First, No Child Left Behind (NCLB) includes provisions for stronger accountability for results, more freedom for states and communities, and encouraging proven education methods. The aim is to change the culture of the nation's schools by closing the achievement gap, offering more flexibility, giving parents more options and teaching students based on what works. Under the Act's accountability provisions, schools that do not make progress: must provide supplemental services such as free tutoring or after-school assistance; must make corrective actions; and, if they are still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

## Introduction and Overview *(cont'd)*

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Second, Rhode Island's accountability plan specifies how the Rhode Island Department of Elementary and Secondary Education (RIDE) will comply with numerous provisions of the No Child Left Behind Act. Among the requirements is the establishment of a system to determine which schools and districts are failing to make Adequate Yearly Progress. The state's Progressive Support and Intervention system of accountability for schools and districts is the tool used to assist schools and districts with the continuous improvement of student achievement.

Third, like many urban school districts, student academic outcomes for Providence schools have consistently been at or near the bottom when compared to other schools and districts in the state. Although progress is evident from initiatives implemented in recent years, this progress has been insufficient in changing the comparative standing of the district and has led to the community's lack of confidence in the district.

In addition, the district continues to face numerous internal and external challenges that impede efforts to improve student achievement. These include:

- Culture driven by adult needs vs. student needs
- Collection of schools vs. school system
- Lack of trust or confidence from community
- Most high schools not accredited
- Facilities in disrepair
- Toxic organizational culture
- Low priority for some key influentials
- Low expectations for district's performance
- Student outcomes at or near lowest in the state
  - Achievement
  - Attendance
  - Dropout rate
  - Other

## Introduction and Overview *(cont'd)*

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- Critical teacher shortages
- District & school capacity
- Inadequate funding
- Inadequate technology
- Basic Education Program compliance issues
- Schools in corrective action
- Dated processes & procedures
- High special education prevalence rate
- High number of English Language Learner populations

Earlier this year, the Superintendent introduced Realizing the Dream, a strategic plan for accelerating student achievement in Providence schools. This plan includes:

- A new college ready vision and mission
- Core beliefs and Values
- Indicators of success
- District priorities
- Strategies for realizing the new vision.

Each strategy is designed to take advantage of previous school improvement efforts while introducing new approaches for fundamentally changing the organizational culture of schools and district offices to support teaching and learning. Among the strategies are effective schools dimensions, extending academic learning time, evaluating and restructuring programs, increasing the prevalence of high quality teachers, and altering the structure of schools and district-level support services.

## Introduction and Overview *(cont'd)*

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Many of the children enrolled in the Providence Public School District are impoverished, English Language Learners, students with disabilities or a combination of these groups. However, each child has the potential to achieve at high levels and succeed in college and in their chosen profession. To this end, it is important that Realizing the Dream becomes a reality.

The theory of action for approaching implementation includes;

- Accelerating student achievement in PPSD requires both Incremental Improvements and fundamental change.
- Managed instruction (district driven) is required to improve instruction.
- Managed Performance and empowerment (participative management and teacher/staff involvement will improve instruction and student achievement.
- Accountability for performance is essential to managed performance.
- Capacity building is necessary to ensure accountability and support to schools.

Full implementation and impact of this plan can only be accomplished with the cooperation and collaboration of all internal and external stakeholders. This includes, but is not limited to, district and school staff; parents and parent organizations; city and state government officials; unions and professional associations; colleges and universities; the business community; the faith community; and other public and private partners.

Thank you in advance for your support as we move forward with this important endeavor.

*Donnie W. Evans, Ed.D.*  
*Superintendent*

# District Vision, Mission, Goals, & Priorities

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## Vision

The Providence Public School District will be a national leader in educating urban youth.

## Mission

The Providence Public School District will prepare all students to succeed in the nation's colleges and universities and in their chosen professions.

## Goals

Increasing student achievement

Building capacity through an infrastructure of support

Strengthening parent and community engagement

## Priorities

**Effective Academic Programs:** All Teaching and Learning programs are research-based and outcomes- driven.

**Cost Effectiveness:** This District is a responsible steward of the public trust and maximizes utilization of each dollar.

**Safe, Caring & Orderly Schools:** All schools are safe, caring and orderly to enable all teachers to teach and all students to learn.

**Public Confidence in the School Department:** The community has confidence in Providence Public Schools and the District office

# Core Beliefs and Values

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## **LEADERSHIP**

- Strong leadership is an absolute requirement for reaching the District's vision and mission.
- Visionary and proactive leadership is necessary to achieve positive, systemic educational change.
- The education of Providence's youth is the collective responsibility of the entire City: schools, district, partners, businesses and the broader community.
- It is the responsibility of District and school staff to ensure that the right people are in the right positions.
- It is everyone's responsibility to do the "right things" and do them right the first time.

## **STUDENTS**

- All children can achieve at high levels.
- All children have the desire to learn and be successful.
- Students must grow to assume responsibility for their own learning.
- Children learn best in a safe and secure environment that nurtures positive self-esteem and encourages risk-taking.
- Education should embrace the unique characteristics of each student and provide a variety of experiences that address all their needs.

# Core Beliefs and Values

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## **TEACHING AND LEARNING**

- It is the responsibility of District and school staff to work collaboratively to create school cultures that support teaching and learning.
- The measure of student success is determined by what is learned, not what is taught.
- A highly qualified teacher must be present in every classroom to ensure that each student learn to their potential.
- An effective teacher assumes responsibility for what happens in the classroom, accepts accountability for what each child learns and ultimately makes the difference between student success and failure.
- School curricula and instruction must be rigorous, relevant, challenging, and provide each student with multiple options and opportunities for the future.
- The process of learning must be taught.
- Teachers must receive the necessary supports to enable them to provide high quality teaching and learning environments.

## **SCHOOL CULTURE**

- All individuals associated with the Providence School District will demonstrate respect for others.
- Diversity among students, staff, and families is highly valued and appreciated.
- Students, staff and community partners will demonstrate truthful, moral and non-discriminatory conduct.

# DRAFT

## District Goals/Indicators of Success

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### Goal I: Increasing student achievement

- **Academic Achievement:** The percentage of students performing at or above proficiency on NECAP reading, math and writing, SAT, and ACT
- **Adequate Yearly Progress:** The number of schools making AYP.
- **Graduation rate:** The annual high school graduation rate.
- **College admissions rate:** The annual rate of admissions to universities and colleges.
- **Dropout-rate:** The district's annual drop-out rate.
- **Attendance rate:** Attendance daily rates of attendance for elementary, middle, and high schools.
- **Suspension/expulsion rate:** The number days lost to out-of-schools suspensions or expulsions for students annually.

### Goal II: Building capacity through an infrastructure of support

- **Professional development:** The amount of instructionally focused professional development offered in the district as well as the participation rate and quality ratings assigned by participants.
- **District office support:** Adequacy of support provided to schools as rated by principals, teachers and other school staff.
- **Policies and procedures:** Up to date policies and procedures that support instruction and other essential functions.
- **Data:** In-time data that informs instruction and organizational decision-making.
- **Facilities:** School facilities are clean and free of safety code violations.

### Goal III: Strengthening parent and community engagement

- **Parent conferences:** The cumulative number of academically focused parent conferences with teachers and principals.
- **Parent involvement:** The cumulative number of hours parents volunteer in district schools.
- **Parent satisfaction rating:** Parent ratings assigned to schools on satisfaction surveys including PESI dimension seven.
- **Community partners:** The actual number of community partners supporting and assisting schools and district level initiatives.

# Strategies

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## Priority 1: Effective Academic Programs

- A. **Develop and implement Providence Effective Schools Initiative (PESI):** This initiative is designed to create a school culture that supports teaching and learning. It is grounded in research and best practices in professional development and school culture, as well as in the “Seven Correlates of Highly Effective Schools.”
- ***Principal as Leader:*** The principal leads, manages and communicates the total instructional program to staff, students and parents.
  - ***Clearly Stated Vision and Mission:*** The school’s vision/mission is clearly articulated and understood.
  - ***High Expectations:*** The staff believes, demonstrates and promotes the belief that all students can achieve at a high level.
  - ***Assessment and Monitoring:*** Student academic progress is monitored frequently with a variety of measures.
  - ***Instructional Delivery:*** Teachers consistently use effective teaching practices and allocate a significant amount of time to instruction in essential content and skill areas.
  - ***Safe, Caring and Orderly Environment:*** The school’s atmosphere is orderly, caring, purposeful and businesslike.
  - ***Parent and Community Involvement:*** Parents support the school’s mission and play an active role in its achievement.
  - ***Professional Development:*** Professional development for all faculty and staff supports the instructional program.
  - ***School Culture:*** The school’s culture (climate) is responsive to and supports the needs of the students, parents and community.
  - ***Ethics in Learning:*** The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practice.

# Strategies

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## Priority 1: Effective Academic Programs

- B. Implement K-8 schools:** In recent years, some school districts in other states have reconfigured their schools from separate middle schools for students in grades six through eight to schools serving children in kindergarten through grade eight. The primary reason cited by these districts for switching to a K-8 configuration has been low performance of students in middle grades. Other reasons include parental dissatisfaction, as well as efforts to reduce school size, high absenteeism, discipline problems and dropout rates. Available data show that many students in K-8 schools score higher on standardized tests than their middle school counterparts. Moving middle school students into K-8 schools can help address lagging student performance but does not alleviate the need for high quality teachers and administrators, a rigorous curriculum and appropriate educational practices. This strategy involves the establishment of four to six K-8 schools while up to four existing middle schools continue to operate.
- C. Extended learning opportunities:** Research continues to show a strong correlation between academic learning time (“time on task”) and student achievement. Extended learning opportunities associated with Realizing the Dream include: 1) additional in-school instructional time in reading, math and writing; 2) before and afterschool tutorials, remediation or enrichment; and 3) Saturday academies.
- D. Institute full-service schools:** This strategy is the placement of essential community services in schools, either on the campus or within the school building. The services are available to students in the school as well as from the local community. Community services include health services, social services, recreation and more. The intent is to establish 25% of district schools as full-service schools.
- E. Review and revise District’s vision and mission:** Among the attributes of high-performing schools and school districts is a college-ready vision and mission that is clear and understood by all members of the organization. To this end, the PPSD vision and mission are in the revision process.

# Strategies

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## Priority 1: Effective Academic Programs

- F. Ensure Highly Qualified Teachers in every classroom:** Research continues to support the classroom teacher as the single greatest influence on student achievement. To this end, several strategies will be implemented to ensure a highly qualified for each classroom in Providence schools. They include:
- aligning Professional Development with Principles of Learning, the district’s curriculum, and the Providence Effective Schools Initiative;
  - supporting and significantly increasing the number of National Board Certified teachers;
  - recruiting teachers inside and outside the state while sharpening the skills of current teachers, especially in hard to fill areas; and
  - creating a teacher recognition program.
  - create a teaching academy
- G. Implement High School renewal plan:** The district is in its fifth year of administering an \$8 million grant award to restructure its high schools and to establish a district-level support system for these schools. This strategy is intended to sharpen the focus to implement many pre-existing strategies of the “Schools for a New Society” renewal effort while adding new strategies.
- H. Improve instructional technology:** The acceleration of student achievement is greatly enhanced through the use of “in-time” data as well as hardware and software to support teaching and learning. The District’s current technology plan is in its third year of implementation. The purpose of this strategy is to ensure an update of this plan based on current management and instructional support needs.

# Strategies

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## Priority 1: Effective Academic Programs

- I. Develop Providence Education Foundation:** Among the Guiding Beliefs is that, “The education of Providence’s youth is the collective responsibility of the entire City,” including our partners. One best practice used by many districts is the establishment of an education foundation with district partners demonstrating their support for the district’s vision and mission. This support will assist the district in implementing Realizing the Dream strategies.
- J. Revise HR policies, procedures and practices:** This strategy is designed to assess the consistency of current district practices with accepted best practice in human resources units in school districts. Emphasis will be on supporting the district’s core business of teaching and learning through the recruitment, support and retention of high quality personnel.
- K. Institute periodic evaluation of all programs:** Program evaluation is carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program. In education, evaluations typically focus on processes or participant outcomes. To this end, all programs will be periodically evaluated to determine if processes or procedures are being employed and if desired outcomes are being realized. Decisions on programmatic changes will be made based on these evaluations. Upcoming evaluations include:
- K-12 curriculum and instructional methods;
  - English Language Learner Services;
  - Special education;
  - Fine arts (music, art, etc.);
  - Athletics;
  - Health and physical education.
- L. Identify indicators of success:** To measure annual progress toward realization of the District’s vision and mission, quantifiable indicators are being identified and aligned with district goals.

# Strategies

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## Priority 2: Cost Effectiveness

- A. **Best financial practices:** In recent years, two reviews of the District's financial practices conducted by external organizations have found district practices to be consistent with the field's best financial practices. Periodic reviews will continue to ensure that the District's financial operations continue to operate in this manner.
- B. **Continue the pursuit of external funding (grants from foundations, governmental agencies, etc.):** Reductions in the District's local and state budgets have resulted in significant reductions in essential services and programs. The District has benefited greatly from grant awards from Carnegie, Gates and the Wallace Foundations. The District will aggressively pursue continued funding from existing foundations and agencies, as well as from new public and private foundations and agencies.
- C. **Curriculum audits:** Curriculum audits are designed to assess the extent to which district curricula is being followed, is serving its purpose, and if program funds are being maximized in relation to student outcomes. These audits will be among the tools the District will use in evaluating programs and determining cost effectiveness of these programs.
- D. **Re-prioritize existing funds:** As new initiatives are implemented to accelerate student achievement, pre-existing programs and services will be examined to determine cost effectiveness relevant to student achievement. When appropriate, funds for programs that are not yielding desired outcomes will be re-prioritized to support programs and services that hold higher potential for yielding desired outcomes.

# Strategies

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## Priority 3: Safe, Caring and Orderly Schools

- A. Complete review and revision of Code of Conduct:** A best practice for ensuring that schools are safe and orderly is a code of conduct that is commonly understood and consistently applied. The District's Student Success Plan includes a code of conduct. This strategy requires the review and revision of the code with the involvement of teachers, students and other staff. It also requires that schools inform students and teachers of the code verbally and in writing, and that application of the code is consistent within and across schools.
- B. Promote and explore uniforms for elementary and middle school students:** Another best practice used by schools across the nation to support safe, caring and orderly schools is the requirement of uniforms. This strategy requires the District to develop procedures and guidelines for instituting uniforms. It also requires that each elementary and middle school institute the use of uniforms accordingly.
- C. Review and expand emergency management plan and readiness level of school staff:** The current state of affairs in the world in general, and the United States in particular, has created a heightened need for school districts to be concerned about the safety of its students and staff. The District currently has an emergency management plan. This strategy requires that this plan be reviewed by internal and external experts, and that changes be made accordingly to increase the level of security and emergency preparedness in district schools and district offices.
- D. Develop strategic plan for facility improvement:** Most of the District's school facilities are in serious disrepair. In many instances, facilities are in immediate need of renovation or replacement. A consultant has been secured by the City (DeJONG) to study the facilities. With input from staff and the community, DeJONG will advise the Mayor and Superintendent on a long-term plan to address these needs.
- E. Alternative Schools:** There continues to be significant numbers of students for whom traditional schooling arrangements are not sufficient. Many of these students have jobs to help support their families, many have behavioral or authority issues, and many are over-aged. To help these students, alternative schools will be developed including schools that provide high structure and support, alternative hours, and more to address specific needs.

# Strategies

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## Priority 4: Increasing Public Confidence

- A. **Create and implement a communications plan:** Open and frequent communication with internal and external stakeholders is critical to increasing the public's confidence in the District. To this end, a communication plan has been drafted. This strategy requires the review and revision of this plan to increase the effectiveness of communication with all stakeholders.
- B. **Finalize implementation of a district call center:** Equally important to the District's effective communication with its stakeholders is the capacity for stakeholders to communicate effectively with district staff. The fact that a high percentage of district students live in homes in which English is not the first language further supports the need for a vehicle through which all stakeholders can communicate with the district. The development of a multi-language call center will serve this purpose.
- C. **Expand adult education for parents:** Many parents of district students and other adults in the community have demonstrated a need for additional community-based services to assist them in assimilating into this society. This includes, but is not limited to, more programs that help them learn English, acquire job skills or earn a GED. This would be the function of a district-based, self-sufficient, adult education program.
- D. **Increase involvement and coordination of key stakeholders:** One of the basic tenants of Realizing the Dream is that everyone in Providence shares responsibility for educating the city's youth. Currently, numerous agencies, organizations, institutions and businesses provide varying levels of support to schools and district departments. This strategy requires the coordination of these efforts, increased opportunities for their involvement in district activities, and the assurance that their agenda is consistent with the District's agenda.
- E. **Increase collaboration with Unions and professional associations:** The Guiding Beliefs include the "the responsibility of district and school staff to work collaboratively to create a school culture that supports teaching and learning." Unions and professional associations represent the interest of teachers and other district employees. This strategy requires that union leadership and their members collaborate with district staff on all major district decisions that directly impact on their membership.

# Strategies

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## Priority 4: Increasing Public Confidence

- F. **Build consensus and support among local, state and national governmental stakeholders:** It is the District's intent to keep local, state and federal councilmen and legislators informed of district issues and needs. It is also the intent of the District to advise and influence legislation being considered by local, state, federal legislative and executive bodies.

## District Work Plan

<b>Priority 1: Effective Academic Programs (Research-based and Outcomes-driven)</b>					
<b>Strategy</b>	<b>Responsible Division</b>	<b>Resources</b>	<b>Implem. Date</b>	<b>Evaluation Indicators</b>	<b>Status</b>
<p>1.a. Develop and implement Providence Effective Schools' Initiative (<b>\$20,000</b>):</p> <ul style="list-style-type: none"> <li>i. Principal as leader</li> <li>ii. Vision and mission</li> <li>iii. High expectations</li> <li>iv. Assessment and monitoring</li> <li>v. Instructional delivery</li> <li>vi. Safe, caring, orderly environment</li> <li>vii. Parent and community involvement</li> <li>viii. Professional development</li> <li>ix. School culture</li> <li>x. Ethical practice</li> </ul>	Superintendent's Office	Principals, teachers, PTU, APPSA, CRM, Consultant, PESI Workgroup	8/1/06	All indicators	<p>In Progress</p> <ul style="list-style-type: none"> <li>•PESI Workgroup creation</li> <li>•Principals' PD</li> <li>•School Board PD</li> <li>•District staff PD</li> <li>•PD developed for teachers</li> <li>•PESI Climate survey development</li> </ul>
1.b. Design and implement K-8 schools ( <b>\$20,000</b> ).	Teaching and Learning	Elementary & Middle School Director, Task Force, Consultant	6/30/08	Academic achievement Parent satisfaction Student satisfaction	2008-09 implementation
1.c. Extended learning opportunities (before school, after school, increased instructional time, & Saturday programs).	Teaching and Learning	Staff, PASA, YMCA, PTU, Colleges/Univ.	7/1/07	Academic achievement	2007-08 implementation

## District Work Plan

<b>Priority 1: Effective Academic Programs (Research-based and Outcomes Driven)</b>					
<b>Strategy</b>	<b>Responsible Division</b>	<b>Resources</b>	<b>Implem. Timeline</b>	<b>Evaluation Indicators</b>	<b>Status</b>
1.d. Institute full service schools including social services, health services, recreation.	Teaching and Learning Operations	Principals, teachers, YMCA etc.	7/1/08	Attendance rate Parent participation Community partners	2008-09 implementation
1.e. Review and revise District's vision and mission.	Superintendent School Board	Staff, Community	10/1/06	All	In Progress •Vet with staff, Board, Community
1.f. Ensure presence of highly qualified teachers by: i. Aligning professional development ii. Supporting national certification iii. Recruitment/teacher preparation iv. Teacher recognition programs	Teaching and Learning Operations	Principals, Human Resources, PTU, Colleges/ Univ.	7/1/06	Academic achievement Graduation rate Dropout rate Attendance rate AYP College admission	In Progress •Teacher of the year program drafted
1.g. Implement High School Renewal plan (\$400,000).	Teaching and Learning	Steering Com, Ed. Alliance, PTU, RIDE	6/30/07	Academic achievement Graduation rate Dropout rate College admissions	In Progress •Steering com. Recommendations made
1.h. Develop technology plan for the district, including schools.	Finance	Staff, community partners, PTU	12/1/06	Academic achievement	In Progress •Current plan in revision
1.i. Develop Providence Education Foundation.	Superintendent	Community stakeholders	12/1/06	All	In Progress •Founding Bd. •Draft Abstract

## District Work Plan

Priority 1: Effective Academic Programs (Research-based and Outcomes Driven)					
Strategy	Responsible Division	Resources	Implem. Timeline	Evaluation Indicators	Status
1.j. Comprehensive review and revision of human resources policies, procedures, & practices (\$50,000).	Operations	Consultant, PTU, Ride, staff	7/1/07	Climate index Academic achievement	In Progress •Prospectus being prepared
1.k. Evaluate and restructure: i. K-12 curriculum & Instructional Methods ii. English Language Learner (\$25,000) iii. Special education (\$25,000) iv. Fine arts (music, art, etc.) \$20,000 v. Athletics \$5,000 vi. Health/Physical education \$5,000	Teaching and Learning	Universities/college, RIDE, consultant, PTU, ChisPA, RI Arts Council, Curt Columbus (Trinity Rep.) other	12/1/06 12/1/06 7/1/07 7/1/08 7/1/07	Academic achievement Graduation rate Dropout rate College admissions	In Progress •ELL task force •Reading eval. •Special ed. eval
1.l. Identify Indicators of success.	Superintendent's Office	Research, staff, community, consultant	10/1/06	All indicators	In Progress •Indicators drafted •Vet with staff and community

## District Work Plan

<b>Priority 2: Cost Effectiveness (Maximum and effective utilization of funds)</b>					
<b>Strategy</b>	<b>Responsible Division</b>	<b>Resources</b>	<b>Implem. Timeline</b>	<b>Evaluation Indicators</b>	<b>Status</b>
2.a. Best financial practices including auditing student activity accounts.	Finance	Staff, city auditors, etc	(Ongoing) 6/1/06		In Progress •Procedures developed
2.b. Continue pursuit of external funding (grants from foundations, governmental agencies, etc.).	Superintendent Finance	Staff, foundations, agencies, etc.	Ongoing		In Progress •Pursing US-DOE, foundations, etc
2.c. Institute curriculum audit.	Teaching and Learning	Consultants	7/1/08		2008-09 implementation
2.d. Reprioritize existing funds	All Divisions	Staff, Community stakeholders	Ongoing		In Progress

## District Work Plan

<b>Priority 3: Safe, Caring, and Orderly Schools</b>					
<b>Strategy</b>	<b>Responsible Division</b>	<b>Resources</b>	<b>Implem. Timeline</b>	<b>Evaluation Indicators</b>	<b>Status</b>
3.a. Complete review and revision of Code of Conduct.	Operations	Staff, PTU, Principals	6/30/06	Safety index	Complete
3.b. Promote and enable uniforms for elementary and middle schools.	Operations	Community Stakeholders	7/1/07	Academic achievement Attendance rate Safety index	2007-08 implementation
3.c. Review and expand emergency management plan (EMP) and school's readiness level (\$10,000).	Operations	Principals, Level Directors, etc.	7/1/07	Safety index	2007-08 implementation
3.d. Develop facility improvement plan.	Finance	DeJong, staff, Community	6/30/06	Academic achievement Climate index	In Progress •DeJONG
3.e. Alternative Schools					

## District Work Plan

<b>Priority 4: Increasing Public Confidence in Providence Schools</b>					
<b>Strategy</b>	<b>Responsible Division</b>	<b>Resources Needed</b>	<b>Implem. Timeline</b>	<b>Evaluation Indicators</b>	<b>Status</b>
4.a. Create and implement a comprehensive Communication Plan (\$150,000).	Communications & Family/Community Eng.	Staff	12/1/06	Parent involvement Community partners Academic achievement	In Progress •Plan drafted-in review
4.b. Create and implement a district call center (\$80,000).	Communications & Family/Community Eng	Staff, community stakeholders	10/1/06	Parent involvement Community partners	In Progress •Abstract developed
4.c. Increase interpretation and translation services district-wide (\$100,000).	Communications & Family/Community Eng	Staff, community stakeholders	7/1/07	Parent involvement Community partners	In Progress •See 4a
4.d. Expand adult education for parents.	Teaching and Learning	Community Partners, Staff	7/1/07	Parent involvement Academic achievement	2007-08 implementation
4.e. Increase involvement and coordination of key stakeholders.	Communications & Family/Community Eng	All Staff	7/1/06	Community partners	In Progress •Committees •Task Forces
4.f. Increase collaboration with unions and professional associations.	Operations	All unions and staff	7/1/06	Academic achievement Climate index	In Progress •Joint Prob. solving •Negotiations
4.g. Build consensus and support among local, state, and national governmental stakeholders.	Chief of Staff	Kim Rose, City Council, Mayor and legislators	7/1/06 (annual)	Community partners	In Progress •Lobbying underway

# Timeline

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2005-06	2006-07	2007-08	2008-09
<ul style="list-style-type: none"> <li>Facilities improvement plan</li> <li>Code of Conduct</li> <li>Pursuit of external funding</li> <li>Best financial practices</li> </ul>	<ul style="list-style-type: none"> <li>Effective Schools Initiative</li> <li>Special education evaluation</li> <li>Technology plan</li> <li>Communication plan</li> <li>Vision and mission</li> <li>K-12 evaluation</li> <li>Highly Qualified Teachers</li> <li>Alternative schools</li> <li>Providence Education Foundation</li> <li>Collaboration with Unions</li> <li>Governmental stakeholders</li> <li>Indicators of success</li> <li>High School Renewal plan</li> <li>Involvement of key stakeholders</li> <li>District call center</li> <li>English Language Learner Services</li> <li>Pursuit of external funding</li> </ul>	<ul style="list-style-type: none"> <li>Fine arts (music, art, etc.)</li> <li>Human Resources</li> <li>K-8 schools</li> <li>Expand adult education for parents</li> <li>Uniforms for elementary and middle</li> <li>Emergency management plan</li> <li>Extended learning opportunities</li> <li>Pursuit of external funding</li> <li>Health &amp; PE</li> <li>K-12 evaluation</li> <li>Reprioritize existing funds</li> <li>Interpretation &amp; translation services</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Audits</li> <li>Athletics</li> <li>Full service schools</li> <li>Program Evaluation</li> <li>Pursuit of external funding</li> </ul>

# Critical Next Steps

## Implementation of “Realizing the Dream”

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- Continue identification of obstacles and facilitators to implementation.
- Minimize or remove obstacles while maximizing facilitators.
- Communicate the various contexts in which we operate with key influentials, other stakeholders and partners.
- Re-negotiate existing contracts with unions.
- Provide meaningful professional development to principals, district staff and school faculty
- Communicate plan to stakeholders.
- Engage stakeholders as appropriate to implement strategies.
- Revise or develop work/action plans for strategies beyond 2006-07.
- Determine implications for costs, staffing and facilities.
- Identify and secure funds.
- Complete staff and department realignment and capacity building
- Revise, create, or abolish policies and procedures to enable implementation of “Realizing the Dream”.
- Make it happen.

## Academic Accomplishments to Date

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- The performance of elementary and middle school students on NECAP demonstrate:
  - The Providence School District outpaced the State's growth rate from 2005 to 2006 in students scoring at or above proficient in Reading and Mathematics. All grades showed improvement. In one case, Grade 6 Mathematics grew at a rate of 50% to the State's rate of only 10%.
  - The percent of students scoring at or above proficient in Reading increased 7 points from 30 to 37 percent at a growth rate of 23%, district-wide.
  - Reading First elementary schools, in general, displayed the greatest growth rate in Reading and Math among those elementary schools that showed improvement.
  - The percent of students scoring at or above proficient in Mathematics increased 7 points from 24 to 31 percent at a growth rate of 29%, district-wide.
- Significant increases in number of schools meeting Adequate Yearly Progress.
- The high school graduation rate is 71% for 2006.
- Achievement gaps between subgroups of students continue to close.
- Successfully began implementation of Providence Effective Schools' Initiative district-wide.

## Inspiration

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“We can, whenever and wherever we choose, successfully teach all students whose schooling is of interest to us.

We already know more than we need in order to do that.

Whether we do it or not will finally come to depend on how we feel about the fact that we haven’t done it so far.”

*--Ron Edmonds*