Enclosure 6a
July 18, 2023

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

July 18, 2023

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner Angelica Infante Green

RE: **Approval of Hope High School Redesign Proposal 2023**

In accordance with Rhode Island's ESSA State Plan, which was approved by the U.S. Department of Education on March 29, 2018, schools that have been identified for Comprehensive Support and Improvement (CSI) for four years must undergo a school redesign process. LEAs must select from five options: Closure, Restart, Empowerment, Small Schools of Choice, and LEA Proposed Redesign. The redesign process must be thorough and must include critical stakeholders including, but not limited to, members of the school's Community Advisory Board (CAB). Per RIDE's ESSA State Plan, the application must be approved by the Rhode Island Council on Elementary and Secondary Education.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the redesign application. The application process has three stages:

- Stage 1 Redesign Application Submission – April 7
- Stage 2 Review – May 12
- Stage 3 Review and Final Recommendations – June 16

Through each stage, the LEA applicant receives critical feedback from trained third-party evaluators against the standards articulated in the application rubric. In Stage 2 the applicants were able to address deficiencies with a seven-page written response and in Stage 3, if deficiencies remained, applicants had an opportunity to remedy these areas during a three-hour capacity interview. Final recommendations and rubrics are attached.

RIDE will continue to work with the Providence Public School Department (PPSD) and Hope High School throughout the launch year of the school to support and address any remaining design, alignment, and operational issues that stem from the process.

RIDE has concluded that the proposal submitted by PPSD on behalf of Hope High School meets the expectations of redesign and will provide the students and community with high-quality academic opportunities.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to approve the Hope High School application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview of Hope's Redesign Proposal
- SchoolWorks Evaluation of the Redesign Application
- Hope's School Redesign Application

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	**THAT the Council on Elementary and Secondary Education moves to approve the Hope High School application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.**
Key Recommendation Drivers:	**Essential Strengths of the Proposal:** • The Integrated Arts/Academics model is a well-established model with a high-performing track record in other schools like LaGuardia Arts and Boston Arts Academy. This model also returns Hope to its roots as an arts school. • The application highlights that the CAB/SIT have been heavily involved in the redesign process. For example, in 2021, they collaborated with the school to review school-level data and identify potential redesign models, and they have participated in focus groups and redesign meetings. • The proximity to RISD and Brown provides strong higher education partnerships for visual arts (RISD) and performing arts (Brown). • The application places a strong emphasis on student well-being and social-emotional supports. **Areas for Further Development/Alignment:** • Scheduling time for students to receive additional coursework and for staff to collaborate and receive professional learning for arts integration may prove challenging. • Supporting additional staff/positions in the various arts disciplines will need to be a priority.

Hope's Redesign Overview

Hope High School			
Redesign Option:	LEA Redesign	Year Opening:	2024-25
Location of School:	Providence, RI	Grade Level (At-Scale):	9-12

Redesign Standards:	Meets all standards	Enrollment (At-Scale):	896

School Vision and Key Design Elements Overview	
Model Overview	Hope Arts will provide an integrated arts education for Providence students. The school will be centered on providing equitable access to arts education with the goal of creating a supportive and academically rigorous community that sets students up to be life-long creators and innovators. Art programs will be companioned by academic courses infused with the arts and enhanced by project-based learning with an interdisciplinary approach. Teachers will collaborate in all content areas and deepen students' understanding of academic content through critical thinking and creative problem solving. Hope's redesign model will also provide social-emotional learning (SEL), after school tutoring and enrichment programs and career exploration catering to student needs and preparing them for post-secondary success. Finally, Hope's model will rely on high-quality partnerships with higher education institutions, local arts nonprofits, independent artists and national foundations to add to and enrich students' arts education exposing them to a diversity of creative career paths.
Vision	Hope Arts will provide an exemplary arts and academic education to culturally and socio-economically diverse students. Hope graduates are the next generation of creators, innovators, inventors, leaders, collaborators, and communicators who will drive the state and city's 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.

Student Demographics Year 22-23 (Oct. 1, 2022)[1]					
Female	400	45%	**Free and Reduced Lunch**	723	81%
Male	494	55%	**Hispanic**	617	69%
Multilingual Learner	350	39%	**Black or African American**	151	17%
Differently Abled	189	21%	**White**	46	4%
Grade 9	319	36%	**Two or More Races**	40	4%
Grade 10	239	27%	**Asian**	28	3%
Grade 11	176	20%	**American Indian or Alaskan Native**	13	1%
Grade 12	162	18%	**Native Hawaiian or Other Pacific Islander**	1	0%

Key Design Elements	
Integrated Arts	The cornerstone to Hope's redesign model is to infuse arts education and learning throughout the school and to offer students unique opportunities to explore and develop their creative selves and capacities through a combination of study in the arts and rigorous academics. The integrated arts model was chosen to undo historic

[1] Data available at File Details | RIDE Data Center

	inequities in the Providence Public School District and to ensure each student is prepared for their post-secondary careers. To that end, integrated arts is not just about providing a comprehensive arts education to Hope students, but also about ensuring they have the proper extra-personal skills, strong foundations in ELA and math, and the capacity to develop the proper grit to succeed in the world. Thus, integrated arts will rely on arts and academic-based teachers to collaborate and provide a challenging but supportive learning environment where students are developing their creative selves and preparing for their life's work. Integrated-arts serves as another means by which students can demonstrate their mastery of academic concepts and utilize their artistic and creative abilities to conduct interdisciplinary projects. Hope seeks to embed student portfolios for grade 10–12 students every semester whereby students work with art and academic teachers to engage in a project-based learning unit that pulls from contemporary issues, their prior knowledge, and a range of academic content. Student portfolios will function as a rite of passage for Hope students and will allow them to develop an oeuvre that can be used in college applications, internships and other postsecondary opportunities. Senior portfolios will serve as the state's capstone proficiency-based graduation requirement. In addition, portfolios will be available to the public during open house events and community meetings. Part of the portfolio project will require students to publicly explain and take questions from the community on their final work.
Professional Learning Culture	Hope's model will rely on a strong culture of professional learning and cross-classroom collaboration between teachers and instructional support staff. This will be most prominent where art teachers and academic teachers collaborate with each other to provide interdisciplinary projects and courses for students. In addition, Hope will sustain its coaching apparatus whereby Math and Literacy coaches with ESL credentials will provide ongoing instructional support to teachers. Beyond these two structures, Hope will continue to actively cultivate a culture of professional learning. This will include a summer retreat, built-in common planning time, early release days for greater professional learning opportunities and large-scale investments in project-based learning and arts integration professional development. In addition, Hope's leadership team will strive to ensure that all instructional staff have a commitment to the mission and vision of Hope and are participating in professional learning opportunities to advance the school's redesign model. A strong professional learning culture emerges only when the professional development and collaborative planning times are tailored to the individual school and needs of the students. To that end, Hope's professional learning culture will be unique to the school and will support the following academic initiatives: • Interdisciplinary units • Project-based learning • Culturally responsive teaching • Supports for multilingual learner and differently abled students.
Social-Emotional Learning and Supports	As a part of the redesign process, Hope visited other arts-themed high schools in the New England region to observe best practices and identify ways to integrate a successful student support system in the Hope redesign application. One large takeaway from these visits was the need for wraparound services that aid students in developing their sense of self, their sense of belonging in the school, and learning tools

	to monitor and improve their mental health. Hope believes that by investing in systems, structures, and personnel that can guide students to manage their anxieties, stress and other mental health challenges, it can create a caring student body that feels supported to pursue their academic and social goals at Hope. Hope will develop the following systems to support social-emotional wellness: • Weekly advisory classes: Hope will embed the use of a social-emotional learning (SEL) curriculum into the school week during advisory classes. Teachers will be trained in evidence-based SEL practices that guide students to build relationships with peers and to empower each as creative individuals. These advisory classes will also help create strong relationships between teachers and students which has proven to develop a strong sense of belonging amongst students and improve their engagement in the classroom. Furthermore, Hope envisions an advisory program where students stay with the same teacher for four years; which allows for a consistent and meaningful support system. • Investments in mental health personnel: In the wake of COVID-19, students are facing a multitude of complex mental health challenges. Students in Providence are no different and will require additional support to ensure they are developing a healthy sense of self and sense of belonging in their community and the world. Hope would like to make investments in an SEL curriculum, mental health professionals and more to guide students. For students that are suffering mental health issues, these investments will make transitions back into the school easier and foster a supporting community that offers students a strong sense of purpose. • College and career advising: Each redesign school has a fully functioning college and career center that will be used for FAFSA completion nights, visits from college admissions teams and a safe space for students and families to receive advising from a school counselor. Hope will ensure that all students take advantage of college and career advising opportunities and receive any additional information, support and programming needed to enter a higher education institution after graduation. • Parent-student engagement: Hope will also rely on its comprehensive school improvement team (CSIT), parent ambassador and community specialists to design monthly parent engagement workshops, activities, and events. Hope believes that having strong parent engagement in the school will improve attendance and academic performance and move the school toward being perceived as an artistic and education hub that the community has a stake in. All this will serve to provide a sense of ownership amongst students, parents and the community that can influence culture, climate and student mental health.

High Quality and Sustainable Partnerships	Hope plans to work with the district and RIDE to develop strong partnerships with higher education institutions, arts and creative organizations, community partners and families. The redesign process is an opportunity to reframe how to provide excellent learning opportunities for Hope students and that includes developing an open door to creative and artistic experts and community partners who can strengthen learning experiences for students and provide them with more tangible real-world knowledge about arts, academics and careers. To that end, one of the defining features of the redesign model is to focus on building relationships with local and national community partners and find funding, resources and opportunities to get out of the classroom environment to experience the real-world application of their artistic, creative and academic skill sets. Thus, Hope will focus on four branches of high quality and sustainable partnerships: Higher education institutions; local art non-profits, groups, and creative agencies national partners; and family and community relationships. Hope is located near two premiere higher education institutions on the East Side of Providence: Rhode Island School of Design (RISD) and Brown University. In addition, there are other local colleges within traveling distance to Hope. The redesign model will strategically leverage higher education partners to support Hope's art programs and to also provide greater opportunities for students to experience campus life and earn college credits. Hope envisions a strong partnership with RISD and Brown where students are taking college-level courses, participating in summer programs and collaborating with arts professors throughout the academic year and beyond. The City of Providence is known as the Creative Capital and houses a plethora of professional artists, art nonprofits and cooperatives, and arts-based organizations. Hope plans to contract with local artists who may provide mastery-level instruction with students in conjunction with Hope teachers. Hope envisions students will be able to set up internships with arts organizations to obtain real-life experiences, receive additional training, and hopefully partner with a group that can help expand the reach of their portfolio projects. For example, a student focusing on visual and performing arts may leave early on Friday to AS220 in downtown Providence to work with a group of local artists on an art installation. The final product could be a part of the senior portfolio. In addition, Hope will strengthen its relationship with government arts offices including the Rhode Island Film and TV Office, Providence's Art, Culture and Tourism Office, and the Rhode Island State Council of the Arts. For performing arts, Hope will seek to develop a relationship with Providence Performing Arts Center (PPAC), Trinity Repertory and other theater-based organizations in Providence and around Rhode Island. Part of Providence Public Schools Turnaround Action Plan (TAP) is centered on improving community engagement and parents' routine involvement in their student's learning community. Hope will begin accelerating engagement with the community through its comprehensive school improvement team (CSIT), its parent ambassador, and through the development of an art advisory board where parents will sit shoulder-to-shoulder with artistic and creative professionals, higher education representatives and more to help guide the school's redesign implementation.

Curriculum, Assessment, & Instruction

The coming school year will serve as a launch year for all redesign schools. During this time, each redesign school will work with the Office of Teaching and Learning to determine if curricular materials need to be procured or developed internally in partnership with an education organization that provides guidance and support in adapting curricular materials to suit the model. Also, the Office of Teaching and Learning will help redesign schools to operationalize existing universal curricula to support key redesign features and model implementation.

Students will have creative opportunities within science, math, social studies, and language arts that align to common core standards but make room for building connections between academic learning and the arts. For example, across arts and humanities courses, students will explore common themes that permit for interdisciplinary projects and units throughout the school year. For example, “identity” is a broad concept pervasive in both literature and the arts, which lends itself as a theme teachers can develop interdisciplinary projects around. Conflict/Resolution is another theme which can be explored visually in painting, dynamically in theater, historically, and novels. Hope is excited by the opportunity of having the arts instructors collaborate with academic teachers in the design of inquiry-based lessons based on mutually agreed upon touchpoints, enduring ideas, and essential questions. Teaching and learning in an integrated manner across subjects will be a signature characteristic of a holistic arts-themed education in which the arts are viewed as a language and literacy, providing students with a powerful lens into the human expression of ideas, values, and feelings.

Students will also have access to the National Core Arts Aligned curriculum, as well as a number of course offerings for arts including visual arts, theater, dance, and music (theory, composition, and performance). These courses will culminate in exhibitions for students at the end of 10th and 12th grade for every student, demonstrating mastery through a portfolio of their best work.

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

July 18, 2023

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner Angelica Infante Green

RE: **Approval of William B. Cooley Sr. High School at the Juanita Sanchez Educational Complex (JSEC) Redesign Proposal 2023**

In accordance with Rhode Island's ESSA State Plan, which was approved by the U.S. Department of Education on March 29, 2018, schools that have been identified for Comprehensive Support and Improvement (CSI) for four years must undergo a school redesign process. LEAs must select from five options: Closure, Restart, Empowerment, Small Schools of Choice, and LEA Proposed Re design. The redesign process must be thorough and must include critical stakeholders including, but not limited to members of the school's Community Advisory Board (CAB). Per RIDE's ESSA State Plan, the application must be approved by the Council on Elementary and Secondary Education.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the redesign application. The application process has three stages:

- Stage 1 Redesign Application Submission – April 7
- Stage 2 Review – May 12
- Stage 3 Review and Final Recommendations – June 16

Through each stage, the LEA applicant receives critical feedback from trained third-party evaluators against the standards articulated in the application rubric. In Stage 2 the applicants were able to address deficiencies with a seven-page written response and in Stage 3, if deficiencies remained, applicants had an opportunity to remedy these areas during a three-hour capacity interview. Final recommendations and rubrics are attached.

RIDE will continue to work with the Providence Public School Department (PPSD) and JSEC throughout the launch year of the school to support and address any remaining design, alignment, and operational issues that stem from the process.

RIDE has concluded that the proposal submitted by PPSD on behalf of JSEC meets the expectations of redesign and will provide the students and community with high-quality academic opportunities.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to approve the William B. Cooley Sr. High School at the Juanita Sanchez Educational Complex application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview of JSEC's Redesign Proposal
- SchoolWorks Evaluation of the Redesign Application
- JSEC Redesign Application

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	**THAT the Council on Elementary and Secondary Education moves to approve the William B. Cooley Sr. High School at the Juanita Sanchez Educational Complex application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.**
Key Recommendation Drivers:	**Essential Strengths of the Proposal:** • The school has chosen to expand its strongest pathway programming in biomedical sciences. This pathway is based on curricula developed by Project Lead the Way. The current pathway offers some of the most project-based, engaging, and rigorous curricula at the school. Each year, more students enroll in this pathway than any other at the school. • The school's proximity to local hospitals and research institutions, such as Lifespan and Brown University will provide opportunities for work-based learning and partnerships with key experts in the discipline of biomedical research and science. These partnerships will support industry speakers and presentations, student internship opportunities, and field trips. • The Linked Learning model provides a nationally-proven instructional framework that emphasizes work- and project--based learning (PBL). **Areas for Further Development/Alignment:** • The school is still developing infrastructure for the routine use of data to analyze student needs. Additional professional development/meeting time throughout the school year will be necessary to allow for ongoing data analysis and planning sessions. • The school is under the leadership of a new principal. The school's new leader will need to be supported by school and district staff as they assume the lead role in this redesign.

JSEC's Redesign Overview

JSEC High School

Redesign Option:	LEA Redesign	Year Opening:	2024-25
Location of School:	Providence, RI	Grade Level (At-Scale):	9-12
Redesign Standards:	Meets all standards	Enrollment (At-Scale):	322

School Vision and Key Design Elements Overview	
Model Overview	The focus of the redesign at JSEC will be a Linked Learning model. In Linked Learning schools, students learn through a pathway connected to a local industry sector—design, energy, agricultural science, engineering, information technology, arts and entertainment, advanced manufacturing, healthcare, and more. No matter the pathway available to them, students discover that learning makes sense when there is a clear connection to the real world, and the skills and mindsets they gain have relevance that transcends any given sector (Linked Learning Alliance, 2023). At JSEC, the local industry sector is the biomedical sector. The school identified the biomedical industry because it is aligned to a RIDE-approved CTE cluster and because it is a high growth industry in Rhode Island. The school's proximity to local hospitals and health agencies will provide opportunities for students to access internships, mentoring, and other work-based learning experiences. Through coursework in biomedical science, students will be prepared to pursue careers and become biomedical engineers, registered nurses, physician assistants, radiologist technicians, lab technicians, and other professions vital to the health and future of our society. ca The redesign would expand the biomedical pathway and supplement it with additional advanced coursework and internship opportunities as well as comprehensive student support services for multilingual learners (MLLs) and differently-abled students. In addition to these pathway courses, the school will also offer Advanced Placement in biology and physics, and dual enrollment opportunities in biotechnology. The Linked Learning model will support the integration of the academic strengths of the school's biomedical pathway with the traditional academic courses. The Linked Learning model provides a nationally proven instructional framework that emphasizes work- and project-based learning (PBL). The benefits of embedding a PBL instructional approach within a Linked Learning model have the potential to support the school in building internal coherence and supporting both teacher and student mindset. The rigor and relevance associated with PBL units and the metacognitive, reflective, and interpersonal skills students will learn through engagement in PBL will also promote equity and access for students, many of whom represent historically marginalized groups. Additionally, the school will build wraparound supports for students in the pathway, tending to their academic and social-emotional needs.
Vision	JSEC cultivates scholars who are innovative problem solvers committed to local and global change.

Student Demographics Year 22-23 (Oct. 1, 2022)[1]

[1] Data available at File Details | RIDE Data Center

Female	159	50%	**Free and Reduced Lunch**	270	84%
Male	161	50%	**Hispanic**	246	76%
Multilingual Learner	153	48%	**Black or African American**	35	11%
Differently Abled	48	15%	**White**	18	6%
Grade 9	91	28%	**Two or More Races**	11	3%
Grade 10	76	24%	**Asian**	10	3%
Grade 11	85	26%	**American Indian or Alaskan Native**	2	1%
Grade 12	70	22%	**Native Hawaiian or Other Pacific Islander**	*	*

Key Design Elements	
Academic Core	The key design elements of the school are all derived from the Linked Learning framework. The first element is the Academic Core. Linked Learning defined the Academic Core as "rigorous college preparatory courses in English, math, science, social studies, foreign language, and visual arts." Strategies for this design element of Linked Learning are as follows: • Create structures that embed professional collaboration • Develop distributed leadership roles that allow for collective ownership of the school's redesign • Build a staff schedule that incorporates professional collaboration and professional learning opportunities across the school • Strengthen the quality of instructional practices • Develop a rigorous academic program that includes advanced coursework opportunities • Partner with institutions of higher education to offer dual enrollment opportunities allowing students to experience college-level work during high school • Continuously examine multiple data sources to inform instruction in both academic and pathway content areas
Technical / Professional Core	The second key design element of Linked Learning is the Technical/Professional Core. Linked Learning defines this as, "emphasis on the practical use of academic learning and preparation for high-skill, high-wage employment." Strategies for this design element of Linked Learning are as follows: • Incorporate workplace-based adult learning experiences that allow staff to build and integrate pathway-specific knowledge and skills • Collaborate with other Linked Learning schools across the country • Enhance career-related pathways that use high-quality instruction to integrate academic and career content • Develop opportunities for industry professionals to teach students in actual work environments

Real-World Learning Opportunities	The third key design element of Linked Learning is Real-World Learning Opportunities. Linked Learning defines this as, "meaningful work-based experiences including internships, apprenticeships and school-based enterprises that deepen students' understanding of academic and technical knowledge through application." Strategies for this design element of Linked Learning are as follows: • Enhance opportunities for student leadership, governance, and input • Formalize a biomedical industry-based internship program for fourth-year students • Implement a PBL teaching and learning approach
Support Services	The final key design element of Linked Learning is Support Services. Linked Learning defines this as "individualized supports, including counseling and supplemental instruction, to help students master the advanced academic and technical content necessary for success." The Strategies for this design element of Linked Learning are as follows: • Develop and implement a multi-tiered system of supports (MTSS) to promote students' academic, pathway, and social-emotional learning • Provide comprehensive guidance and skill-building to ensure that students' high school experiences prepare them for post-secondary college and career options • Create an advisory structure to coordinate support across the school, and prepare students for college and career success • Develop and implement a comprehensive support system that allows MLLs to successfully access and participate in academic and pathway related opportunities • Develop and implement comprehensive strategies to ensure students are on track for graduation

Curriculum, Assessment, & Instruction

The coming school year will serve as a launch year for all redesign schools. During this time, each redesign school will work with the Office of Teaching and Learning to determine if curricular materials need to be procured or developed internally in partnership with an education organization that provides guidance and support in adapting curricular materials to suit the model. Also, the Office of Teaching and Learning will help redesign schools to operationalize existing universal curricula to support key redesign features and model implementation.

The Turnaround Action Plan (TAP) underscores the need for implementing universal Tier I curricula (assessed curricula used for all schools in the district) across all grade spans, ie. StudySync, Illustrative Mathematics, and Discovery Science, as well as additional curriculum aligned with JSEC's redesign model and programming. The TAP states that Providence "will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade level standards."

JSEC has chosen to capitalize on its current strength, the biomedical science pathway. The current pathway offers some of the most project-based, engaging, and rigorous curricula at the school. Each year, more students enroll in this pathway than any other at the school. As a result, the school plans to expand this pathway and supplement it with additional advanced coursework and internship opportunities, as well as comprehensive student support services for its multilingual learners (MLLs) and differently-abled students. Courses in the biomedical pathway include Principles of Biomedical Science, Human Body Systems, Medical

Interventions, and Biomedical Innovation. These courses are all grounded in curricula from Project Lead the Way.

PBL is a critical element of the Linked Learning model. PBL is the instructional vehicle that integrates rigorous core academics, career/technical skills, and social-emotional learning skills that are beneficial for the workplace and for a healthy, successful adult life. At a Linked Learning school, PBL takes place both within single subjects/classes and across multiple content areas (in an interdisciplinary fashion). Below are a few examples from PBLWorks, one of the leading organizations promoting and supporting PBL in schools across the country:

- In a project about vaccines, students explore the science behind the SARS-COV2 virus and vaccines and work in teams to develop a resource that explains the science of viruses and vaccines to a focus audience of their choice. Students learn about traditional and mRNA vaccines, explore how the body develops antibodies from traditional and mRNA vaccines through the process of protein synthesis, and learn about the process of testing vaccines through clinical trials. They also explore how viruses mutate and unpack the implications of breakthrough cases. Students investigate issues of health literacy and public health communication, identify a specific audience (e.g., teens, vaccine-hesitant communities), and develop a resource and host an event to teach that audience about viruses and vaccines. This project could easily take place within a specific science course or across multiple subjects (including media/art and English).
- In a project on the spread of viruses, students use a human-centered design process to develop an app that helps people to slow the spread of COVID-19 in their communities. Students analyze data about the spread of COVID-19; learn about interventions such as contact tracing, social distancing, and testing; and interview potential app users. They develop and iterate paper prototypes of their apps and create an app pitch that integrates their understanding of public health, the mathematics of viral spread, and human-centered design. It is easy to see how this project could take place entirely within a science course or through a collaboration across contents and courses, including science, English, math, and technology.

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

July 18, 2023

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner Angelica Infante Green

RE: **Approval of Mt. Pleasant Early College and Career Academy (MPECCA) Redesign Proposal 2023**

In accordance with Rhode Island's ESSA State Plan, which was approved by the U.S. Department of Education on March 29, 2018, schools that have been identified for Comprehensive Support and Improvement (CSI) for four years must undergo a school redesign process. LEAs must select from five options: Closure, Restart, Empowerment, Small Schools of Choice, and LEA Proposed Redesign. The redesign process must be thorough and must include critical stakeholders including, but not limited to, members of the school's Community Advisory Board (CAB). Per RIDE's ESSA State Plan, the application must be approved by the Rhode Island Council on Elementary and Secondary Education.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the redesign application. The application process has three stages:

- Stage 1 Redesign Application Submission – April 7
- Stage 2 Review – May 12
- Stage 3 Review and Final Recommendations – June 16

Through each stage, the LEA applicant receives critical feedback from trained third-party evaluators against the standards articulated in the application rubric. In Stage 2 the applicants were able to address deficiencies with a seven-page written response and in Stage 3, if deficiencies remained, applicants had an opportunity to remedy these areas during a three-hour capacity interview. Final recommendations and rubrics are attached.

RIDE will continue to work with the Providence Public School Department (PPSD) and Mt. Pleasant High School throughout the launch year to support and address any remaining design, alignment, and operational issues that stem from the process.

RIDE has concluded that the proposal submitted by PPSD on behalf of Mt. Pleasant High School meets the expectations of redesign and will provide the students and community with high-quality academic opportunities.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to approve Mt. Pleasant Early College and Career Academy application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview of Mt. Pleasant's Redesign Proposal
- SchoolWorks Evaluation of the Redesign Application
- Mt. Pleasant's School Redesign Application (online)

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	**THAT the Council on Elementary and Secondary Education moves to approve the Mt. Pleasant Early College and Career Academy (MPECCA) application for redesign to begin in school year 2023-2024.**
Key Recommendation Drivers:	**Essential Strengths of the Proposal:** • The early college model, allows for strong higher-education partnerships (URI, RIC, and CCRI) and details opportunities for college credit attainment through advanced placement, dual, and concurrent enrollment. Additionally, the physical proximity to RIC enables a strong higher-education partnership. • The application details career and technical education pathways in high-wage, high demand career clusters, including advanced manufacturing, teaching, and computer science. • The application describes seven effective school-wide instructional practices such as culturally responsive teaching, sheltered content instruction, project-based learning, etc. **Areas for Further Development/Alignment:** • The application includes four growth-based goals in the areas of reading, math, attendance, and community engagement. However, the application does not include equity goals for subgroups of students, such as multilingual learners (MLLs) and differently abled students (DAS).. • Teachers will require significant supports and professional learning opportunities to develop the content knowledge and pedagogical skills required of an early college and career academy model.

Mt. Pleasant's Redesign Overview

Mt. Pleasant High School			
Redesign Option:	LEA Redesign	Year Opening:	2024-25
Location of School:	Providence, RI	Grade Level (At-Scale):	9-12

Redesign Standards:	Meets all standards	Enrollment (At-Scale):	1,164

School Vision and Key Design Elements Overview	

Model Overview	The Early College High School Model is a nationally recognized program that offers enrolled students an opportunity to earn up to two years of college credits toward a bachelor's degree during high school at no cost to the students. Mt. Pleasant Early College and Career Academy (MPECCA) will partner with Rhode Island College (RIC) and the University of Rhode Island (URI), along with other community organizations that are critical to the success of this model. College preparation programs, as well as concurrent and dual enrollment college courses will be available to all students beginning in their junior year; with considerations for special populations requiring six years. Concurrent enrollment will allow school faculty who meet the requirements to teach college courses and serve as adjunct college faculty teaching within MPECCA. Dual enrollment will provide students with the opportunity to take college courses at RIC, URI, and CCRI in several ways. Students may take courses in person, online, or concurrently at MPECCA. Some of the dual and concurrent enrollment opportunities are directly embedded within the computer science, engineering, and teacher academy Career and Technical Education (CTE) Pathways at the school.
	
	The Career Preparation Model at MPECCA will be grounded in established career and technical education pathways and college and university partnerships. MPECCA will leverage partnerships with colleges and universities to provide advanced credentials for students looking to specialize through one of MPECCA's CTE offerings. RIC will provide the opportunity to earn college and career credentials in the following programs and partners:
	• Engineering Academy/Project Lead The Way (PLTW)
	• Advanced Manufacturing (POLARIS)
	• Computer Science
	  o CISCO (CCRI)
	  o Cyber Security (URI)
	  o IT Essentials (CCRI)
	• Teacher Academy
	• Life Skills Academy
	
	This model is designed to support and improve outcomes for economically disadvantaged students (82.2% of students) and other marginalized subgroups furthest away from opportunity and access. This includes students who require language support (39.5% of students are identified as MLL) and differently abled students (21.3%). As the majority of the students at the school have limited access to high-wage/high-growth employment and access to postsecondary education opportunities, the establishment of the Early College High School Model opens up this opportunity.

Vision	Mt. Pleasant Early College and Career Academy 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. Through this equity-oriented, early college and career model, students will become responsible, independent thinkers, who

	demonstrate positive academic, civic and social competencies needed to successfully pursue their post-secondary goals and to make a positive impact in their communities.

Student Demographics Year 22-23 (Oct. 1, 2022)[1]					
Female	445	38%	**Free and Reduced Lunch**	932	80%
Male	698	60%	**Hispanic**	843	72%
Multilingual Learner	481	41%	**Black or African American**	164	14%
Differently-Abled	196	17%	**White**	67	6%
Grade 9	348	30%	**Two or More Races**	44	4%
Grade 10	307	26%	**Asian**	33	3%
Grade 11	259	22%	**American Indian or Alaskan Native**	12	1%
Grade 12	250	21%	**Native Hawaiian or Other Pacific Islander**	1	0%

Key Design Elements	
Key Design Element 1	**Expanded and Enriched Learning Time and Opportunities** In addition to the core curriculum, Mt. Pleasant students will receive college preparatory classes in ELA, math, and transferable skill development necessary for post-secondary success. Mt. Pleasant students will have access to at least 15 Advanced Placement Courses and dual and concurrent enrollment through higher education and community partnerships. Dual and concurrent enrollment opportunities will be available in partnership with Rhode Island College. Additionally, a CS4RI partnership with URI will allow concurrent enrollment in the computer science course offerings. Additionally, Mt. Pleasant will offer career and technical education programming such as advanced manufacturing courses, including blueprint reading and math that prepare grades 11 and 12 students for on-site industry training in partnership with CCRI and POLARIS, engineering courses in partnership with Project Lead the Way, computer science offerings, and a teachers' academy.
Key Design Element 2	**Integrated Student Support Services and Positive Behavior Practices** English classes in grades 9-12 will infuse project-based learning with a community focus at the end of each unit. Math classes will include culturally responsive pedagogy, with units and lessons which invite students to use their prior mathematical knowledge, funds of knowledge, language, and culture to make sense of new mathematical concepts. In math instruction, there will also be a focus on teacher learning, including embedded teacher supports understanding math content, anticipated student responses, and instructional moves. Teachers will be provided with formative assessments built into each lesson. Teachers will also be afforded high quality professional learning opportunities. The science curriculum will be delivered through an inquiry-based approach to science instruction that follows the 5E model. The social

[1] Data available at File Details | RIDE Data Center

	studies curriculum, which also emphasizes an inquiry-based approach, will allow students to access history by creating their own questions, coming to conclusions using evidence, and using what they've learned to inform actions.
Key Design Element 3	**Collaborative Leadership** The school will have a leadership team that fosters a culturally responsive and sustaining education framework supporting high expectations, inclusive curriculum and assessments, rigorous instruction, and ongoing professional learning. This team will ensure that staffing, training, and professional development build competence for all faculty, provide additional training in socio-emotional learning, and support the implementation of muti-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS).
Key Design Element 4	**Family and Community Engagement** • Monthly Family Engagement Events o Meetings on school progress, decisions, and facilities o Cultural and community celebrations o Showcases of student work • Collaborative, Inclusive Leadership o School Improvement Team (SIT) o Community Advisory Board (CAB) o Parent Teacher Student Organization (PTSO) o Community specialists to facilitate communication, home visits, partnerships • Parent Center/Parent University o MPECCA will provide an adult and community education program that includes engaging with parents to build and promote a vision for student achievement, offering courses, events, and services for parents and community members, and establishing structures and opportunities for shared leadership o Additional family learning opportunities include adult ESL and citizenship coursework

Curriculum, Assessment, & Instruction

The coming school year will serve as a launch year for all redesign schools. During this time, each redesign school will work with the Office of Teaching and Learning to determine if curricular materials need to be procured or developed internally in partnership with an education organization that provides guidance and support in adapting curricular materials to suit the model. Also, the Office of Teaching and Learning will help redesign schools to operationalize existing universal curricula to support key redesign features and model implementation.

In addition to core curricula, the application outlines courses and curricula that align to and support the school's redesign focus, including AVID courses, college readiness classes, and an array of Advanced Placement courses, among others. Additionally, the application indicates how core curricula will be augmented to support the redesign focus, such as infusing project-based learning opportunities into StudySync units. The application indicates that all curricular selections are vetted by both the district

and third parties (e.g., the College Board, EdReports) and outlines a process by which they will undergo additional review by the district and state during SY23–24.

The application identifies seven schoolwide instructional practices, the majority of which are either research-based or widely understood to be effective in school turnaround (e.g., the use of AVID strategies, small-group instruction, project-based learning). The application also demonstrates the effectiveness of these strategies for multilingual learners.

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

July 18, 2023

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner Angelica Infante Green

RE: **Approval of Dr. Jorge Alvarez High School Redesign Proposal 2023**

In accordance with Rhode Island's ESSA State Plan, which was approved by the U.S. Department of Education on March 29, 2018, schools that have been identified for Comprehensive Support and Improvement (CSI) for four years must undergo a school redesign process. LEAs must select from five options: Closure, Restart, Empowerment, Small Schools of Choice, and LEA Proposed Redesign. The redesign process must be thorough and must include critical stakeholders including, but not limited to, members of the school's Community Advisory Board (CAB). Per RIDE's ESSA State Plan, the application must be approved by the Rhode Island Council on Elementary and Secondary Education.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the redesign application. The application process has three stages:

- Stage 1 Redesign Application Submission – April 7
- Stage 2 Review – May 12
- Stage 3 Review and Final Recommendations – June 16

Through each stage, the LEA applicant receives critical feedback from trained third-party evaluators against the standards articulated in the application rubric. In Stage 2 the applicants were able to address deficiencies with a seven-page written response and in Stage 3, if deficiencies remained, applicants had an opportunity to remedy these areas during a three-hour capacity interview. Final recommendations and rubrics are attached.

RIDE will continue to work with the Providence Public School Department (PPSD) and Alvarez High School throughout the launch year of the school to support and address any remaining design, alignment, and operational issues that stem from the process.

RIDE has concluded that the proposal submitted by PPSD on behalf of Alvarez High School meets the expectations of redesign and will provide the students and community with high-quality academic opportunities.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to approve the Dr. Jorge Alvarez High School application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview of Alvarez's Redesign Proposal
- SchoolWorks Evaluation of the Redesign Application
- Alvarez's School Redesign Application

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	**THAT the Council on Elementary and Secondary Education moves to approve the Dr. Jorge Alvarez High School application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.**
Key Recommendation Drivers:	**Essential Strengths of the Proposal:** • The application details two high-wage, high-interest pathways: healthcare and business. These pathways culminate in industry-recognized credentials through a partnership with NAF, an industry-sponsored non-profit with a national network of public-private partnerships that support career academies in public schools. • The application also demonstrates a commitment to work- and project-based learning (PBL) pedagogical approaches. PBL will allow students to apply the foundational skills and knowledge to real-world, career-centered experiences. • The application includes a block schedule and teaming structure. The block schedule affords students the opportunity to attain up to 32 course credits and affords teachers increased opportunities to collaborate and co-plan. The teaming model will allow for students and teachers to work together in cohorts to develop meaningful relationships. These sustained relationships will allow teachers to understand the assets that individual students bring to the classroom for further development, as well as their needs. Families will also have the opportunity to engage with teachers during common planning time. **Areas for Further Development/Alignment:** • While the healthcare pathway is already well-developed, the business and finance pathway will need significant further development and cultivation of partnerships. The lead partner in this work, NAF, has national experience developing these pathways. • Student interest is high in both healthcare and business fields, but enrollment in these programs will need to be dramatically expanded to

	meet the school's targets of having all Alvarez students enrolled in either a healthcare or business pathway.

Alvarez**'s Redesign Overview**

Dr. Jorge Alvarez High School			
Redesign Option:	LEA Redesign	Year Opening:	2024-25
Location of School:	Providence, RI	Grade Level (At-Scale):	9-12
Redesign Standards:	Meets all standards	Enrollment (At-Scale):	562

School Vision and Key Design Elements Overview	
Model Overview	Dr. Jorge Alvarez High School will adopt Healthcare Sciences and Business/Finance models. These focus areas will allow students to earn industry credentials and begin college coursework before high school graduation. The Healthcare Sciences and Business/Finance models will focus on traditional, current, and emerging programming to integrate high-yield/high-interest emerging careers. Students would have the ability to begin/complete industry or professional certifications in healthcare science or business/finance pathways, or complete introductory coursework in a degree path. Alvarez High School will continue to integrate and build their healthcare and sciences programming, becoming a full pathway school beginning in the 2024–25 school year, at which point 50 percent of students will be on healthcare sciences pathways and 50 percent will be on a business or finance pathway. Alvarez High School will continue to partner with CS4RI and offer the CS4RI coursework to all interested students as it will enhance the skills brought to industry. **Healthcare Sciences** The healthcare pathway was identified as a top interest of students, and the industry is currently experiencing a high demand for certified healthcare providers. The pathways include certifications as a certified nursing assistant, a community healthcare worker, and an emergency medical technician. The pathway also builds on existing partnerships with the RI Nursing Education Center, RI Ambulance, CCRI, RIC, and Life Span. Classroom instruction and lesson plans will utilize PBL where students will integrate biological, societal, and cultural concepts in medicine and health have impacted a diversity of academic contents and topics. Additionally, Alvarez High School will develop three healthcare sciences career pathways: Certified Nursing Assistant (CAN); Community Healthcare Worker (CHW); and Emergency Medical Technician (EMT). Students in these programs will participate in work-based learning opportunities with industry partners in actual healthcare settings guided by qualified Alvarez High School educators and healthcare professionals. **Business/Finance** The business and finance pathway will be augmented by partnerships with local industries and higher education institutions with opportunities for college credits

	through concurrent enrollment. This pathway would expose students to traditional business entrepreneurship opportunities in the community as well as to become leaders in the emerging e-commerce business sectors and biotechnology business opportunities developing along the Boston I-95 Corridor. The Business/Finance model will utilize a design partner (NAF) to create courses, staffing development, and pathway implementation. This focus area meets a greater need of the students and the community with three career pathways that provide industry-level certifications and a solid foundation in business management, finance, and entrepreneurial studies. The specific career pathways within this focus area will be developed with the design partner, PPSD, CAB, and school administration. Future articulation agreements or dual-enrollment opportunities exist with Rhode Island four-year and two-year colleges. At CCRI, students would have the ability to begin/complete industry or professional certifications in the business or finance pathways or complete introductory coursework in a degree path.
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.

Student Demographics Year 22-23 (Oct. 1, 2022)[1]					
Female	273	49%	**Free and Reduced Lunch**	457	81%
Male	287	51%	**Hispanic**	432	77%
Multilingual Learner	272	48%	**Black or African American**	70	12%
Differently Abled	67	12%	**White**	20	4%
Grade 9	166	30%	**Two or More Races**	15	3%
Grade 10	92	16%	**Asian**	17	3%
Grade 11	138	25%	**American Indian or Alaskan Native**	7	1%
Grade 12	166	30%	**Native Hawaiian or Other Pacific Islander**	1	0%

Key Design Elements	
Career and Technical Education (CTE) Pathways	CTE pathways will incorporate and provide relevant course content that aligns with the interest of a majority of students attending Alvarez High School. CTE pathways will provide them with a sense of purpose and belonging to their high school education by experiencing a quality education and exposing students to industry relevant concepts. These pathways will also utilize the strengths of high-quality and sustainable design partners such as NAF and local community partnerships in health sciences and business-related fields. NAF is an industry-sponsored nonprofit with a national network of public–private partnerships that support career academies in high schools. The program is designed to create work-ready students by emphasizing STEM-related

[1] Data available at File Details | RIDE Data Center

	industry-specific curricula in the classroom. According to NAF, 99 percent of students in the program graduate high school and 88 percent plan to attend college (https://naf.org/). To ensure program school wide coherence between CTE and overall school community, Alvarez will hire a CTE Data/Program Manager, as well as a nursing CTE Instructor and Finance CTE Instructor for the 23-24 school year, additional CTE staff will be added as the program continues to grow.
Innovative & Instructional Practices	Students will investigate and tackle personal and real-world challenges in their communities, exploring themes of global competence through project- and problem-based learning models. These models will help students develop the skills needed to succeed in 2030 by enabling students to learn while engaging actively with meaningful problems. Students are given the opportunity to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection. Skills that are focused on include complex problem solving, creativity, critical thinking, active listening, and social and emotional intelligence. Research on project- and problem-based learning not only increases student engagement and achievement, but helps students develop the 21st-century skills they need to succeed in future careers. This style of instruction is more student-centered, carefully steered by the teacher, and prepares students to make the complex decisions needed in the workforce. Utilizing these pedagogical approaches will provide exposure to industry problems and Alvarez High School plans to integrate these into all core subjects and CTE pathways through a phased rollout. Furthermore, information learned from early implementation stages can be applied to guide the rest of the process, resulting in fewer issues as the implementation continues. Activities will incorporate the soft skills graduates need with interdisciplinary units across different curricular areas. Additional staffing for general education, differently abled (DAS) and multilingual learner students will support PBL in the block schedule. Staffing for DAS students especially will allow needed supports in literacy and math across classrooms, not just limiting to ELA and Math.
Comprehensive Student Supports	Central to the theme at Alvarez High School will be the use of social emotional learning (SEL) supports, the inclusion of student voice, and the integration of skill development. These strategies will increase the sense of belonging for students to address their social-emotional well-being, the development of their growth mindset, and the high expectations of an academic environment that supports the rigor of learning that will be required in students' postsecondary workforce. Careers in the health sciences and finance pathways will require students to have the skills needed to be successful in each of these demanding career fields. These fields, especially health sciences, demand that students work in fast-paced, high-stress work environments and can tap into their complex reasoning skills to find solutions to problems that may not have a clear solution. Through the use of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, the school will implement practices that promote SEL and elevate student voice. Additional staffing requirements for SEL support will include the addition of a social worker or mental health clinician to assist students in a therapeutic room.

Curriculum, Assessment, & Instruction

The coming school year will serve as a launch year for all redesign schools. During this time, each redesign school will work with the Office of Teaching and Learning to determine if curricular materials need to be procured or developed internally in partnership with an education organization that provides guidance and

support in adapting curricular materials to suit the model. Also, the Office of Teaching and Learning will help redesign schools to operationalize existing universal curricula to support key redesign features and model implementation.

The Turnaround Action Plan (TAP) underscores the need for implementing universal Tier I curricula (assessed curricula used for all schools in the district) across all grade spans, ie. StudySync, Illustrative Mathematics, and Discovery Science, as well as additional curriculum aligned with Alvarez's redesign model and programming. The TAP states that Providence "will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade level standards."

Healthcare Academy CTE Curriculum

The healthcare academy career progression will include three core courses. Intro to Health Careers CTE-1 provides a comprehensive overview of the health field. Topics include the characteristics of healthcare workers, ethical and legal considerations in healthcare, and selected content common to all health programs. Also, students will investigate the relationship between social injustice—the fundamental cause of health inequities—and everyday public health practice. Healthcare professionals from the community will regularly visit the class to expose students to a variety of healthcare careers. Upon completion, students should know the roles and responsibilities of different members and functional units of the healthcare team; information on related job and educational opportunities; and needs and roles of health providers in rural and urban settings. Medical Terminology CTE-2 provides the study of medical terminology to introduce students to the language of medicine. Anatomy & Physiology CTE-3 provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; anatomical terminology; study of cells and tissues; exploration of functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on); and may include mammal dissection. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

WBL/Industry Credentialing Healthcare is offered through the established partnership with Lifespan. The clinical component of the program is required and will occur in conjunction with partners at Lifespan and RINEC, Professional Ambulance and Rhode Island College. Students will be supervised by a certified instructor in a simulated or real-life healthcare setting and apply the knowledge gained through lecture and skill lab acting as a Nursing Assistant, EMT and/or Community Healthcare Worker. Upon completion of the program, students will receive their industry credentials for employment.

Business and Finance

Utilizing the NAF curriculum, the school will map out a series of the following courses to provide a well-developed pathway to meet the needs of the local and regional businesses. The courses may include Principles of Finance, Applied Finance, Principles of Accounting, Managerial Accounting, Business in the Global Economy, Business Economics, Principles of Information Technology, Professional Ethics, Financial Planning, Financial Services, and Entrepreneurship. Google Professional Certificate Courses are available through NAF for students to specialize more and dig deeper into emerging areas within business and finance. Google Certifications are available in data analytics, digital marketing & e-commerce, IT support, project management, and UX design.

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

July 18, 2023

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner Angelica Infante Green

RE: **Approval of Governor Christopher DelSesto Middle School Redesign Proposal 2023**

In accordance with Rhode Island's ESSA State Plan, which was approved by the U.S. Department of Education on March 29, 2018, schools that have been identified for Comprehensive Support and Improvement (CSI) for four years must undergo a school redesign process. LEAs must select from five options: Closure, Restart, Empowerment, Small Schools of Choice, and LEA Proposed Redesign. The redesign process must be thorough and must include critical stakeholders including, but not limited to, members of the school's Community Advisory Board (CAB). Per RIDE's ESSA State Plan, the application must be approved by the Rhode Island Council on Elementary and Secondary Education.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the redesign application. The application process has three stages:

- Stage 1 Redesign Application Submission – April 7
- Stage 2 Review – May 12
- Stage 3 Review and Final Recommendations – June 16

Through each stage, the LEA applicant receives critical feedback from trained third-party evaluators against the standards articulated in the application rubric. In Stage 2 the applicants were able to address deficiencies with a seven-page written response and in Stage 3, if deficiencies remained, applicants had an opportunity to remedy these areas during a three-hour capacity interview. Final recommendations and rubrics are attached.

RIDE will continue to work with the Providence Public School Department (PPSD) and DelSesto Middle School throughout the launch year of the school to support and address any remaining design, alignment, and operational issues that stem from the process.

RIDE has concluded that the proposal submitted by PPSD on behalf of DelSesto Middle School meets the expectations of redesign and will provide the students and community with high-quality academic opportunities.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to approve the Governor Christopher DelSesto Middle School application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview of DelSesto's Redesign Proposal
- SchoolWorks Evaluation of the Redesign Application
- DelSesto's School Redesign Application

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	**THAT the Council on Elementary and Secondary Education moves to approve the Governor Christopher DelSesto Middle School application for Redesign under Rhode Island's ESSA State Plan to begin in school year 2023-2024.**
Key Recommendation Drivers:	**Essential Strengths of the Proposal:** • PPSD will integrate STEAM content with core content and multi-disciplinary units focused on inquiry-based learning. • Students will be offered more STEAM electives and an increased number of courses that result in high school credits. • Students will be exposed to and receive a runway for numerous high school career and technical education (CTE) programs and pathways. • DelSesto's participation in Turnaround Arts: Providence will continue and be further supported. Turnaround Arts: Providence is part of a national public-private partnership with the Kennedy Center and the President's Committee on the Arts and the Humanities that leverages the arts to turn around low-performing schools. **Areas for Further Development/Alignment:** • The application will require a flexible schedule that allows for ample teacher planning time across subject areas. Students will need to have additional supports as needed and choice with their electives. • Professional development and support for teachers will need to be available to to effectively assess and differentiate instruction for their diverse learners, specifically their multilingual learner (MLL) and differently-abled students.

DelSesto's Redesign Overview

DelSesto Middle School			
Redesign Option:	LEA Redesign	Year Opening:	2024-25
Location of School:	Providence, RI	Grade Level (At-Scale):	6-8

Redesign Standards:	Meets all standards	Enrollment (At-Scale):	896

School Vision and Key Design Elements Overview	
Model Overview	STEAM is an educational approach to learning that uses science, technology, engineering, the arts, and mathematics as access points for guiding student inquiry, dialogue, and critical thinking. STEAM education is more than simply course content—it involves the process of being scientists, mathematicians, engineers, artists, and technological entrepreneurs. Skills like collaboration, creativity, and problem-solving are part of the STEAM educational framework. This produces students who take thoughtful risks, engage in experiential learning with real-world connections, and embrace collaboration. By providing hands-on and inquiry-based learning opportunities, DelSesto will better engage differently-abled and MLL students, providing them with differentiation, personalized learning, and multiple entry points to learning. Finally, providing a STEAM approach to learning and instruction will serve as a springboard for students into expanding, high-demand STEAM fields.
Vision	DelSesto Middle School will empower students to become global leaders by cultivating a community that fosters equity, belonging, and challenging expectations and will prepare them for the high school, college, and career of their choice.

Student Demographics Year 22-23 (Oct. 1, 2022)[1]					
Female	361	49%	**Free and Reduced Lunch**	644	88%
Male	357	49%	**Hispanic**	543	74%
Multilingual Learner	289	40%	**Black or African American**	76	10%
Differently Abled	129	18%	**White**	55	8%
Grade 6	226	31%	**Two or More Races**	30	4%
Grade 7	230	31%	**Asian**	17	2%
Grade 8	275	38%	**American Indian or Alaskan Native**	7	1%
			Native Hawaiian or Other Pacific Islander	3	0%

Key Design Elements	
Inquiry-based Learning	Students will engage in authentic learning and problem-solving, leveraging the 5 Es of STEAM-based learning (Engage, Explore, Explain, Elaborate, and Evaluate) to develop students' innovation and creativity. Through interdisciplinary lessons and units, students will engage in deep learning, make connections, and have the opportunity to explore multiple aspects of a problem from the lens of various content areas. Students will work with school counselors and school administration to choose the electives that

[1] Data available at File Details | RIDE Data Center

	interest them, creating immediate buy-in for learning and encouraging consistent attendance. To accomplish this type of learning experience, DelSesto will provide interdisciplinary common planning times for each grade level, flexible scheduling for students, and strong community partnerships. Students and teachers will work in teams to bolster collaboration and access to multi-tiered supports. Teachers will receive specific professional development for inquiry-based learning and an additional STEAM and Spanish teacher will be hired to support this model. Finally, robotics, STEAM, CTE, world language, and arts courses will be added to DelSesto's course of studies.
Rigorous Academics	STEAM learning experiences help students of all backgrounds learn how to think and act like mathematicians and scientists. Core content subjects (math, science, ELA) will be integrated within the STEAM elective courses. For example, students in the automation and robotics course will reinforce nonfiction ELA standards by studying the history, development, and influence of these industries while also gaining hands-on experience by building and programming objects such as traffic lights, toll booths, and robotic arms. DelSesto will also expand the credit-bearing courses their students can take, allowing students more access to rigorous courses and flexibility in their schedule once in high school. Providing students with a curriculum that engages them through their interests in STEAM will create a deeper understanding of content and development of critical thinking skills. Additionally, this type of learning is centered on hands-on experiences coupled with career counseling that will help students chart their course for high school and beyond. DelSesto's STEAM model can introduce students to the numerous STEAM-related fields available upon graduation and serve as a pathway to numerous CTE programs being offered within the district.
Culture and Climate	Stakeholders will have a voice in school operations and decision-making. They can provide critical feedback and school improvement suggestions through surveys and the implementation of "Town Halls" for both students and families. Student voice and ownership over their learning is enhanced by creating personalized learning opportunities in the classroom, and by designing elective and extracurricular options based on student input. As a school community, the attendance of both students and teachers will be a priority and the school has a multi-tiered system to intervene when attendance becomes a concern. By incorporating social-emotional learning into daily classroom practices, DelSesto will ensure students have the support and skills to succeed in the classroom and beyond. Finally, the school will offer extracurricular activities, celebrations, and family engagement events to build community and expand opportunities for students to be involved. To support the culture and climate work, DelSesto will implement the following supports: • Staff member who work with teachers on developing equitable, positive classroom management strategies. There will be MTSS, PBIS, and parent engagement teams who work with groups of students on SEL and conflict resolution.

	• The school will provide supports through an attendance team and conduct home visits to address issues with absenteeism, behavior, and academics. There will be coordinated services through the PTSA as well as with the MTSS, PBIS, and parent engagement teams. • The school will also develop a network of family members to reach out to other school families and community members to secure donations for programs, build committee membership, and support parent engagement nights.
High-quality and Sustainable Partnerships	DelSesto seeks to build relationships with partners that can provide additional academic support specific to their STEAM model and courses, as well as partnerships that increase parent and family involvement and belonging within the school community. Specific STEAM and academic-focused partnerships include local universities (URI and RISD) and organizations dedicated to increasing in and out-of-school learning experiences specific to STEAM (such as PASA/AfterZone and the Providence Performing Arts Center). Partnerships with Community Action Partnership of Providence County (CAPP) and Dorcas International Institute of Rhode Island will provide DelSesto families with resources and support through human service programs and adult education. Finally, DelSesto will partner with Hope High School to provide a seamless pathway for students interested in continuing with an arts-focused education.

Curriculum, Assessment, & Instruction

The coming school year will serve as a launch year for all redesign schools. During this time, each redesign school will work with the Office of Teaching and Learning to determine if curricular materials need to be procured or developed internally in partnership with an education organization that provides guidance and support in adapting curricular materials to suit the model. Also, the Office of Teaching and Learning will help redesign schools to operationalize existing universal curricula to support key redesign features and model implementation.

DelSesto will consider the following as they explore specific STEAM curricula to enhance their core curricula:

- Potential for interdisciplinary/cross-content collaboration and alignment
- Ability for students to have a scaffolded experience learning high-school-level content in middle school
- Inclusion in or connection to the district's CTE programs
- Fostering use of performance-based assessments such as portfolios or capstone projects

Some examples of specific STEAM course topics and curricula include:

- Automation & Robotics – 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.
- Sea Perch – Students are introduced to a variety of STEM and real-world content and skills in an engaging, project-based learning activity.
- Computer Science – Computer Science Discoveries is an introductory computer science course for students in grades 6 to 10. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-

centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.