

# Building on Hope

Report on the Providence Public Schools' Turnaround Action Plan



**RIDE** Rhode Island  
Department  
of Education

Providence  
Schools

### Dear Providence Community,

**A**s the Superintendent of Providence Public School District (PPSD), I've had the opportunity to closely review the recent [SchoolWorks](#) and [Harvard reports](#) which outline improvements that have been made at PPSPD and identify areas of persistent challenge. I've also had the opportunity to survey our families and the community, to listen to feedback where they see improvements and where they would like for us to focus our continued efforts.

I learned a great deal from studying the results of the survey and listening to the voices of our families during the 21 community forums we hosted through the fall. I am proud that 77% of PPSPD families who completed the survey acknowledge that they know how their child is performing academically. In addition, 68% of PPSPD families who completed the survey reported that their child received the requisite support they needed and that 70% of PPSPD families reported that their school shares academic strategies they can use with their child at home. This is a sign that families feel more connected to our schools and to the education of their children.

**PPSD has made irrefutable progress and has continued to do since the release of the reports and done so in a complicated context.**

We also know that from our engagement that families understand the importance of attendance and want the district to do more to reduce chronic absenteeism. Results from the family survey revealed that 33% of respondents believe the district should continue to prioritize strengthening partnerships and collaboration between families and the district in order to address chronic absenteeism. Families also called on PPSPD to do more to identify, strengthen and increase early intervention programs for students with language challenges or special needs as a critical strategy to improve academic outcomes. They reported staffing challenges in these classrooms and cited strategies that could be used to address the shortfall such as developing career pathways for current staff, maintaining open communication by soliciting

staff feedback, and continuing to invest in diversity, equity, and inclusion strategies.

I organize my reflections from this engagement with the community and from the analysis of [SchoolWorks](#) and [Harvard reports](#) alongside my day-to-day observations of the system into three main points:

1. PPSPD has made irrefutable progress and has continued to do since the release of the reports and done so in a complicated context (e.g., COVID and underinvestment by the City of Providence).
2. This progress did not happen by accident and was the result of intentional design and investment in our children and our schools. The design of these new systems are young and fragile and must be cultivated—financially and in practice—by City leadership.
3. While we celebrate this progress, we are clear-eyed that more work is needed. Our community, and independent reviews of our system, expect us to accelerate improvements in critical areas and we must do this in partnership with City leaders and must do so in the following areas: 1) attendance; 2) academic outcomes; 3) cultivation, recruitment, and retention of staff; 4) engaged communities; and 5) financial stability.

Serving as an educator and leader in PPSPD has been the most important work of my professional career. I am a proud Providence taxpayer and my own children and grandchildren attend(ed) our great City schools. Nothing is more important to me professionally than ensuring PPSPD is a stronger system for our children and that we set the conditions for a successful return to local control and do so in a fiscally responsible manner that ensures it

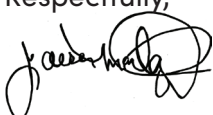




does not revert backward.

Simply put, PPSD can never return to its pre-intervention state. We must build from the momentum we have collectively developed to sustain the conditions that allow us to positively move forward for our community and for our children. This means, emphatically, that PPSD must be led by a governance team that is focused on student outcomes, developing policy with the purpose of increasing student outcomes, and producing positive working relationships with PPSD leadership. Moreover, City leadership must work together to ensure PPSD has the resources it needs to sustain and accelerate improvement and ensure access to new or like new buildings. They must also use their influence to rally the community, in a productive and focused way, for collective impact on a small number of high-leverage focus areas important to our community (e.g., literacy outcomes, attendance, college access).

It is my hope that this document– which is meant to serve as PPSD response to what we have heard and learned from our community and from the two instructive reports–will help guide the action planning ahead.

Respectfully,  


Dr. Javier Montañez  
 Superintendent

## PPSD HAS MADE IRREFUTABLE PROGRESS

**T**here is no question: PPCSD has achieved notable progress in 2024. The system has carried out historic investments in facilities and infrastructure enhancements, expanding innovative educational programs, leading the state in improving student attendance, promoting better academic performance, and enhancing support for multilingual learners. In alignment with the Providence Turnaround Action Plan (TAP), in partnership with the Rhode Island Department of Education (RIDE), PPCSD implemented changes that improve student outcomes and better engage the school community.

The evidence that leads us to the claim that PPCSD has made progress includes but is not limited to the following:

- Five of our schools—Asa Messer, Reservoir Avenue, Juanita Sanchez Educational Complex (JSEC), Providence Career and Technical Academy (PCTA), and Greene Middle School—were among only nine schools statewide that saw an increase of five percent or more in student achievement in English Language Arts (ELA) and mathematics and a reduction of five percent or more in chronic absenteeism.
- PPCSD was proud to announce that the U.S. Department of Education named [Dr. Martin Luther King, Jr. Elementary School](#) as a [2024 National Blue Ribbon Schools](#). **The school was recognized as an Exemplary Achievement Gap-Closing School, a testament to its dedication to reducing disparities in student achievement.** King is the first PPCSD elementary school to receive a National Blue Ribbon School distinction and only the second in District history with Classical High School being recognized in 2017.
- The 2024 school and district accountability results showed that seven PPCSD schools increased their Star rating and the District decreased the number of schools designated for Comprehensive Support and Improvement (CSI), from 11 to nine. **Compared to 2019 accountability results prior to the State intervention, the percentage of Providence students learning in CSI schools (a federal designation for the State's lowest performing schools) decreased from 37.5% to 29.3% in 2024. This represents a decrease from 13 CSI schools in 2019 to nine currently and accounts for approximately 3,000 fewer Providence students learning in CSI schools.**
- In the 2024 Rhode Island Comprehensive Assessment System (RICAS), PPCSD students demonstrated gains. **Providence Public Schools**

**was the only local school district in the state to improve their outcomes on RICAS ELA and Math and SAT ELA and Math.**

- **The District led the state in achieving a significant reduction in chronic absenteeism**, decreasing from 48.4% in the 2022–2023 school year to 36.2% in 2023–2024. This 12.1 percentage point decline marks a 20.9 percentage point decrease from the District's highest rate of 57.1% in 2021–2022 and brings the current rate below the pre-pandemic level of 37.3% in 2018–2019.



- In November, [PPSD reached an agreement with the U.S. Department of Justice to exit federal monitoring of 8,000 multilingual learners](#) that began in 2018, while PPCSD was under City control. Since entering the agreement, PPCSD has invested millions in student and educator support and worked diligently to ensure compliance with its terms and ensure it properly serves multilingual students and Limited English Proficiency (LEP) parents. The District has increased its annual, recurring investments in support of multilingual learners by over \$5 million including additional funds for staffing, certification, translation and interpretation services, and high-quality curriculum and professional development. PPCSD is set to end their Settlement Agreement with the DOJ ahead of neighboring communities. **By contrast, Boston Public Schools entered a Consent Decree for MLLs with the DOJ in 2010 and still remains under that agreement.**

## IMPROVEMENT BY DESIGN

The progress we've seen in PPSD did not happen by accident, but rather by intentional design and focus and is a result of significant investment in our schools, in our children and in our educators. I outline below the areas, organized by the Turnaround Action Plan pillar, where we have invested and focused our attention.

### PILLAR 1: EXCELLENCE IN LEARNING

**Where we've been:** Prior to the state intervention, PPSD faced profound challenges in fostering academic excellence due to systemic issues that undermined teaching and learning. There was little visible evidence of student learning, especially in middle and high schools. The district lacked a unified, high-quality curriculum, and expectations for student achievement were alarmingly low. According to independent reviews, "The instructional rigor is too low in the majority of classrooms, students were insufficiently challenged." Teachers were demoralized and reported insufficient professional development and support to improve instructional practices.

**Where we are today:** Recognizing the need for coherence and rigor, PPSD teams adopted high-quality instructional materials (HQIM) in English Language Arts, mathematics, and science. This was not a superficial shift but a district-wide overhaul, supported by intensive professional development to equip educators with the tools to deliver culturally and linguistically responsive instruction. To ensure these efforts yield measurable outcomes, PPSD has implemented sophisticated monitoring systems, including walkthroughs, feedback loops, and data dashboards, to analyze instructional effectiveness and hold schools accountable for performance. By focusing resources on high-priority schools and leveraging actionable data, the district is closing achievement gaps and increasing opportunities for students to thrive academically.

*To push our system forward we designed an academic infrastructure and must continue to invest and build on this foundation as it relates to:*

**High Quality Curriculum:** Beginning during the 2023-24 school year, every teacher across the district has access to high-quality, standards-aligned curriculum in English Language Arts, mathematics, and science. This achievement follows a phased rollout that began with pilot programs in 2021-22. Educators and district leaders report having access to comprehensive guidance on scope and sequence, pacing, and curriculum-based assessments. Enhanced access to curriculum data has supported ongoing efforts to refine instructional practices, ensuring alignment with district goals and priorities.

**Data Systems:** PPSD has transformed its approach to using data by establishing a robust, district-wide culture of data-driven decision-making to improve student achievement. This commitment has focused on critical areas like attendance, FAFSA completion, credit recovery, curriculum benchmarks, on-track-to-graduate rates, Multi-Tiered Systems of Support (MTSS), and standards-level proficiency. In 2023-24, the district expanded its embedded data analysis practices, utilizing advanced data visualization tools (PowerBI) to provide real-time insights.

Building on a successful pilot initiative, these tools have empowered school teams, district leaders, and external partners to engage in ongoing data reviews. This process integrates continuous reflection and analysis, enabling stakeholders to guide strategic decision-making and achieve measurable improvements across academic and operational outcomes. By embedding data practices into daily operations, PPSD ensures that every decision is informed by evidence, driving progress for students, schools, and the entire district.

**Multilingual Learners:** PPSD has made substantial progress in aligning instructional guidance, professional learning, and coaching to support Multilingual Learners (MLLs). As a result, MLL student performance on the ACCESS test has improved. The District invested over \$7 million dollars across multiple years in coaching and support for all teaching staff which has resulted in PPSD being exited from the DOJ Settlement Agreement that began six years ago. The District added an MLL specific curriculum and ensures that students receive English Language Development each day.



**Career Technical Education (CTE):** Since the State intervention, the number of CTE programs across the District has increased by 40%, growing from 18 programs in SY20 to 29 programs SY25. PPSD has also collaborated with community and university partners which has led to significant increases in CTE credential attainment, with the percentage of CTE students graduating from PPSD with RIDE completor status rising from 3% in 2019 to 42% in 2024.

**Advanced Academics:** PPSD has made significant strides in promoting access and equity in its Advanced Academics programs, ensuring that more students benefit from rigorous learning opportunities. The district has increased enrollment in Advanced Placement (AP) courses at the high school level from 349 students in SY24-25 to 419 students in SY25-26, expanded middle school Advanced Academics programs to all six middle schools, doubling enrollment, and increased Multilingual Learners (MLLs) in Advanced Academics from 13% to 23% in SY24-25. These efforts reflect PPSD's commitment to creating pathways for academic excellence and equitable opportunities for all students.

**Post-Secondary Opportunities:** PPSD has worked to ensure more PPSD graduates have access to post-secondary opportunities. To support these efforts, PPSD has been an early leader in the state to ensure students sit for the PSAT during the school day and complete FAFSA. PPSD also leads the way on student access to a Seal of Biliteracy and Virtual Learning opportunities. PPSD has also improved student access to Credit Recovery. Collectively, these investments have led to more students accessing post-secondary opportunities. Last year, of 1,609 Providence graduates, approximately 57% of seniors committed to college, a significant increase since pre-intervention. In addition, on CTE signing day 100 students committed to good-paying, entry level positions at companies and organizations including General Dynamics, Electric Boat, the Laborers' International Union of North America (LIUNA), and Providence Water.

**Redesigned Schools:** The five new redesign schools, which include 1 middle school and 4 high schools, officially launched new models for SY24-25, creating new school options that meet student and family interests and prepare students for success in their postsecondary careers. The schools are supported by dedicated teams of administrators and staff focused on student success, community building, and academic progress monitoring. Each class integrates two deep learning experiences through project-based learning, enabling students to engage



in critical thinking, collaboration, and real-world problem-solving. The school culture and climate are centered around a redesign theme with high, consistent academic expectations, social-emotional learning supports, and collaboration with community partners. Strong partnerships with higher education institutions, nonprofits, and industry provide students with hands-on experiences and early exposure to Career and Technical Education (CTE) pathways. Additionally, the schools foster strong family-teacher relationships through weekly phone calls, monthly events, quarterly student-led conferences, and parent representation on school redesign teams.

**Expanded Pre-K:** PPSD has made significant progress in increasing the number of Pre-K classrooms and seat capacity, particularly in our specialized instruction classrooms. In SY 24-25, PPSD has 41 Pre-K classrooms with a seat capacity of 923. This is an increase of 14 classrooms and 417 seats from the SY20-21. The district has also increased the number of schools with Bright Star ratings. In SY21-22 PPSD had two schools with 2 Stars and one school with 5 Stars. Currently PPSD has 3 schools with 4-5 stars and one school with 5 Stars. Additionally, the Pre-K department has increased the percentage of Providence Pre-K children screened by 18%, improving access to child outreach screenings.

## PILLAR 2: ENGAGED COMMUNITIES

**Where we've been:** Prior to the state intervention, families lacked a voice in their children's education and felt disengaged with school communities. The Hopkins report revealed that most parents felt shut out. Parents indicated that communication at the school and district level was limited and cited this as a reason for their perceived lack of engagement. Obstacles included disorganized governance from multiple individuals and institutions, lack of access to documents in their native languages, inconsistent and misaligned communication, lack of clear and accessible District information, lack of community collaboration, and a system lacking clear delineations of authority, responsibility, and accountability.

**Where we are today:** PPSD has redefined the role of families and community stakeholders in its decision-making processes. The district has made significant investments in programs such as the Parent University, which looks to engage families who have been historically underrepresented, including male caregivers, in decision-making and advocacy, and The Parent Leadership Academy, which empowers families with skills to advocate. These programs are complemented by robust advisory councils that ensure families, students, teachers, and community leaders shape district policies and practices. School improvement teams, where parents and students have opportunities to make decisions, add to partnerships on the school level. The district has included community partnerships and restorative practices, to address barriers and increase equity. This fosters environments where students and families feel valued and supported.

*To push our system forward we designed a community engagement infrastructure and must continue to invest and build on this foundation:*

**Family Partnerships:** The Parent University program has now delivered over 5,000 offerings in multiple languages in person and online, while providing child care in order to allow maximum family participation. The Parent Leadership Academy boasts forty graduates of the program and each school hosts a Parent Ambassador to communicate and interact with families as a liaison between parents and school leadership teams.

**Community Collaboration:** PPSD created community and parent advisory boards to align educational goals and strengthen collaboration. The "Let's Talk" customer service platform was launched to enhance communication and improve response times within the Providence Public School District. This platform has led to a high contact response rate within 24 hours. PPSD established the District-Wide Advisory Council (DWAC) to engage community members on new programs and offerings and foster dialogue when issues arise that warrant discussion. DWAC, along with the Parent Advisory Council (PAC), have been instrumental in providing direct feedback to PPSD and RIDE leadership, specifically to the RIDE Commissioner and PPSD Superintendent who fully participate and engage. In addition, the Student Advisory Council and teacher cabinet, facilitated by the Family and Community Engagement Office in collaboration with the Superintendent, provide valuable insights and contributions.



**Translation Services:** The district has contracted Effectiff Language Translation and Interpretation Services to enhance communication and engagement between families and schools. This live translation service is available to every staff member in the district and can translate in over 350 languages. This program investment is over \$1.5 million dollars annually. ParentSquare, a communication platform that allows school administrators and teachers to communicate with families, has seen over 5,000 interactions between schools and families this academic year.

**Attendance:** PPSD has made measurable progress in addressing attendance systemic barriers to student success. Pivotal developments included strategic family engagement on student attendance, the appointment of a Director of Student Attendance, and an Attendance Heroes campaign which contributed to a 13% reduction in chronic absenteeism to 36.6% during the 2023-24 school year.

## PILLAR 3: WORLD-CLASS TALENT

**Where we've been:** Prior to the intervention, PPSD struggled with supporting teachers to get the professional development and certifications needed to adapt to the changing needs of PPSD's students. Moreover, PPSD had a limited teacher pipeline and limited recruitment efforts, which exacerbated an antiquated, seniority-driven hiring process and led to a workforce that did not match the diverse needs of PPSD's student population.

**Where we are today:** PPSD has made significant investments in World-Class Talent aligned to the needs of our students, including certification reimbursement for teachers supporting our multilingual learners, an accelerated hiring timeline, and innovative teacher pipeline programs. Additionally, PPSD has taken targeted steps to increase teacher diversity and filling positions in high need areas, such as early contracts and increased base salary for teachers supporting differently abled students and a partnership with the Rhode Island Foundation to offer \$25,000 in loan forgiveness to teachers of color.

*To push our system forward we designed a Human Resources infrastructure and must continue to invest and build on this foundation.*

**Revamped HR Office:** PPSD reorganized our HR department to be more focused on supporting schools and students and to align with the priorities of the TAP. New leadership was hired to oversee the department, and HR staff were required to reapply for positions to ensure that skills and mindsets aligned to support schools. This reorganization included a focus on reducing manual, paper-based processes, a shift of resources from transactional work to work focused on strategic staffing and recruitment, and a greater use of data to drive decision-making.

**Recruitment and Hiring:** We worked to dramatically accelerate hiring timelines from May to March to ensure PPSD was hiring when the quality of the applicant pool was deepest. To capitalize on this shift, PPSD has greatly expanded recruitment activities and offered early contracts and incentives to teachers in high-need areas. Despite nationwide teacher shortages, these steps enabled PPSD to increase the number of new teachers of color from 15% in 2015 to 29% in 2024. It is important for teachers to reflect the diversity of our student population.



**Pipelines and Diversity:** PPSD strengthened pipelines for hiring and retaining diverse educators through programs like Grow Your Own, where PPSD invests in high potential staff members to be certified in high need areas. Additionally, PPSD has partnered with the Rhode Island Foundation to offer student loan forgiveness to educators of color, and has collaborated with local universities for teacher training.

**Certification Support for Teachers:** The number of ESL certified teachers increased from 17% to 36% through large investments in teacher training, coaching, and certification, including reimbursement for ESL certification at over \$800k per year.

**Professional Development:** We offered comprehensive training aligned with HQIM through additional professional development time and introduced job-embedded learning opportunities to build teacher capacity. These included culturally responsive teaching practices and small-group instructional strategies to raise student engagement levels.



## PILLAR 4: EFFICIENT DISTRICT SYSTEMS

**Where we've been:** Prior to the intervention, PPSD struggled with efficient, timely, and student-centered processes and decision-making. This often resulted in decisions that were shortsighted, such as a capital plan that focused on making small, band-aid repairs, or decision making that was not student-driven, such as a budget allocation process that perpetuated the inequitable status quo.

According to the John Hopkins report “prior to the intervention In all but one of the schools, the buildings were in very poor – and in one, absolutely dire – condition. In some cases, the facilities clearly disrupted learning and possibly students’ health.”

**Where we are today:** PPSD has taken bold steps to build Efficient District Systems that support sustainable improvement. Significant investments have been made in modernizing infrastructure, with a capital improvement plan designed to ensure every student attends a new or like-new school by 2030. The launch of student-based budgeting has helped provide more equitable allocations and great decision-making at the school level. Advanced data systems provide real-time insights into performance and operations, enabling proactive decision-making and rapid responses to emerging challenges. PPSD has taken steps to ensure there is accountability for the cleanliness of buildings and has actively partnered with the City and developed systems to ensure building projects hit scheduled completion/improvement targets.



*To push our system forward we designed an operational infrastructure and must continue to invest and build on this foundation.*

**School Budgeting:** PPSD implemented student-based budgeting to increase equity in school allocations and to provide greater decision-making at the school level, moving from a system where less than 5% of funding was at school leader discretion to more than 40%.

**Facilities Modernization:** The District advanced capital improvement projects to ensure all students are educated in new or renovated buildings by 2030. We reinstated a School Building Committee (SBC) which represented the larger community and allowed for community participation in decision-making. The SBC was instrumental in creating swing space and in working with the PPSD operations team to be more efficient and cost effective.

**Performance-based Facilities Contract:** PPSD transitioned to a performance-based custodial and maintenance contract that gives the District the power to hold its vendor accountable to a higher standard of cleaning and monitoring of repairs and maintenance. As a result, 89% of administrators currently express satisfaction with the cleanliness of their buildings.

**Systems Integration:** PPSD enhanced decision-making through the use of advanced data systems for real-time tracking of attendance, performance, and resource needs. We fostered collaboration among city, state, and district entities for governance and financial planning.

**Purchasing and Procurement:** PPSD cut the procurement timeline nearly in half through a process developed in collaboration with state and city leaders.

**COVID response:** We kept schools open safely during COVID-19 pandemic while many other urban districts nationwide struggled to keep children in school.



## MORE WORK IS NEEDED: FOCUSED GOALS AND ACTION STEPS

Far more work is needed to deliver on the promise of an equitable and excellent education for all students in our system. PPSD will remain focused on ensuring all PPSD students access to: Excellence in Learning, World Class Talent, Engaged Communities and Efficient District Systems, all with the explicit purpose of accelerating outcomes and opportunities.

Below we outline goals that will guide PPSD improvements efforts over the 2024–2025 school year and the key action steps that will be taken to support progress toward those goals.

### EXCELLENCE IN LEARNING

#### Goals

- In the Fall of 2025, PPSD will improve its overall accountability ranking by increasing the number of 3-star schools from 19% (2023) to 33% thus increasing the total number of PPSD students who attend a 3-star school from 2,397 (2023) to 4,520. We will do this by:
  - Improving our Math Index from 25.2 (2023) to 31 and our ELA index from 28.4 (2023) to 35.
  - Demonstrating growth on paced interims in ELA and Math iReady to include 1.5 years of growth for ALL students 2 or more years below grade level.
  - Accelerating performance and growth for high priority schools (schools with under 10% meet/exceed standards) in both Math (Hopkins, DelSesto, Kizarian, Fogarty, Roger Williams, Webster, West Broadway, Lima) and ELA (Lima, Carnevale, Hopkins, DelSesto, Fogarty, and Roger Williams) to at least 18%.
  - Increasing SAT scores for students who attend high schools at High Schools in the redesign process (Hope, Alvarez, Mt Pleasant, JSEC, and Newcomer) to meet or exceed their 2030 goals.
  - Increasing the availability of and participation in goal-aligned secondary pathway programs from 23 programs to 29 programs and from 28% in 2025 to 34% in 2026.
- PPSD will support schools to improve implementation of HQIM in ELA especially in the area of text-based writing (80%) and implementation of practices consistent with framing the lesson (80%), academic discourse (80%) and small group instruction (70%).
- PPSD will support schools to implement data inquiry and action planning practices at 15 high priority schools. All schools will be expected to implement and demonstrate evidence of the following components: review progress for students toward Key Ideas and Details in ELA or Major Work of the Grade standards in

Mathematics (80%) and develop and implement action plans for at least 15% of total student body following the MTSS pyramid for Tier II.

#### Action Steps

- ✓ **Distribute High-Quality Learning Materials:** Provide all classrooms with high-quality, standards-aligned instructional materials and use walkthrough data to monitor and ensure consistent implementation across all schools.
- ✓ **Standardize Teaching Practices:** Implement clear, district-wide teaching practices supported by regular data analysis, educator training, and a centralized resource system to ensure all school practices are aligned with district goals.
- ✓ **Support and Train Teachers to Close Learning Gaps:** Conduct targeted professional development sessions and equip teachers with tools and strategies to identify learning gaps and adjust instruction to address student needs effectively.
- ✓ **Boost Multilingual Learner Success:** Track and support multilingual learners with focused interventions and language development programs to achieve a 20% increase in students meeting language acquisition targets by 2026.
- ✓ **Strengthen Dual-Language Programs:** Evaluate and enhance dual-language/bilingual programs with additional resources and instructional support to ensure that 75% of dual-language/bilingual students meet or exceed grade-level expectations in math and reading.
- ✓ **Increase Career Readiness:** Develop specific support programs, such as mentorship and skill-building workshops, to help 50% of graduating seniors complete career and technical education (CTE) certifications and pathways by 2025.
- ✓ **Expand Career and Technical Programs:** Launch six new CTE-aligned programs, raising the total to 29, and actively promote these programs to increase student participation from 28% in 2025 to 34% in 2026.



## WORLD CLASS TALENT

### Goals

- To increase the percentage of fully staffed classrooms at the beginning of the year to 98% by SY 2026–2027.
- Increase the percentage of new hires that are educators of color to 30% by SY 2026–2027.

### Action Steps

Moving forward, PPSD will take the following steps to build on the foundation developed over the past several years:

- ✓ Sustain investment in key programs such as multilingual certification reimbursement.
- ✓ Expand the PPSD Grow Your Own program to become a registered apprenticeship program, enabling the program to tap into additional federal funding.
- ✓ Expand retention efforts based on recent focus groups and Upbeat Retention pilot program at 5 schools.
- ✓ Revise layoff process to align staffing decisions with student need instead of seniority.
- ✓ Reorganize central office to center on teaching and learning and to adapt to the needs of multilingual learners and differently-abled students.

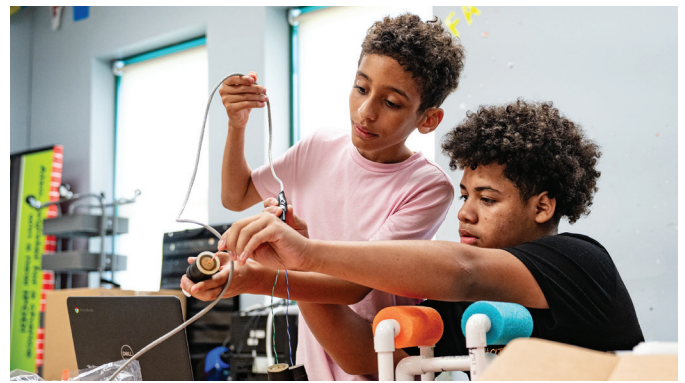
## ENGAGED COMMUNITIES

### Goals

- Ensure meaningful family and community engagement by establishing active advisory councils in 100% of schools by the end of 2025, increasing parent workshop participation—particularly among historically underrepresented groups—by 2026, and optimizing communication tools and translation services to better meet the needs of families and staff.
- PPSD will decrease its chronic absenteeism at the elementary level from 29.8% to 20%, middle school from 39% to 31% and high school from 43.6% to 33%.

### Action Steps

- ✓ Each individual school will establish a community advisory council composed of parents, community leaders, and students. These councils will continue to add value with input on school decisions and help shape school improvement plans. By the end of 2025 100% of schools will have an active advisory council and parent



satisfaction with district engagement will increase by 20%, as measured by district surveys.

- ✓ Data Analysis: Gather feedback from staff and families to assess how the contracted translation services and ParentSquare are meeting their needs. Assess whether these services reduce costs in other areas, such as decreased need for in-person interpreters or fewer administrative hours spent resolving misunderstandings.
- ✓ The district will increase the number of parents attending workshops by 2026, with at least 30% of attendees from historically underrepresented groups.
- ✓ Develop and implement a community-wide campaign that focuses on students attending school regularly and leveraging parent and community leadership groups to send positive messages to families about the importance of being in school and the impact of chronic absenteeism.

## EFFICIENT DISTRICT SYSTEMS

### Goals

- 30% of seats in PPSD schools will be in new or like new schools by SY 2026–2027 and will be on track to have enough seats for all students in 2030.
- 50% of respondents will respond favorably to SurveyWorks questions related to school resources, up from approximately 40% who currently respond favorably.

### Action Steps

To build on these strong foundations, PPSD will:

- ✓ Continue advancing the work of the capital plan.
- ✓ PPSD will continue to advocate for the students of PPSD and to ensure that the City of Providence upholds its maintenance of effort obligations to adequately fund Providence Public Schools.
- ✓ Improve the district's website to better share information on PPSD finances, and put in place standing meetings with the City of Providence for information sharing.



Providence  
Schools

Learn more and get involved at [www.4pvdkids.com](http://www.4pvdkids.com)