Enclosure 5a
July 18, 2023

Providence Schools

School Redesign

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Redesign Agenda

- Communications Strategy
- Overview
- School Profiles

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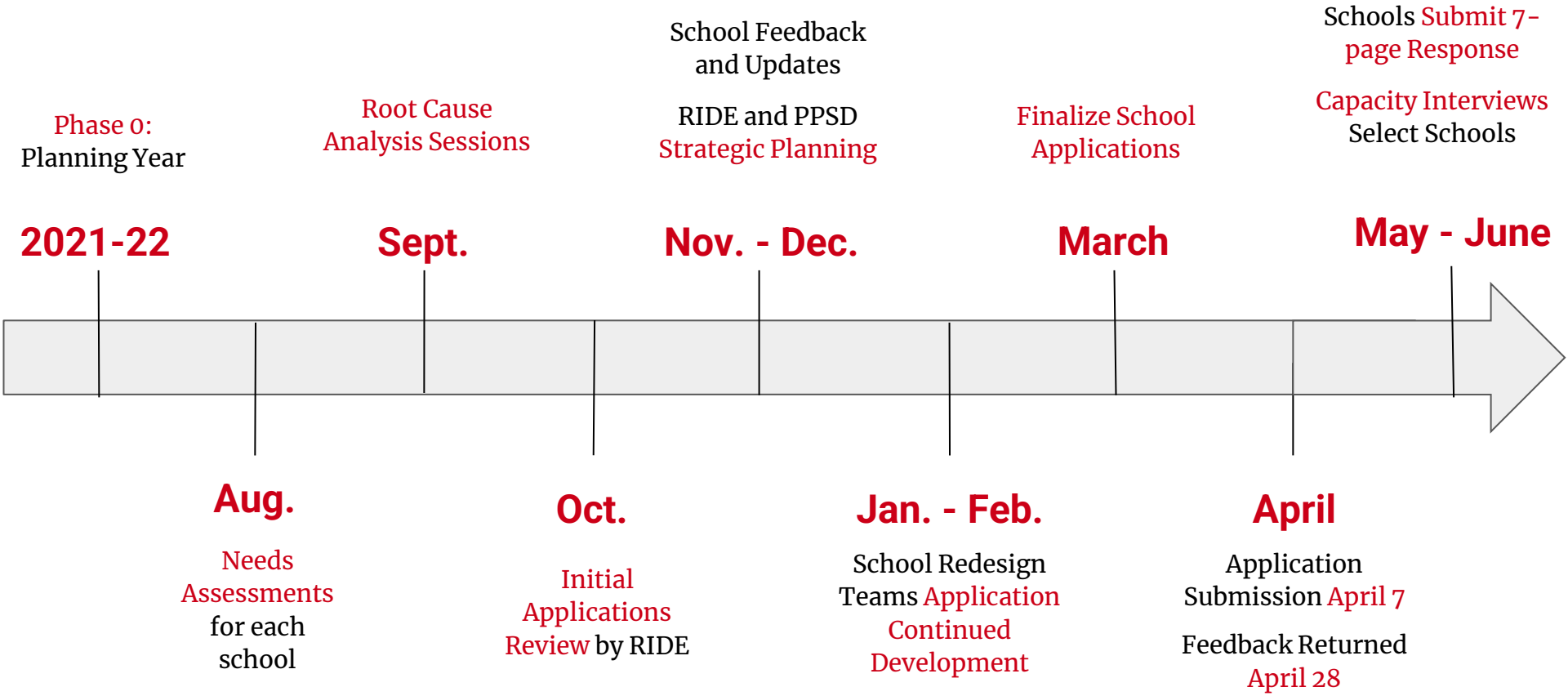
Redesign Overview

Phase 1: SY 22/23 Redesign Process



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Redesign Process Milestones

Redesign Teams Composition

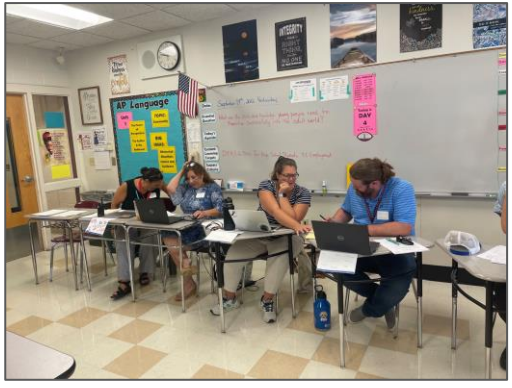
- Community Advisory Boards (CAB): Families and Community Members
- Teachers, Administrators and District Staff

Process

- Conduct Redesign Working Sessions
- Support and assessment of redesign model choices from a strategic education organization
- Facilitate Writing Retreats with Redesign Teams

Outcomes

- Submission of Five Redesign Applications
- Quarterly and monthly CAB/SIT meetings
- Over 20 Redesign Team meetings per school over the last eleven months



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Communication Strategy

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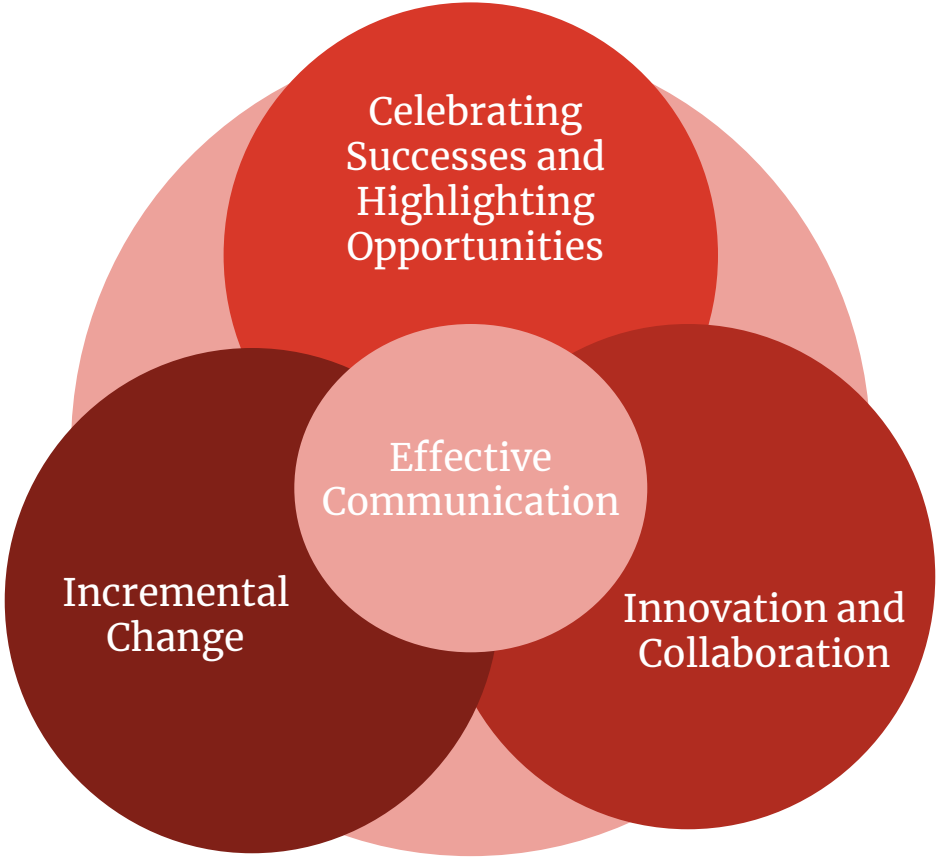
Our Guiding Principles



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Our Guiding Principles

- **Effective Communication -** Frequent, two-way communications involving all stakeholder groups
- **Celebrating Successes and Highlighting Opportunities -** Celebrate the wins across all schools and highlighting opportunities for growth
- **Incremental Change -** Full redesign implementation will require many small steps over time
- **Innovation and Collaboration -** Collaboration to problem solve and create new ways of thinking to support student achievement and well-being

Family Experience: Ongoing and Future Communications

Who?	• Students and Families • CAB/SIT • Community Partners Businesses • Elected Officials • Local Social Service Agencies • Higher Education • School and District staff
What?	• Progress Made • Highlights • Ways to Get Involved • Updates and Reminders
How and when?	• PPSD, School, & Community Redesign Meetings- Ongoing • District-Based Social Media Presence- Monthly • School-Based Social Media Presence and School Newsletter-Monthly • Local News/Media • Community Town Halls/Meetings/Forums • Flyers, Brochures, Signs- Ongoing • Emails/Robocalls- Monthly

Definitions and Key Terms

Community Advisory Boards (CAB)	CABs are representative of a broad range of community stakeholders that provide feedback on the school improvement plans for districts with schools that are identified as in need of comprehensive support
School Improvement Team (SITs)	SITs are composed of stakeholders, including parents, that provide input on the **school's improvement efforts** in partnership with principals and teachers
Redesign Teams	Redesign Teams are composed of various stakeholders, including members from SIT and CABs, as well as teachers and other partners to develop redesign strategy and goals
Career and Technical Education (CTE)	Programs and pathways that prepare students for career in various industry clusters. Programs follow standards approved by the CTE Board of Advisors.
NAF	NAF is a national organization that provides various services to schools, including school design, curriculum, and work-based learning design. NAF supports 604 NAF academies across 35 states.
Project-based Learning (PBL)	Project-based learning is a teaching method where students participate in interdisciplinary, hands-on, and personalized projects

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Redesign School Profiles

Providence Redesign Schools

MOUNT PLEASANT EARLY COLLEGE AND CAREER ACADEMY
- An early college model school with dual and concurrent enrollment
- Offers CTE programs in advanced manufacturing, pre-engineering, teacher academy, and computer science
- Partnerships with RIC, URI, and industry partners

DELSESTO STEAM ACADEMY
- Campus focused on STEAM education and programs
- Inquiry-based instructional practices with robust SEL supports

DR. JORGE ALVAREZ HIGH SCHOOL OF HEALTHCARE AND FINANCE CAREERS
- Healthcare and Finance Career pathways with project-based learning and work-based learning instruction
- Partnerships with RI hospitals, RI Nursing Education Center, National Academy Foundation and local and national financial institutions

HOPE VISUAL AND PERFORMING ARTS
- Integrated arts with a focus on project-based learning and interdisciplinary instruction
- Partnerships with RISD, Brown, and community art organizations

JUANITA SANCHEZ LIFE SCIENCES INSTITUTE
- Project-based and work-based learning focused on life sciences and biotechnology
- Partnerships with RI hospitals, bio-tech start ups, the National Academy Foundation and the new Life Sciences hub in downtown Providence

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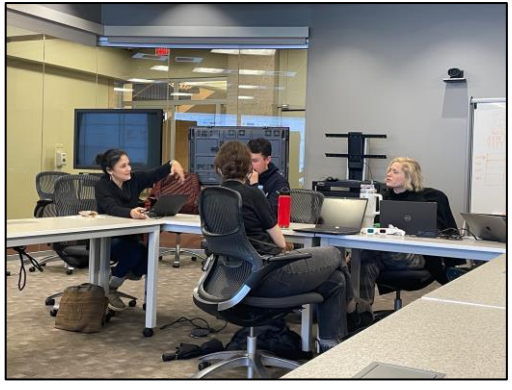
Hope High School Visual and Performing Arts

Presenting:
Principal Francisco Velasquez

Stakeholder Engagement

- Monthly meetings with 3 Community Advisory Board (CAB) & 4 School Improvement Team (SIT) members
- Teachers (5 participants) participated in focus groups on arts education and collaboration with a former RISD professor
- Over 20 bi-weekly meetings with redesign team with community members (8 participants) and teachers (2 teachers)
- School visits with administration and teachers (4 participants) and (Boston Arts; Beacon Charter)
- Three writing retreats at Brown University with design team (students, staff, community partners) with 15 participants at each session
- Summer 2023 art education professional development with art teachers (5 participants)
- Students (3 participants) participated in an video interview series
- Other student & staff focus groups focused on schooling experiences conducted by a third-party organization (15 students, 30 staff members each time)



Hope High School Visual and Performing Arts

Focus Area	Visual and Performing Arts
Mission	Hope Arts provides a world-class arts education and advanced core curriculum that foster creativity, innovation, critical thinking, and problem-solving.
Vision	Hope Arts will provide an exemplary arts and academic education to culturally and socioeconomically diverse students. Our graduates are the next generation of creators, innovators, inventors, leaders, collaborators, and communicators who will drive our economy and develop a sense of shared culture. They will utilize the skills they have developed to pursue post-secondary experiences in a wide range of professions.
Key Design Elements	1. Integrated Arts 2. Professional Learning Culture 3. Social-Emotional Learning and Supports 4. High-Quality and Sustainable Partnerships
Academics	• Fine Arts: Visual Arts, Graphic Design • Performing Arts: Music, Theatre, Dance
Partners	• Rhode Island School of Design • Brown University • Rhode Island art institutions, non-profits, and community organizations

Hope - Student, Parent, Teacher Experience Overview

Students	Parents	Teachers
• Art infused instruction across all disciplines with project-based learning • Visual and performing art classes and course sequences • Capstone art projects with a community focus	• Extended learning programs in the arts over the summer • PTO/CAB & SIT engagement opportunities • Student arts and musical showcases throughout the school year	• Integrated arts professional development by art organizations • Embedded integrated arts coaching and support from school-level redesign positions • Built-in collaboration time for interdisciplinary lesson planning

Student Experience: Pathways

Visual Arts	Performing Arts
1: Visual Arts 2: Visual Arts CTE 3 : Film & Photography 4: Computer Science	1: Theater 2: Music Instrumental 3 : Music Vocal 4: Dance
Internships	
Sophomore & Senior Portfolio	
Project-Based Learning	
Afterschool Enrichment	

Student Experience: Visual Arts Course Sequence

Grade	Option 1	Option 2	Option 3
9	• Intro to Art • Life Drawing I	• Visual Arts CTE 1	• Intro to Film and photography
10	• Advanced 2D/ Advanced 3D • Life Drawing II	• Visual Arts CTE 2	• Film II
11	• AP Art and Design / Printmaking • Art History	• Visual Arts CTE 3	• Documentary Filmmaking
12	• AP Art and Design • Figure Drawing • Art Portfolio/ Internship	• Advanced Art/AP CTE • Figure Drawing • Art Portfolio/ Internship	• Advanced Film • Photo II • Art Portfolio/ Internship

Student Experience: Performing Arts Course Sequence

Grade	Option 1: Theater	Option 2:Music Instrumental	Option 3: Music Vocal	Option 4: Dance
9	• Intro to Theatre • Voice and Speech I	• Instrument/ Basic Theory and • Fundamentals of Music	• Vocal Technique I Chorus • Fundamentals of Music	• Orientation to Dance I • Body Conditioning
10	• Technical Theater: Set Design, Props, Costumes, Lights, Sound	• Jazz Ensemble (full year) and • Music Theory 1 (semester)	• Vocal Technique II • Music Technology	• Contemporary Dance • Musical Theatre Dance

Student Experience: Performing Arts Course Sequence

Grade	Option 1: Theater	Option 2:Music Instrumental	Option 3 : Music Vocal	Option 4: Dance
11	• Junior Capstone: Theater • Theatre and Production	• Jazz Ensemble (full year) • Music Theory 2 (Semester) • Junior Performance Exhibition	• Concert Choir • Principles of Computer Music	• Contemporary Dance Elements of Choreography I • Dance History
12	• Performance Course: Theatre • Theatre Portfolio and Internship	• Jazz Ensemble (full year) • Music Technology (semester) • Music Portfolio and Internship	• Solo and Ensemble • Instrumental Music Performance • Music Portfolio and Internship	• Contemporary Dance Elements of Choreography II • Yoga and Mindfulness • Dance Portfolio and Internship

Teacher Experience: Professional Development

Professional Development	Activities
Redesign Theme	• Arts Education PD with art education consultants starting in Fall 2023 and embedded art professional development form the school-based integrated arts team • Built-in collaboration time between art and academic teachers to design lesson plans and units of study • PD with RISD instructors and graduate students for integrated arts • Collaboration with art nonprofits and community organizations for extended learning programs
Improving Core Instruction	• Project-based learning PD from a high-quality vendor • Embedded Project-based learning coaching and on-site support • Culturally responsive teaching and training for staff

Questions?

Providence Schools

Juanita Sanchez Life Sciences Institute

Presenting:
Christopher Sanacore
Brett Dickens

Stakeholder engagement

- 5 teachers and 1 Community Advisory Board (CAB) member participated in the redesign Needs Assessment and Root Cause Analysis session
- Quarterly CAB meetings to review redesign application development and generate input with CAB (2 participants) and other stakeholders from LifeSpan
- Redesign Writing Retreat at Rhode Island Foundation with 3 teachers and the principal
- Meeting with Brown University and Rhode Island Hospital faculty on developing student internships and programs aligned to the redesign plan
- Parent focus group in Fall 2023 on what parents want to see in their child's education and post-secondary aspirations led by students (65+ participants)

Juanita Sanchez Life Sciences Institute

Focus Area	Life Sciences
Mission	JSEC fosters a dynamic and inclusive learning environment providing a high-tech life sciences program while empowering its diverse student body to develop academic, social-emotional, and leadership skills.
Vision	JSEC cultivates scholars who are innovative problem solvers committed to local and global change.
Key Design Elements	1. Academic Core 2. Technical/Professional Core 3. Real-World Learning Opportunities 4. Support Services
Academics	• Project Lead the Way (PLTW) BioMedical Course Sequence • Work-based learning and internships in research labs and hospitals • Industry credentialing, college credit for PLTW qualifying scores
Partners	• National Academy Foundation (NAF) • Rhode Island Hospitals • Rhode Island Life Science/Public Health Lab • Roger Williams Zoo • Future Generation of Cancer Scholars

JSEC - Student, Parent, Teacher Experience Overview

Students	Parents	Teachers
• Students follow PLTW course sequence- Principles of BioMedical, Human Body Systems, Medical Interventions & Biomedical Innovation. Additional courses-AI in Healthcare and URI's Biotechnology fit student interest. • Work-based learning opportunities in the Life Sciences • Project-based learning across content areas	• Program and transportation supports for student internships and work-based learning opportunities • PTO, CAB & SIT opportunities for parents and families • Increased communication and transparency over programs through NAF-driven Industry Advisory Boards	• NAF coaching and planning for Life Science pathways • Project-based learning professional development • Project-based learning embedded coaching and support • Coaching cycles, flexible, grade level teams, and professional learning communities to support redesign

Student Experience: Themes

Features	Grade 9 Biomedical Science	Grade 10 Human Body Systems	Grade 11 Medical Interventions	Grade 12 Medical Innovation
Career Connected Activities	• Awareness • Industry Speakers • Panels • Industry Research	• Exploration • Field Trips • Industry Research	• Job Shadows • Career Fairs • Mock Interviews • Resume Building	• Internships - paid/unpaid, summer/ school year
Extended Learning & Advanced Academics	Participate in Future Health Professionals (HOSA) co-curricular workshops and competitive events.		Dual enrollment & AP coursework (Bio, Chem, Stats)	Dual enrollment & AP coursework (Chem, Pre-Calc/Calc)

Student Experience: Course Sequence

Grade 9: Biomedical Science	Grade 10: Human Body Systems	Grade 11: Medical Interventions	Grade 12: Biomedical Innovation
• Modern World History • Algebra 1 • English 1 • Biology	• Civics • Geometry • English 2 • Chemistry • World Language	• Modern U.S. History • Algebra 2 • English 3 • Physics • World Language	• Pre-Calculus • English 4 • PBDA • AP Biology
Advisory			
Student-Led Conferences			
Counseling			
Skills Group			

Teacher Experience: Professional Development

Professional Development	Activities
Redesign Theme	• Workplace-based adult learning experiences that allow staff to build and integrate biomedical specific knowledge and skills • Collaborate with other NAF schools across the country. • Teacher leaders will meet at least bi-weekly with the Leadership Team for planning and feedback on their team's progress.
Improving Core Instruction	• Project-based learning PD from a high-quality vendor • Data analysis to use student assessments to make instructional decisions • Culturally responsive teaching and training for staff • Embedded Project-based learning coaching and on-site support

Questions?

Providence Schools

Mount Pleasant Early College & Career Academy

Presenting:
Principal Woberson Torchon

Mount Pleasant - Stakeholder engagement

- Faculty and Community Advisory Board (CAB) participation in the redesign Needs Assessment and Root Cause Analysis session (4 CAB members and 3 faculty)
- Monthly CAB meetings (4 participants) to provide updates on the redesign plan and strategy to align school efforts towards the redesign vision
- Bi-weekly meetings with the Redesign Team (6 participants) to support in drafting the redesign application
- Teacher focus group surrounding supports MLL students through redesign with ESL teachers (5 participants)
- Principal-led Redesign engagement sessions with teacher leaders and administrators (16 participants), faculty overview (100 participants), and two instructional leadership teams sessions (12 participants)
- On-going planning and strategy meetings with 3 members of Rhode Island College (RIC) faculty with district and Mount Pleasant admin (3 participants)
- Facilities led conversation with faculty, parents and students (25 participants) on building investments to improve instruction and the redesign plan
- Three Redesign Writing Retreats at Brown University with CAB and faculty (3 CAB participants led by a MLL coach and principal)

Mount Pleasant Early College & Career Academy

Focus Area	Early College and Career
Mission	MPECCA provides all learners with early college and career preparation by collaborating in a meaningful and purposeful education.
Vision	MPECCA works collaboratively with area state colleges, universities, and local partners in support of the growth of the whole student, so that they not only earn a high school diploma but also graduate with industry experience and having earned college credits.
Key Design Elements	1. Expanded and Enriched Learning Time and Opportunities 2. Integrated Student Support Services and Positive Behavior Practices 3. Collaborative Leadership 4. Family and Community Engagement
Academics	• Early college prep • Dual and concurrent enrollment cohorts • Project Lead the Way (PLTW) Engineering • Computer Sciences Pathway (RIDE approved) • Teacher Pathway (RIDE approved)
Partners	• National Academy Foundation (NAF) • Rhode Island College (RIC) • Community College of RI (CCRI) • Electric Boat (Boat for Next Gen programming)

Mount Pleasant - Student, Parent, Teacher Experience Overview

Students	Parents	Teachers
• On-campus college level instruction from RIC professors • Project-based learning across all disciplines • Work-based learning opportunities and internship through CTE programs • Embedded tutoring opportunities during the school day	• Extended learning programs in partnership with RIC • PTO/CAB & SIT engagement opportunities • Advanced support from guidance counselor for college preparation and FAFSA completion	• Project-based learning professional development and embedded coaching • Renewed structure to provide teachers supports through collaborative planning time and instructional leadership teams • Co-teaching lessons plans and guest lectures with higher education professors and faculty

Student Experience

Pre-Engineering	Computer Science	Teacher Academy
• Students address real-world problems that often have multiple solutions • Students adopt a problem-solving mindset, engage in compelling, real-world challenges that help them become better collaborators and thinkers	• Introduction to the foundational concepts of computer science and exploration how computing and technology can impact the world • The curriculum includes daily lesson plans made up of inquiry-based activities, videos, assessments, and computing tools, allowing teachers to guide and learn alongside students as they discover core computing concepts	• Conduct formal observations, develop and deliver lesson plans in a K-12 setting • Focus on the development of learning theory, positive and effective classroom management and discipline, curriculum delivery models, and the creation of developmentally-appropriate curriculum

Student Experience: CTE Course Sequence

Grade	Pre-Engineering	Computer Science	Teacher Academy
9	• PLTW Design and Modeling • (DM/PLTW) Automation & Robotics (AR)	• Computer Science Discovery(8895)	• Teacher Academy I • Career Safe Certification • RIDE TA Training
10	• PLTW Introduction to Engineering Design (IED)	• CSC 101: Introduction to Computing and Data Science(8890)	• Teacher Academy II • American Safety Program • Babysitting Certification • First Aid Certification • RIDE TA Training
11	• PLTW Principles of Engineering (POE)	• CSC 106: AP Computer Science Principles (8651)	• Teacher Academy III • Introduction To Teaching And Learning(FNED 100) • Parapro Assessment • RIDE TA Training
12	• PLTW Computer INtegrated Manufacturing (CIM) • PLTW Engineering Design and Development (EDD)	• CSC 211: AP Computer Science A(8652) • Work Based Learning (311)	• Teacher Academy IV • College Learning Strategies (EEP College 125) College Learning Strategies • Teacher Assistant Certificate

Teacher Experience: Professional Development

Professional Development	Activities
Redesign Theme	• Rhode Island College (RIC) professors and teachers engage in planning and development for the Early College Model and CTE pathways • NAF performance and planning coaching for the Pre-Engineering CTE pathway teachers • Staff retreats and planning sessions to operationalize key design elements and guide instructional leadership teams
Improving Core Instruction	• Project-based learning professional development from a high quality vendor • Embedded and on-site project-based learning coaching • Culturally responsive teaching and training for staff

Questions?

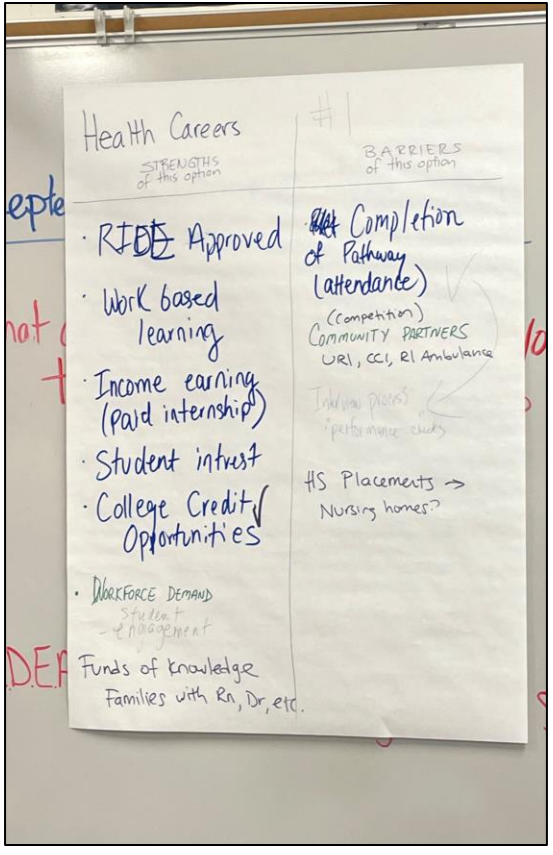
Providence Schools

Dr. Jorge Alvarez Healthcare and Finance Careers

Presenting:
Principal Nathan Biah

Stakeholder Engagement

- Quarterly meetings with Community Advisory Board (CAB). Final Presentation & Feedback Needs Assessment & Root Cause Analysis (3-4 CAB members at each meeting)
- Monthly parent engagement sessions (Coffee Hour with the Principal) (5-10 parents/meeting)
- Parent/Student Industry Recruitment Night & Redesign Overview (45-50 participants)
- Parent Final Redesign Presentation and Feedback Survey (~30 present for presentation)
- Engagement with teacher leaders and instructional leadership teams (ILTs) around redesign
- Bi-weekly meetings with redesign team (over 20 sessions)
- Focus Groups and Root Cause Analysis Sessions (10-20 per session)
- NAF school visits with principal, assistant principal and district staff (5 participants admin & District)



Dr. Jorge Alvarez Healthcare and Finance Careers

Focus Area	Healthcare and Finance Careers
Mission	Dr. Jorge Alvarez High School will prepare all students with 21st-century skills in an equitable and rigorous learning environment to achieve post-secondary success as critical thinkers, lifelong learners, and purposeful problem solvers within their community and a global society.
Vision	Dr. Jorge Alvarez High School's culturally diverse graduates will excel as leaders, innovators, and collaborators in a post-secondary environment, their chosen profession, and an ever-changing society.
Key Design Elements	1. Career and Technical Education (CTE) Pathways 2. Innovative & Instructional Practices 3. Comprehensive Student Supports
Academics	• Nursing Pathway • Community Healthcare Worker Pathway • Emergency Technician Pathway • Business & Finance Pathways
Partners	• National Academy Foundation (NAF) • Rhode Island Nursing Education Center (RINEC) • Rhode Island Hospitals • Local financial institutions and small businesses • Higher education institutions with finance/business offerings

Alvarez - Student, Parent, Teacher Experience Overview

Students	Parents	Teachers
• CTE pathways in Healthcare and Finance Careers • Work-based learning opportunities and internships • NAF Certification • Project-based learning across content areas • POWER block: Social and Emotional Skill Building, College and Career Readiness	• Program and transportation supports for student internships and work-based learning opportunities • PTO, CAB & SIT opportunities for parents and families • Increased communication and transparency over programs through NAF-driven Industry Advisory Boards	• NAF coaching and planning for faculty in the Health Sciences and Finance Academies • Project-based learning professional development for all content teachers • Built-in collaboration time and structure to instructional leadership teams to support

Student Experience: Pathways and supports

Career & Technical (CTE) Pathways	**Health Sciences** • Certified Nursing Assistant (CNA) • Community Healthcare Worker (CHW) • Emergency Medical Technician (EMT) **Business Finance** • Financial Services/Business Management • General Business, & Accounting (2 year programs)
Innovative & Instructional Practices	• Project-based Learning • Cross-Curricular Studies (AP Courses & Success Strategies)
Comprehensive Student Supports	**Social Emotional Learning Supports for all students** • School-wide expectations & supports • Characteristics of Student Resiliency • Routines & Norms • Power Block • Mental Health Partnership • Alvarez Advocates • Strong & Consistent Community Engagement • Elevating Student Voice

Student experience: Health Sciences Course Sequence

Grade	Option 1	Option 2	Option 3
9	Foundations of Healthcare Professions CPR & AED Certification	Foundations of Healthcare Professions CPR & AED Certification	Foundations of Healthcare Professions CPR & AED Certification
10	Theory & Practical Nursing Skills	Essential Healthcare Practices	Essential Healthcare Practices
11	Collecting and Testing Specimens Anatomy & Physiology CPR & AED Certification	Patient Navigation Anatomy & Physiology CPR & AED Certification	Anatomy & Physiology CPR & AED Certification
12	AP Biology Clinical Internship 40 Hours *Clinical WBL over 4 yrs. 40 Hours	AP Biology Clinical Internship 50 Hours *WBL over 4 years 30 Hours	AP Biology EMT Licensing Course 1 *80 Hrs WBL throughout HS achieved through Service Learning/Internship

Student experience - Finance Course Sequence

Grade	Option 1	Option 2	CS4RI Pathway -optional co-sequence
9	Principles of Finance	Principles of Finance	Computer Science Discoveries
10	Personal Finance and Investments	Personal Finance and Investments	Computer and Data Science Work Based Learning
11	Principles of Accounting Managerial Accounting	Principles of Accounting Managerial Accounting	AP Computer Science Principles CyberSecurity
12	College Business Principles Business Leadership and Entrepreneurship *80 Hours WBL throughout HS	College Business Principles Business Economics *80 Hours WBL throughout HS	AP Computer Science A Cybersecurity

Teacher Experience: Professional Development

Professional Development	Activities
Redesign Theme	• NAF coaching and training aligned Health Sciences and Finance Academies • Professional development led by Nursing Coordinators and additional Healthcare professionals • Structured collaborative time with teachers to implement redesign model
Improving Core Instruction	• Project-based learning professional development and embedded coaching

Questions?

Providence Schools

DelSesto STEAM Academy

Presenting:
Principal Suzanne Madden

DelSesto - Stakeholder engagement

- Engaged with colleagues, students, families, and community partners through the CAB and SIT to discuss school improvement and redesign (2 community members and 2 parents)
- Community Advisory Board and faculty participation in the Needs Assessment and Root Cause Analysis session (3 community partners, 6 staff members)
- Bi-weekly meetings with Redesign Team to support in the development of the redesign application (3 administrators and 3 teachers and coaches for application writing)
- On-going conversation with RIMESA to expand partnership to support instruction and project-based learning
- Principal-led discussion on faculty understanding their professional roles in the redesign process and implementation

DelSesto STEAM Academy

Focus Area	**Science, Technology, Engineering, Arts and Mathematics (STEAM)**
Mission	DelSesto will integrate Science, Technology, Engineering, Arts, and Math into curricular activities to inspire students to become critical thinkers capable of using 21st century skills to build real-world solutions and solve relevant community challenges.
Vision	DelSesto Middle School will empower students to become global leaders by cultivating a community that fosters equity, belonging, and challenging expectations which will prepare them for high school, college, and career of their choice.
Key Design Elements	1. Inquiry-Based Learning 2. Rigorous Academics 3. Culture & Climate 4. High Quality and Sustainable Partnerships
Academics	• Inquiry-based learning across grade contents • Project Lead the Way (PLTW) Gateway Automation and Robotics • SeaPerch Programming
Partners	• Rhode Island Math, Engineering and Science Achievement (RIMESA) • Electric Boat/SeaPerch

DelSesto - Student, Parent, Teacher Experience Overview

Students	Parents	Teachers
• Social and emotional skill building through Advisory • Inquiry-based learning instruction through STEAM and interdisciplinary studies • Hands-on and student centered projects facilitated by teachers • SeaPerch, PLTW and Robotics course sequences	• Student-driven STEAM project exhibitions open to families • Carnevale Elementary feeder school to support 5th/6th grade transitions • PTO, CAB & SIT opportunities for parents and families	• Team Teaching that promotes student bonding and fosters closer relationships between teachers and students • Inquiry-based learning professional development and coaching • Embedded STEAM lesson planning support from STEAM Coordinator

Student Experience: Culture and Climate

Focus	Description
Structures	• Daily Advisory Blocks: focus on Social and Emotional Skill Building • Block Scheduling: fewer, longer class periods during the school day • Team Teaching: Groups two to four teachers with 50 to 125 students for core content instruction to build effective relationships • Quarterly Town Halls
Systems	• Data-informed Decision making: provide responsive wrap around services and interventions to prevent chronic absenteeism • Quarterly surveys to staff, parents, and students. Share data with all stakeholders and strategize with Community Advisory Board/School Improvement Teams, Parent Teacher Student Association, Instructional Leadership Team
Specialized Staff	• **Cultural and Equity Specialist**: develops equitable, positive classroom management strategies • **Senior Community Specialist**: supports the attendance team and conducts home visits to address issues with absenteeism, behavior, and academics

Student Experience: STEAM courses

Course	Description
Automation & Robotics (PLTW)	Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems
Computer Science for Innovators and Inventors (PLTW)	Design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life
Sea Perch	Students are introduced to a variety of STEM and real-world content and skills in an engaging, project-based learning activity

Teacher Experience

Professional Development	Activities
Redesign Theme	• Weekly coaching and embedded PD design and implemented by the STEAM Coordinator • Built-in teacher collaboration time and instructional leadership teams focused on STEAM lesson plans, units of study and cross-content collaboration • PD from SeaPerch for robotics-based instruction and programs
Improving Core Instruction	• Inquiry-based learning professional development from a high quality vendor • Culturally responsive teaching and training for staff

Questions?

Providence Schools

Thank you!