JSEC High School
Design Components

our core beliefs	1. All Providence students can and must learn at high levels, reach their full potential, and succeed in school and in life. 2. We believe Providence teachers and Providence schools can and must have a positive influence and a profound effect on our students' lives. 3. We believe Providence schools can and must be good places to teach and good places to learn. 4. We believe the Providence school district can and must be a high-performing organization. 5. We believe Providence families and the entire Providence community can and must support our students' success.
our call to action	All students will continue to be confident, lifelong learners who responsibly contribute to the global community and succeed in their futures.
our learner profile	• Communicator • Collaborator • Empathetic • Inclusive • Critical Thinker • Creator • Adaptable • Multi-lingual

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our educator profile	**JSEC High School Educators...** ● Inspire through passion, subject matter knowledge, and a growth mindset ● Are designers of engaging experiences ● Are providers of multiple opportunities for success in a risk-free environment ● Have an attitude/growth mindset ● Communicate effectively ● Cultivate cultural awareness ● Are Empathetic ● Are Trauma-Informed ● Support social-emotional learning and wellbeing
our goals	1. We will build systems and structured opportunities for student voice and choice on the individual and collective level in shaping their JSEC experience in the classroom, for school culture, and executive/community decision making in and outside of the school. 2. We will prioritize and create systems for special populations (ECS, MLL, IEP students, students who need SEL support), for authentic inclusion in core academics, CTE, career readiness, school leadership, school culture, ARTS, athletics, extra curriculars (The Hub), and access to mental health professionals. 3. We will design, create, and network communication systems at JSEC to better inform and empower students, parents/families, teachers/staff, stakeholders, and community members for cohesive reciprocal connection. 4. We will develop a comprehensive PBIS (Positive, Behavioral, Intervention, Support) framework that articulates (encourages) our collective mission, values, expectations, consequences, and incentives. 5. We will create student-centered learning opportunities in the classroom by implementing high engagement strategies, such as interdisciplinary project-based learning and problem-based learning.

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our goals + specific results

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Goal 1: We will build systems and structured opportunities for student voice and choice on the individual and collective level in shaping their JSEC experience in the classroom, for school culture, and executive/community decision making in and outside of the school.

1. Recreate a student leadership group that meets regularly and has actual decision-making power to empower students.
2. Give students choice in the pathway they take, the way they learn, and how they showcase what they learn.
3. Student input shapes our JSEC organizations (JSEC Goods, Kindness Crew, Hub, Biomedical, ACN) to support our community and provide student agency.
4. Examine our current workplace learning experiences and improve/expand as needed.

Goal 2: We will prioritize and create systems for special populations (ECS, MLL, IEP students, students who need SEL support), for authentic inclusion in core academics, CTE, career readiness, school leadership, school culture, ARTS, athletics, extra curriculars (The Hub), and access to mental health professionals.

1. Obtain resources for full time interpreters in the building.
2. Review curriculum and grouping of level 1 MLL students for best case possible scheduling of special populations, mainstream students when possible, and improve scaffolding of existing curriculum.
3. Support and organize a best buddies program for ECS and mainstream students.
4. Audit and improve a system for all students to leave JSEC with a career/college plan.
5. Integrate MLL students strategically into school resources like CTE and Extra curricular.

Goal 3: We will design, create, and network communication systems at JSEC to better inform and empower students, parents/families, teachers/staff, stakeholders, and community members for cohesive reciprocal connection.

1. Create a year-long calendar of meetings and other events to promote increased clarity, opportunities for stakeholder engagement, and advanced

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planning.

2. Design a town hall meeting structure (for staff and students) and schedule for the year.

3. Implement a two-way communication system to promote staff communication and collaboration.

4. Design and recruit for a parent advisory group.

5. Define roles and responsibilities, and identify stakeholders interested in taking on these roles.

Goal 4: We will develop a comprehensive PBIS (Positive, Behavioral, Intervention, Support) framework that articulates (encourages) our collective mission, values, expectations, consequences, and incentives.

1. Design and implement 75% of tier 1 elements as defined by Tiered Fidelity Inventory.

2. Design and implement ~25% of tier 2 elements as defined by Tiered Fidelity Inventory.

3. Design and implement ~25% of tier 3 elements as defined by Tiered Fidelity Inventory.

4. Design and implement ~50% of tier 2 elements as defined by Tiered Fidelity Inventory.

5. Design and implement ~50% of tier 3 elements as defined by Tiered Fidelity Inventory.

6. Design and implement at least 85% of tier 1, 2, and 3 elements as defined by Tiered Fidelity Inventory.

Goal 5: We will create student-centered learning opportunities in the classroom by implementing high engagement strategies, such as interdisciplinary project-based learning and problem-based learning.

1. Identify and train early adopters (~15% of staff) on how to plan a PBL unit and how to utilize tools and strategies that support PBL in the classroom.

2. Expand training and implementation to 50% of staff.

3. Expand training and implementation to 90% of staff.