

Empowering Students & Schools

Providence Public School District

Five-Year Strategic Plan 2016-2021

Superintendent Christopher N. Maher

Providence
Schools

Providence School Board

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*term ended in December 2016

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School Board President Nicholas Hemond, Superintendent Christopher N. Maher, Providence Teachers Union President Maribeth Calabro and Mayor Jorge Elorza present awards to recent retirees at the annual employee appreciation reception.

An orange L-shaped graphic that starts with a horizontal line on the left, then turns 90 degrees down to a vertical line, and finally turns 90 degrees right to a horizontal line that ends under the 'VISION' header.

MISSION

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

VISION

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

Empowering Students and Schools

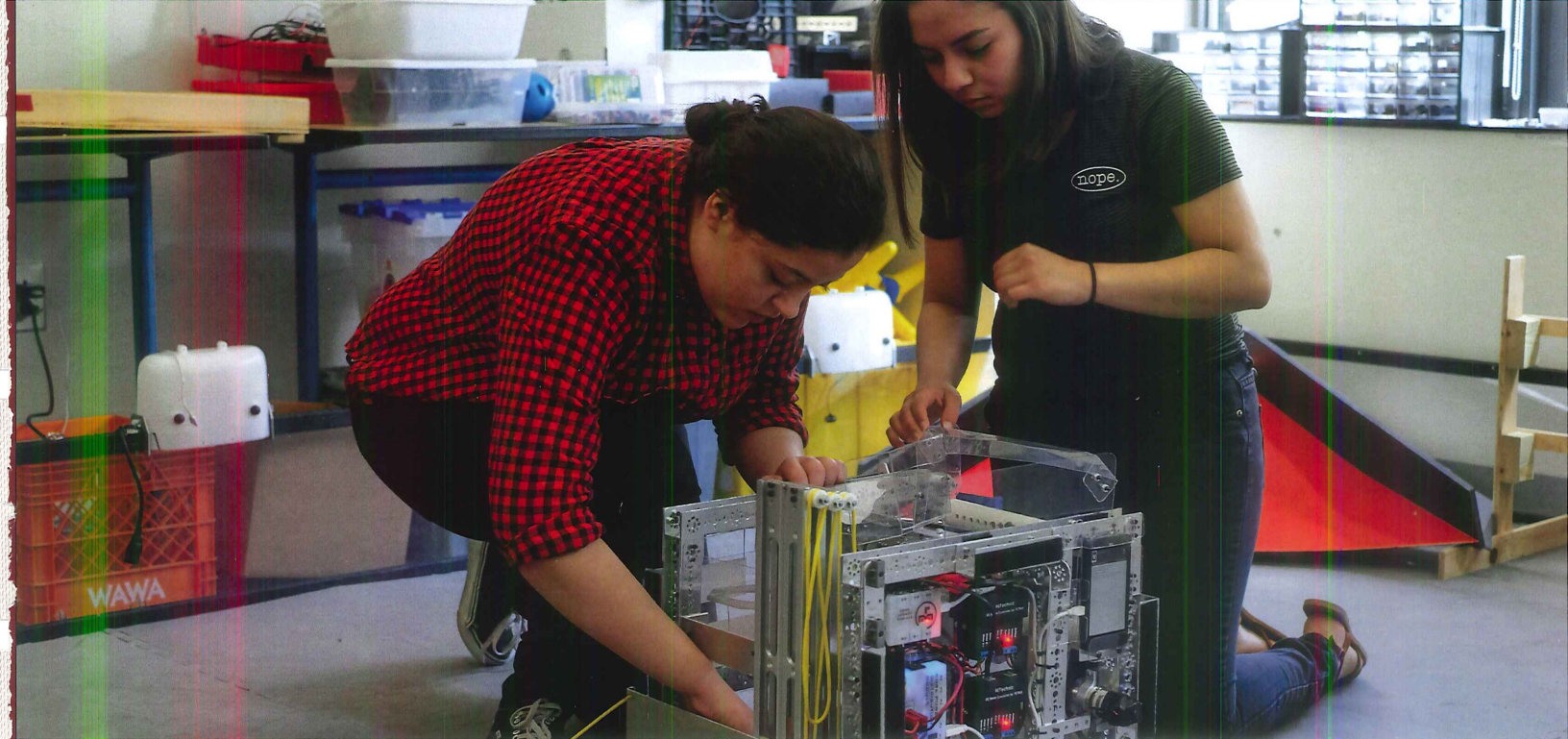
The Providence Public School District is committed to fostering a generation of engaged and successful learners who are prepared for college and career. Our students have diverse backgrounds and share different challenges and strengths. With this in mind, the district strives to meet each child where he or she is academically, socially and emotionally. To accomplish this, we provide our schools with resources, systems and authority so that they may personalize student learning.

This strategic plan addresses the most pressing needs and priorities of the school district, so that Providence can empower its students and its schools.

In early 2016, our strategic planning process began with the Teaching and Learning team gathering input from 70 community partners, families and students. In the summer, a cross-functional district team attended Harvard University's Public Education Leadership Project Summer Institute, where they worked with faculty from Harvard Business School and Graduate School of Education to build on the work of Teaching and Learning and to develop new strategies for addressing our district's needs.

In a separate collaboration with Harvard's Education Redesign Lab, the City of Providence was one of a handful of cities to participate in the nationally recognized By All Means initiative that encourages citywide collaboration to tackle educational issues. Under the leadership of Mayor Jorge O. Elorza and Superintendent Christopher N. Maher, this initiative has and continues to support the district in connecting the larger community to our efforts in the areas of personalized learning, social-emotional learning and out-of-school time.

A 40-member internal team synthesized and expanded on the district's earlier work to create a five-year strategic framework. The School Board and the Mayor's Office approved this framework after the district had solicited feedback from staff, including representatives from the Providence Teachers Union, Local 1033 and Local 1339.



"Empowering Students and Schools" represents the culmination of that feedback process. Guided by five major goals, the strategic plan includes 21 key strategies that are linked to metrics to ensure accountability. Today, our priority is the implementation of these five overarching goals:

1. Ensuring Academic Achievement

Ensure high academic standards to prepare all students for college and career.

2. Maximizing Learning Time

Ensure our students are ready to learn and able to access additional academic supports.

3. Growing a Strong Workforce

Foster and maintain a diverse workforce that is supported and engaged.

4. Providing Improved Service

Raise the level of service to internal customers and the larger school community.

5. Allocating Resources Strategically

Generate and allocate resources aligned to school-based needs, goals and priorities.

GOAL

1

Ensuring Academic Achievement

Ensure high academic standards to prepare all students for college and career.

To ensure that our students graduate from high school prepared for college and career, the Providence Public School community is developing and implementing a comprehensive, standards-based framework inclusive of curriculum, instruction, assessment and professional learning. The district is ensuring that this framework is individualized in order to empower students with diverse learning needs.

1A: *Personalize instruction using data to empower students and increase student achievement.*

Standards-based instruction refers to the vast array of personalized learning experiences through which students can make progress toward mastering content standards. Educators design instruction that reflects the needs of 21st-century learners and includes opportunities to collaborate, innovate, create and solve problems. Instructional strategies, aligned to the Framework for Effective Teaching, focus on personalization through blended learning, sheltered English instructional strategies and culturally responsive teaching, as well as a focus on student agency and voice.

1B: *Provide every student with aligned curriculum, instruction and assessment.*

Curriculum and assessment can work together as a partnered system for change. The district will move its focus away from resource-driven curriculum and assessment towards a standards-based curriculum and assessment system.

1C: *Improve quality and type of language acquisition supports and services for all English language learners.*

The district is identifying and implementing innovative, research-based language acquisition programs and ensuring that the quality of instruction within those programs addresses students' language development needs. This strategy includes building programs to address the unique needs of English Language Learners (ELL) who have recently arrived in the district. The district is also empowering schools to lead and take ownership of their ELL programming and instruction.

WHERE WE ARE GOING:
**FIVE-YEAR
PROPOSED TARGETS**

INCREASE PERCENTAGE
OF STUDENTS PROFICIENT

IN ELA BY
13 POINTS **65%**
A CHANGE OF

IN MATH BY
11 POINTS **79%**
A CHANGE OF

INCREASE PERCENTAGE
OF STUDENTS GRADUATING
IN FOUR YEARS
BY **5 POINTS** **7%**
A CHANGE OF



1D: *Improve the quality
of services for students
with disabilities.*

The district is working with schools to ensure that the quality of instruction and programming addresses and meets the academic, language and social-emotional needs of students with disabilities. Through increased support and the strategic use of data, the district is empowering schools to increase their decision-making and ownership of special education services and programming.

1E: *Provide multiple
pathways that prepare
students for both
college and career.*

The district is developing and implementing quality programs, such as the Advanced Course Network, dual enrollment and Advanced Placement courses, to prepare students for college. The district is also developing and implementing quality programs, such as career and technical education, internships and expanded learning opportunities, to prepare students for careers. This supports our work in building multiple pathways for college and career.

WHERE WE ARE:
**BASELINE
METRICS**

20% OF STUDENTS
proficient in ELA SY 15-16*

14% OF STUDENTS
proficient in math SY 15-16*

*Percentage meeting or exceeding expectations
as reported by the R.I. Dept. of Education

75.3%
of students entering
grade 9 in SY 11-12

GOAL #2

Maximizing Learning Time

Ensure our students are ready to learn and able to access additional academic supports.

To maximize learning time for our students, the district is developing school-time and out-of-school-time systems to support students' social-emotional learning needs, to address some of the root causes of chronic absenteeism and to develop plans that support increased learning time, as well as afterschool and summer learning opportunities.

2A: *Build district capacity and systems to meet the social-emotional needs of students.*

The district is supporting social-emotional learning by articulating and focusing on social-emotional learning standards and expectations. In adopting national standards of school-based mental health supports and employing a multi-tiered system of supports for academics and behavior, the district is supporting greater student achievement.

2B: *Increase and strengthen out-of-school programming for summer and afterschool time.*

Through community collaboration and strong partnership opportunities, the district will ensure student access to quality year-round learning opportunities that provide enrichment and help stem summer learning loss.

2C: *Ensure student health and wellness.*

Focus on student wellness through nutrition, exercise and a commitment to overall health.

WHERE WE ARE GOING • • • • • FIVE-YEAR PROPOSED TARGETS

DECREASE PERCENTAGE OF
CHRONICALLY ABSENT STUDENTS BY
7 POINTS – A CHANGE OF **23%***
• • • • •

DECREASE THE NUMBER OF
SUSPENDED STUDENTS BY
960 – A CHANGE OF **28%***
* Skyward electronic records • • • • •

DOUBLE THE
NUMBER OF SEATS TO

1,700

FOR PPSD STUDENTS IN
CITY-AND DISTRICT-SPONSORED
ACADEMIC SUMMER PROGRAMS.



WHERE WE ARE: BASELINE METRICS

30%

OF STUDENTS
ARE CHRONICALLY
ABSENT, SY 15-16

Defined by a student being
absent for 10% of the school
days they are enrolled in school.
As reported by RIDE

3460

SUSPENSIONS
ADMINISTERED
IN 2015-2016

850

TOTAL SUMMER PROGRAM
SLOTS AVAILABLE THROUGH CITY-AND
DISTRICT-SPONSORED PARTNERSHIPS

GOAL # 3

Growing a Strong Workforce Foster and maintain a diverse workforce that is supported and engaged.

The Providence Public School District is cultivating a superior workforce by developing its current staff, building a pipeline of high-quality candidates from the external labor market and implementing programs to retain high-quality staff across the district.

3A: *Increase staff engagement and attendance.*

Through the collection and analysis of qualitative and quantitative data, the district will develop targeted interventions to improve staff engagement.

3B: *Develop and design a management training program to support improved culture.*

The district will implement a training program for all its managers and aspiring managers that addresses core competencies and improves staff culture and engagement.

3C: *Create a targeted recruitment strategy and plan for teachers with a focus on reflecting student diversity.*

The district is adopting an Equal Employment Opportunity/ Affirmative Action plan that provides analysis of our workforce and human resource processes in order to inform and support the development of intentional recruitment plans.

WHERE WE ARE GOING • • • • • FIVE-YEAR PROPOSED TARGETS

INCREASE STAFF ENGAGEMENT RESULTS
TO **3.9** ON A SCALE 1-5 - A CHANGE OF **15%***

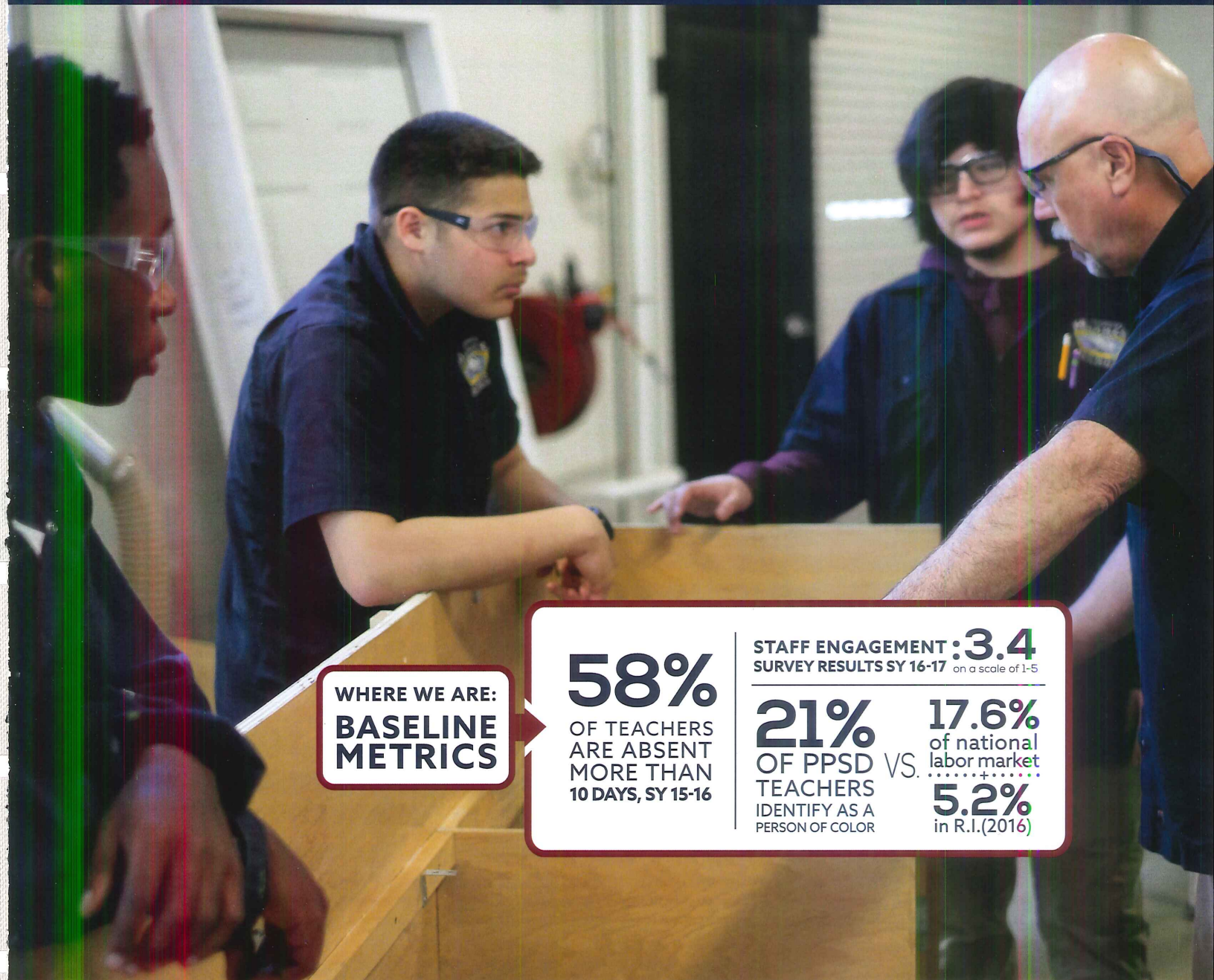
*PPSD annual staff engagement survey • • • • •

DECREASE TEACHER ABSENTEEISM BY
4 PERCENTAGE POINTS - A CHANGE OF **7%****

**AESOP attendance data/Lawson employee count • • •

CONTINUE TO OUTPACE
THE LABOR MARKET
IN TERMS OF TEACHERS
WHO IDENTIFY AS
PERSONS OF COLOR.***

***Bureau of Labor Statistics/RIDE



WHERE WE ARE:
**BASELINE
METRICS**

58%

OF TEACHERS
ARE ABSENT
MORE THAN
10 DAYS, SY 15-16

STAFF ENGAGEMENT : **3.4**
SURVEY RESULTS SY 16-17 on a scale of 1-5

21%
OF PPSD
TEACHERS
IDENTIFY AS A
PERSON OF COLOR

VS.

17.6%
of national
labor market
.....+.....
5.2%
in R.I.(2016)

GOAL

4

Providing Improved Service Raise the level of service to internal customers and the larger school community.

The Providence Public School District is identifying service functions that have the greatest connection to the public and is actively working to improve its response, both in timeliness and customer satisfaction. These areas include student registration, transportation, facilities, communications, and family and community engagement.

4A: *Improve student registration efficiency.*

The district is implementing a streamlined registration process to reduce the average placement time for all students and strives to place students within two business days if their applications are complete.

4B: *Improve transportation effectiveness.*

The district is leveraging real-time data to improve transportation services and related communications with families and schools.

4C: *Implement an operations audit that personalizes operational support based on school needs.*

The district will prioritize operational needs for all schools based on individual site visits that include meetings with building leadership and comprehensive tours of the facilities.

4D: *Strengthen communications to encourage awareness and to promote the PPSD brand.*

Improve communications both externally and among our family, student and staff stakeholders, to build awareness of the district's mission, initiatives, supports and resources.

WHERE WE ARE GOING:
**FIVE-YEAR
PROPOSED TARGETS**

INCREASE FAMILY
SATISFACTION BY
**4^{PERCENTAGE}
POINTS 6%***
A CHANGE OF

INCREASE PRINCIPAL
SATISFACTION SURVEY RESULTS
TO 3.7 19%*
A CHANGE OF

*percentage of favorable responses
in RIDE Annual Family Culture and
Climate Survey

*PPSD Principal Survey, SY 16-17



4E: *Increase
efforts with family
engagement.*

Families are important partners in supporting student success. The Office of Family and Community Engagement is creating new opportunities for parents and families to be informed, involved and empowered, with the goals of improving student attendance and academic outcomes.

4F: *Implement and
support the school
autonomy policy.*

Autonomy allows schools the flexibility to tailor their resources to best serve the unique needs of their communities. The district is designing and implementing mutual responsibility guidelines to define, enable and support school-based decision-making.

WHERE WE ARE:
**BASELINE
METRICS**

71%
**FAMILY
SATISFACTION**
SY 16-17

PRINCIPAL 3.1
SATISFACTION
SURVEY RESULTS: on a scale of 1-5
SY 16-17

GOAL

5

Allocating Resources Strategically

Generate and allocate resources aligned to school-based needs, goals and priorities.

This goal area is focused on identifying and assigning additional resources to schools in alignment with the district's goals, priorities and district needs.

5A: *Revamp the annual budgeting process in support of school-based decision-making.*

Key to supporting school autonomy is providing transparent and accessible financial planning tools. The district will change its budget process so that resources align with school priorities.

5B: *Provide ongoing fiscal management training and support for principals and team leads at the Central Office.*

Principals and team leads are responsible for directing resources to strategic initiatives. The district will implement fiscal management training in order to build capacity, promote accountability and maximize strategic resource usage.

5C: *Strengthen partnerships in support of schools needs and district goals.*

By identifying, expanding and developing relationships with community partners, the district is able to leverage community resources to support students' personal and academic growth and to create a shared investment in Providence's youth and families.

5D: *Leverage public funding sources and partners to increase financial resources for the district.*

Aligning fundraising efforts with the district strategic plan increases the resources allocated to schools and district.

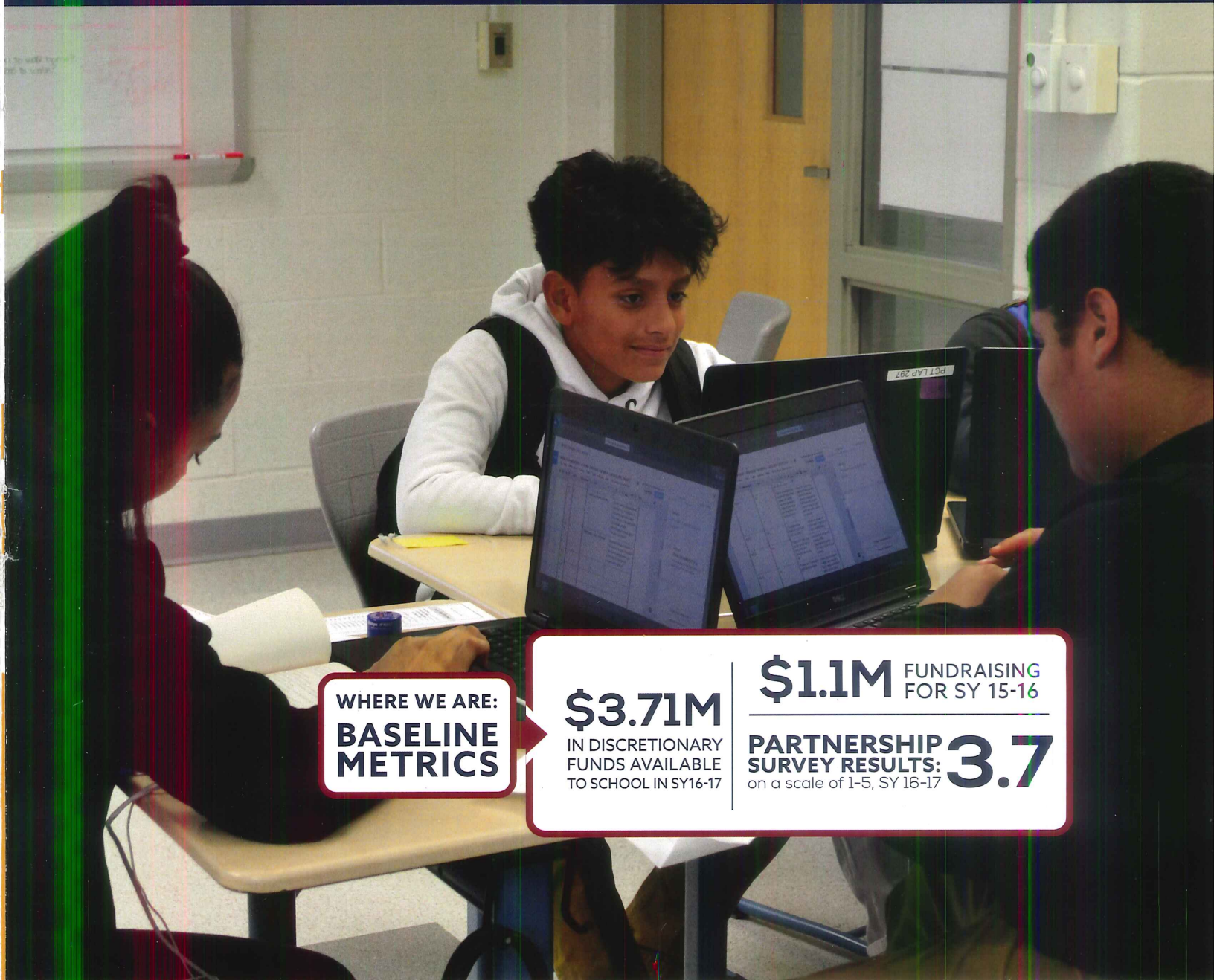
WHERE WE ARE GOING • • • • • FIVE-YEAR PROPOSED TARGETS

INCREASE
discretionary
resources available to
schools by **2%**
per year to reach
\$4.02M*

INCREASE FUNDRAISING
TO **\$2.50M** - A CHANGE OF **127%**
Dollars raised through district development efforts

INCREASE PARTNER
SATISFACTION SURVEY
RESULTS TO **4.1** A CHANGE OF **11%****

*local discretionary dollars allocated to schools on a per pupil basis
**percentage of favorable responses in PPSD partner survey



WHERE WE ARE:
**BASELINE
METRICS**

\$3.71M
IN DISCRETIONARY
FUNDS AVAILABLE
TO SCHOOL IN SY16-17

\$1.1M FUNDRAISING
FOR SY 15-16

**PARTNERSHIP
SURVEY RESULTS:**
on a scale of 1-5, SY 16-17 **3.7**

Providence Public School District

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