



# Turnaround Action Plan Update

March 2023

Providence  
Schools

# TURNAROUND ACTION PLAN IN STEPS



Based on research and chronic state of low performance, the community identified the goals for the district to eliminate the achievement gap.



PPSD and RIDE took those goals and developed the metrics and aspirational targets to set the bar for the work.



Our job is to “backwards map” to the goals by developing strategies to meet the targets. This includes relentless progress monitoring and course corrections as data is reviewed throughout the year.



**Engaged Communities**

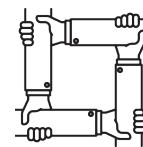
# TAP PILLAR: ENGAGED COMMUNITIES

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students who feel a sense of belonging at their school	40%	<b>40%</b>	<b>40%</b>	<b>39%</b>	48%	56%	67%	72%	80%
Increase the percentage of PPSD families responding to SurveyWorks	20%	<b>22%</b>	<b>32%</b>	<b>27%</b>	38%	48%	58%	68%	80%
Increase the percentage of families with a favorable perception of being involved with their child's school	24%	<b>25%</b>	<b>19%</b>	<b>21%</b>	30%	40%	55%	70%	80%
Increase the percentage of PPSD families who believe they are welcome in their child's school	No Baseline Data	<b>No Data Available</b>	<b>79%</b>	<b>79%</b>	79%	80%	80%	80%	80%

# TAP PILLAR: ENGAGED COMMUNITIES

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD families with a favorable perception of the District	No Baseline Data	No Data Available	60%	55%	65%	68%	73%	77%	80%
Increase the percentage of schools that have a School Improvement team that meets State requirements	No Baseline Data	No Data Available	No Data Available	100%	100%	100%	100%	100%	100%
Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	No Baseline Data	No Data Available	Implementing New System	70%	97%	97%	97%	97%	97%
Increase the number of parents and caregivers engaged with the District's formal community engagement structures	55	85	128	339	175	210	250	250+	250+

# TAP PILLAR: ENGAGED COMMUNITIES



## Family & Community Engagement

- Through **Parent University**, there have been **10 workshops** serving over **1,234 parents and guardians** on relevant topics like understanding IEPs, mental health, RICAS, MLL assistance, and preparing for college
- Through **McKinney/Vento**, identified and supported 74 students facing housing insecurity with housing, finance, and transportation assistance
- Recruited **27 Parent Ambassadors** supporting parent engagement activities within schools who act as a liaison between schools and parents
- Hosted **12 District Wide Advisory Council (DWAC) meetings** via zoom strengthening community engagement
- Continued **two Community Engagement Student Advisory Council (SAC)** workshops serving 38 students
- Hosted **12 Parent Advisory Council (PAC)** meetings with Membership of 30+
- Promoting **SurveyWorks**, an annual feedback from families district-wide (Deadline March 31, 2023)
- Received and responded to **3,950 inquiries** through the **Let's Talk** customer service system
  - Established customer service standards by integrating Let's Talk into the Human Resources office

# TAP PILLAR: ENGAGED COMMUNITIES

## Teaching & Learning

- Held instructional committees to partner in decision-making
  - **K-8 ARC Core Lesson Planning Committees** met to build core ELA lessons
  - **9-12 StudySync Pathway Committees** met to build core ELA
  - **K-12 Math Workgroups** met to revise SY23 Scope & Sequence documents; expansion of resources
  - **K-12 Social Studies curriculum** selection committee (parents, teachers and community members)
  - **Civics Counsel Committee** (parents, teachers, students and community members to advise civics programming)
- Expanded **Summer Learning Program** to include acceleration of learning not just remediation of learning or credit recovery
- Increased number of students participating in 100-hour **paid internships for CTE** within the community



# Excellence in Learning





# TAP PILLAR: EXCELLENCE IN LEARNING

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD students enrolled in a 2 star or higher school	20%	No Star Ratings (COVID Year)	No Star Ratings (COVID Year)	<b>53%</b>	64%	74%	78%	90%	100%
Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	20%	No Star Ratings (COVID Year)	No Star Ratings (COVID Year)	<b>52%</b>	70%	78%	88%	94%	100%
Increase the number of four year olds enrolled in high-quality Pre-K	<1%	<1%	5%	17%	12%	14%	16%	18%	20%
Increase the percentage of students who are present 90% of the school year	62%	64%	44%	41%	50%	60%	70%	80%	90%

# TAP PILLAR: EXCELLENCE IN LEARNING

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37%	36%	No Data Available	25%	36%	41%	49%	58%	67%
Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	5%	5%	9%	20%	22%	25%	27%	30%
Increase the percentage of PPSD students who receive a Commissioner's Seal	24%	23%	5%	No Data Available	28%	35%	44%	57%	69%
Increase the number of students served by bilingual programs in PPSD	1,095	1,248	1,248	1,248	1,932	2,192	2,400	2,608	2,190
Increase the percentage of PPSD students who graduate with college credit, AP credit or a CTE credential	34%	38%	33%	No Data Available	40%	46%	52%	60%	69%

# TAP PILLAR: EXCELLENCE IN LEARNING

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17%	No Testing	8%	17%	15%	23%	32%	43%	55%
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26%	No Testing	18%	16%	26%	34%	42%	55%	68%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7%	No Testing	>5%	6%	10%	16%	25%	37%	50%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14%	No Testing	12%	13%	20%	28%	38%	50%	63%

# TAP PILLAR: EXCELLENCE IN LEARNING

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14%	No Testing	13%	13%	18%	25%	33%	42%	54%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25%	No Testing	29%	29%	35%	41%	48%	56%	67%
Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5%	No Testing	18%	9%	12%	20%	29%	39%	49%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15%	No Testing	16%	10%	20%	28%	38%	50%	63%
Increase the percentage of students Meeting and Exceeding Expectations on the NGSA (grades 5, 8, 11)	Rubric Research	Rubric Development	Rubric Submission	12%	17%	24%	33%	45%	70%

# TAP PILLAR: EXCELLENCE IN LEARNING

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILP) a minimum of two times per year	Rubric Development	Rubric Submission	<b>72%</b>	<b>85%</b>	79%	82%	85%	88%	90%
Increase the percentage of 9th graders who are on track for postsecondary success	48%	<b>53%</b>	<b>39%</b>	<b>45%</b>	44%	49%	54%	61%	69%
Increase the percentage of PPSD students who are completing a postsecondary transition plan through their Individualized Learning Plan (ILP)	Rubric Development	Rubric Submission	<b>60%</b>	<b>74%</b>	71%	77%	83%	89%	94%
Increase the percentage of PPSD students who graduate within four years *	74%	<b>75%</b>	<b>78%</b>	No Data Available	79%	81%	83%	86%	89%

# TAP PILLAR: EXCELLENCE IN LEARNING

## Elementary and Secondary Schools

- Tutoring sessions scheduled for students before/after school programs and Saturday Academies to prepare students for **RICAS/SAT**
- **100 Days of School Celebrations** held at 21 elementary schools highlighting student learning outcomes
- Increased the number of **Field trips** that are extensions of learning in **ELA, Math and Science**
- Students showcased and wrote about their culture in the **Cultural Night Celebrations**
- At **RICAS/SAT events**, all schools facilitated **RICAS and SAT Ramp Up** programs before, and/or during and/or extended school hours
- **Parent RICAS Nights**, were held to inform and share students' work samples in preparation for RICAS assessments.
- All schools celebrated **Students of the Month** that acknowledged improved academics and attendance performance for students
- High schools hosted **Career Day Events** to support college and career exploration
- **Decision Day** events hosted at all high schools to emphasize post-secondary plans and college acceptance.



# TAP PILLAR: EXCELLENCE IN LEARNING

## Multilingual Learners

- Implemented a **NEW English as a Second Language curricular resource**–VISTA Connect (Elementary)
- Expanded **English as a Second Language curricular resource**–Cengage (Secondary)
- Implemented **Professional Learning Communities (PLC)** focussed on student supports, Dual Language–ARC, Vista Connect (Elementary)
- Implemented **Professional Learning Communities (PLC)** focussed on StudySync & Cengage (Secondary)
- Provided **Professional Development–Center for Applied Linguistics** (Dual Language Guiding Principles)
- Provided **Dual Language/MLL Coaching for Teachers, ELA/Math Coaches** ( **~400 teachers** )
- Implemented **New Las Links–Language Development Monitoring tool** in English & Spanish
- Expanded the **Dual Language program with 260 additional seats** in SY22–23
- Creating an **in-house ESOL Certification Program**
- Facilitated **200+ Sheltered Content Instruction (SCI)** Professional Development sessions
- Nearly **doubled** the number of **Multilingual Learners in Advanced Academics**

# TAP PILLAR: EXCELLENCE IN LEARNING

## Specialized Instruction & Exceptional Student Support

- Re-established the **Special Education Parent Local Advisory Committee**
- Purchased **high equality programs** (Lexia, EdMarks, Willson, etc.) to meet the needs of students with Individualized Plans (IEPs)
- Purchased/ordered **new furniture, supplies, materials, and resources** for all Specialized Instruction classrooms, related service providers, special education teachers (109 classrooms/ 26 schools)
- Established **PPSD Office of Specialized Instruction & Exceptional Students Guidebook** outlining department procedures, policies, forms, etc.
- Increased supports for **Dually Identified Students**
- Created **program-centered managers positions** to support student programming to provide school and classroom support
- Provided **professional development sessions** focussed on differentiation, Section 504 etc.
- Provided **professional learning community** opportunities for special educators specific to student programming

# TAP PILLAR: EXCELLENCE IN LEARNING

## Early Childhood Education

- Increased the number of PPSD Pre-K Classrooms: SY20–21 **27 classrooms** (506 seats) to SY23–24 **40 classrooms** (665 seats)
- Improving the transition from pre-K to kindergarten through **coordination with community agencies** to create a support system for children and families
- Implemented **professional development** to increase quality of Pre-K programming
  - RIELDS, Early Childhood Environment Rating Scale (ECERS), Teaching Strategies Creative Curriculum, Teaching Strategies Gold Data Review
- Increased the percentage of Providence children screened by **12% in SY22–23** by improving access to **Child Outreach Screenings**:
  - More screening sites across the city for convenience
  - A new user friendly scheduling software and app
  - Improved outreach and communication



# TAP PILLAR: EXCELLENCE IN LEARNING

## Wellness

- Expanded number of **SMART Clinics** from two to three with 22-23SY George J. West
- Increased the **staff to student ratio** with additional Social Workers
- Created and supported **school based attendance teams**, worked on an **PPSD Attendance Policy** and created an **attendance guidebook** to outline practices, interventions, strategies, forms, home/school letters
- Utilized Naviance platform to complete required **Individualized Learning Plans (ILP) benchmark**
  - Student access their ILPs on Naviance at least twice a year to plan their **post secondary path**
- Assisted with collection of the **senior exit/graduation survey** (April 2022) which collects students secondary plans in their transitions from HS to college/career
- Building **Multi-Tiered System of Support (MTSS)** by identifying tiers to help schools better respond to student needs

# TAP PILLAR: EXCELLENCE IN LEARNING

## Teaching and Learning

### High Quality Curriculum & Programming

#### IMPLEMENTED

- ARC Core Daily lesson plans distributed district wide
- Amplify (year 1): high quality Science Curriculum (all K-8)
- Vista Higher Learning (a high quality Gr. 9-12 curriculum for French, Spanish and Italian)

#### AWARDED

- K-12 high quality social studies curriculum that will be aligned to RIDE's newly adopted standards (all schools)

### Data & Assessment

#### IMPLEMENTED

- New Assessment Management System:
  - Measures student progress and acquisition of grade-level standards
  - Evaluates curriculum implementation
- Standards-aligned Common Assessments
  - K-12 ELA and Math
  - 9-12 Social Studies
  - K-8 Science
- Credit audits 2x per year:  
Supports students meeting graduation requirements



**World Class Talent**



# TAP PILLAR: WORLD CLASS TALENT

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of fully staffed classrooms at the beginning of the year	95%	<b>95%</b>	<b>98%</b>	<b>95%</b>	96%	96%	97%	97%	98%
Increase the number of qualified external applicants per PPSD posted position	1.82	<b>2</b>	<b>2</b>	<b>2</b>	2.5	3	3	3	3
Decrease the median time from when a teaching position is posted until when an offer is extended	31 days	<b>29</b>	<b>26</b>	<b>26</b>	24	22	21	21	21
Increase the percentage of teachers who are present 90% of the school year	66%	<b>82%</b>	<b>63%</b>	<b>74%</b>	75%	80%	85%	90%	95%
Increase the percentage of teachers who have access to job-embedded professional development	No Baseline Data	<b>100%</b>	<b>100%</b>	<b>100%</b>	100%	100%	100%	100%	100%

# TAP PILLAR: WORLD CLASS TALENT

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of educators of color in the total educator workforce	20%	22%	22%	22%	24%	25%	27%	30%	33%
Increase the percentage of teachers holding and using the ESL/BDL certification	17%	16%	23%	36%	30%	35%	45%	52%	52%
Increase the percentage of principals who demonstrate turnaround school competencies	No Baseline Data	Rubric Research	Rubric Develop- ment	Rubric Submission	40%	48%	55%	65%	75%
Increase the percentage of one-and-two star schools led by highly effective turnaround principals	No Baseline Data	Rubric Research	Rubric Develop- ment	Rubric Submission	40%	48%	55%	65%	75%

# TAP PILLAR: WORLD CLASS TALENT

## Teaching and Learning

### Administrator PD

- Monthly Full Day PDs for Principals and APs
  - Turnaround Leadership
  - Roles and Responsibilities
  - Effective Systems and Structures
  - Instructional Practices to Improve Student Outcomes
  - Student Based Budgeting
  - RICAS/SAT & CSIP
- Professional Learning Communities for Principals (PLEs)
- Differentiated Sessions for all administrators–Supervision and best practices around supporting human capital

### Teacher PD

- August Teacher Academy PD– 5 days, over 100 sessions
- New Teacher Induction PD– 9 days
- Monthly PD on Early Release Days: ELA/Math Data Analysis to support Grade-level core & small group instruction; Power Standards; Data Analysis: using new core assessments to drive instruction; Writing Calibration: alignment of scoring and conferencing practices for RICAS
- Monthly grade level data analysis and goal setting focusing on schoolwide improvement
- Districtwide implementation of Right to Read PD for with compensation incentives

### Coach/TL PD

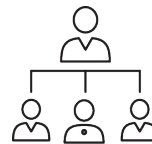
- Monthly, Full Day PDs for Literacy & Math Coaches
- Monthly, after-school PDs for ELA, SS, and Science Teacher Leaders

#### Topics Include:

- Coaching
- Data Analysis & Action Planning
- Research-based Best Practices
- Assessment Management System

**1:1 Job Embedded Coaching  
& feedback for admin,  
coaches and teachers**

# TAP PILLAR: WORLD CLASS TALENT



## Recruitment and Hiring

- Launched district's first ad-marketing campaign with KSA **resulting in 765 leads in the first 5 weeks**
- Partnered with JWU, RISPE, WGU, PC, RIC, Latinos for Education, and Generation Teach to support TA's, teachers, and leaders in their continued growth
- Secured **~30 "early contracts" in high-need areas** for SY23-24, and on track to secure 10+ more
- Posted jobs far earlier than previous years and **hired ~50% more new teacher** hires in SY22-23 than SY21-22
- Offered **incentives to newly hired staff members** in hard-to-fill areas, launched the **second loan forgiveness for new educators of color cohort** (up to \$25k for 25 new educators each year), and expanded the **employee referral bonus program**
- Added **25+ career fairs for SY23-24 hiring including 6 in-house early contract fairs** at high-need schools for candidates looking to work in high-need areas

# TAP PILLAR: WORLD CLASS TALENT

## Support & Development

- Helped over **528 teachers over 4 cohorts** pursue ESOL certification through reimbursement of program costs up to \$8,000 each; PPSD teacher **ESOL certification increased to 35.5% since the start of the TAP**
- By end of year, all teachers will have had **access to 51 hours of embedded professional development** with middle school teachers accessing an additional 58 hours
- **53 building-based New Teacher Ambassadors** serve as on-site support for new teachers.
- Approximately **66% of teachers** new to PPSD attended our **9-day Summer New Teacher Academy**
- **Early career turnover rates** (teachers exiting the classroom) **decreased** from 31% to 24% in the last 2 years

# TAP PILLAR: WORLD CLASS TALENT

## Employee Services & Relations

- 100% of employees leaving the district are offered an exit interview and survey. Conducted 44 exit interview and 99 surveys
- **28 sessions conducted for principals and assistant principal** on employee supervision and attendance
- **Standard operating procedures (SOPs)** developed for various processes including conducting investigations, disciplinary actions and processes, family medical leave act (FMLA), and worker's compensation.





## Efficient District Systems

# TAP PILLAR: EFFICIENT DISTRICT SYSTEMS

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	78%	72%	59%	51%	65%	70%	75%	80%	80%
Increase the percentage of funding available for school-based decision making (out of Local/Title 1 funds)	3%	Not Measured	11%	11%	12%	12%	13%	13%	13.75%
Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	New Process Implemented	50	73	56	56	56	56	56

# TAP PILLAR: EFFICIENT DISTRICT SYSTEMS

## Data and Analytics

- Development of **Comprehensive Data Warehouse** to connect key data across the district in real time
- Implementation of a **visualization and analytical system** (Elevate) and the **district assessment system** (Mastery Connect), cutting the amount of workload and giving schools real-time analysis.

## Finance and Operations

- Implemented student-based budgeting process so **money follows student needs and principals have increased autonomy** in budget decisions
- Hired, trained, and supporting a cohort of 15 **School-based Directors of Operations** so Principals can focus on supporting classroom instruction
- Continued **reduced time to procure** while expanding volume of purchases during the pandemic


## Facilities

- Continued use of new capital revolving fund for over **\$7 Million in repairs and upgrades**
- Strategic facilities plan: **3 fully renovated or rebuilt schools set to open Fall 2023**
- Engagement and **planning for next phase of building investments** from recent bond


# Appendix

## Additional Data

	SY 21-22
Average Daily Attendance	84%
Drop-out Rate ** (The percentage of PPSD students who dropped out of school after 9th grade.)	12%
Suspensions (percent of students suspended)	6%
Disciplinary Referrals (percent of students with a disciplinary referral)	23%
Disciplinary Offenses (percent of students with a disciplinary offense)	4%



	SY 21-22
STAR Math – 3rd Grade– All Students	<b>37%</b>
STAR Math – 3rd Grade – Students with IEPs	<b>7%</b>
STAR Math – 3rd Grade – Multilingual Learners	<b>24%</b>
STAR ELA – 3rd Grade– All Students	<b>30%</b>
STAR ELA – 3rd Grade – Students with IEPs	<b>6%</b>
STAR ELA – 3rd Grade– Multilingual Learners	<b>5%</b>





	SY 21-22
STAR Math – 8th Grade– All Students	30%
STAR Math – 8th Grade – Students with IEPs	5%
STAR Math – 8th Grade – Multilingual Learners	10%
STAR ELA – 8th Grade– All Students	20%
STAR ELA – 8th Grade – Students with IEPs	<1%
STAR ELA – 8th Grade– Multilingual Learners	1%

	SY 21-22
College Readiness–Post Secondary Enrollment (the percentage of PPSD students who enrolled in a postsecondary institution (public, private and out of state))	5%
Culture of Academic Success – Valuing School	8%
Culture of Student Support – School Rigorous Expectations	4%
Increase the substitute fill rate *	40%
Increase the percentage of classroom seats in high-quality buildings	6%