

# North Providence High School

## 2025-26

### School Improvement Plan (2025-26)

The Mission of the North Providence School District, as an urban ring community with a strong neighborhood identity, is to recognize its individual and cultural diversity and to adapt to the needs of students and families.

*Our goal is to educate and prepare our students in a safe, nurturing, and challenging environment for college and career readiness. We believe that all students can achieve and develop future-ready skills in academics, communication, technology, and the humanities to ensure they become productive and contributing members of a global society.*

### Vision

North Providence will provide the highest quality instruction that challenges all students to reach their highest academic potential in a safe and accepting learning environment. Students will engage in learning experiences that allow them to develop as productive, contributing members of a global society. Students' unique skills and strengths are enhanced through a relevant and rigorous curriculum, multiple opportunities/pathways, and personalized experiences.

### Values

**Student-Centered Learning :** Student learning is the basis of all district and school decisions.

**Personalized Learning & Instruction:** Students are educated in a safe, personalized, accepting, and academically challenging learning environment.

**Student Engagement :** Students are provided with engaging and interactive activities before, during, and after school to support the whole child

**Access to High-Quality Curriculum:** All students can learn when they have a standards-based, high-quality curriculum and appropriate resources and support.

**Student Achievement :** Students achieve when:

Learning is developmentally appropriate

Learning is engaging, challenging and supportive

Learning is connected to real-world applications

**Instructional Excellence :** Students experience academic excellence through the curriculum and evidence-based instructional practices, feedback, reflection, and classroom design.

**School- Family Partnership:** Students are supported by family partnerships that center involvement, engagement, and achievement.

**College and Career Readiness :** All students will be provided with personalized multiple pathways and learning opportunities to demonstrate college and career readiness.

## Theory of Action

### *If School...*

Provide students with high-quality instruction, assessment, and feedback within a safe and accepting learning environment.

Engage students in rigorous and relevant learning experiences.

Enhance students' unique skills and strengths.

Prioritize and design multiple opportunities and pathways.

Engage our families and partners in a community-schools approach

### *Then School can...*

Students will reach their highest academic potential and be prepared to be productive, contributing members of a global society.

### *So that...*

# Needs Assessment

Our Needs Assessment revealed that North Providence takes pride in serving all students' needs and is dedicated to improving student outcomes collaboratively. According to the district's reports, they have a graduation rate of 90.2%, which is higher than the state's graduation rate of 83.7%. This is a significant achievement and reflects the district's commitment to providing high-quality education and support to its students. North Providence also Using the data provided to North Providence through the RIDE Reportcard. This report provided our team with information about North Providence's state assessments in English language arts, mathematics, and science. The assessments summarize student performance using four performance levels: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations. This data is based on data collected through RICAS (grades 3-8), SAT (grade 11), NGSA (grades 5,8,11), and the DLM alternate assessment (grades 3-8, 11). The data revealed a need to prioritize improving all students' English Language Arts (ELA), Math, and Science proficiency levels, specifically closing the learning gap between our Multilingual Learners(MLL) and Students with Disabilities(SWD). According to the data reported from state assessments, there is a significant gap between the performance of MLL and Not MLL students in ELA, with only 33.9% meeting or exceeding expectations. Similarly, there is a 37.3% gap between SWD and Not SWD students in ELA. In Math, there is a 20.2% gap between MLL and Not MLL students and a 23.4% gap between SWD and Not SWD students. Finally, in Science, both MLL and SWD students are struggling with a 25.9% gap between them and Not MLL/SWD students in meeting or exceeding expectations.

## Priority 1: Improving Performance on Core Instruction

*Students will have access to high-quality curriculum materials in all PreK-12 classrooms that are aligned with research-based strategies, academic standards, and statewide standardized assessments (i.e. RICAS, PSAT/SAT, ACCESS, DLM).*

## Measurable Goals

**Goal #1 - NPHS will increase the percentage of students meeting or exceeding on English Language Arts State Assessments (PSAT/SAT) from 49.4% to 61.5% by the end of 2026. (average: 4% each year)**

**Initiative 1: Increase ELA proficiency through adoption and implementation of a high-quality curriculum.**

*Students will improve their English Language Arts skills by implementing a new Highly Qualified curriculum. Teachers will receive professional development support in strategies for differentiation, blended, and personalized learning.*

**Supporting Research and Evidence:**

This report, High-quality curriculum and system improvement, focuses on why states and districts need to focus on curriculum as a vehicle of student success, and how that focus would contribute both to improved student learning and to equity. It sets out current approaches to curriculum development and implementation and implications for school improvement in the United States and Australia. Finally, it provides systems across the world with a framework to develop a strategy for system improvement that supports and encourages the implementation of quality curriculum at scale

**Citation:** Steiner, David, Magee, Jacqueline and Jensen, Ben (2019). High-quality curriculum and system improvement. Learning First.

**URL:** <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>

Action Step	Complete-Date
Develop a professional learning plan based on walkthrough data utilizing the Instructional Practice Guide to ensure access to all populations: MLL, SDS, General Education. Specific, timely feedback and clear, observable action steps to be followed up on by Department Chair (and consultants and admin as necessary) Begin initial planning during August Orientation as time allows.	06/30/2026
Continue coordinating intervention and special education delivery models to ensure access (SDS, MLL, General Education) to curriculum materials.Reorganizing, restructuring staff, classroom, and course offerings to reflect need.	06/30/2026
Continue implementing a vocabulary program within the Literacy Skills Curriculum to ensure fluency for all populations: MLL, SDS, General Education.	06/30/2026

Analyze and Adjust Approach Reading Specialist to aid students in advancing their level of proficiency - designing RWWorkshop to improve fluency in reading and writing, schedule/course/staffing adjustments.Increasing the number of students serviced	06/30/2026
Analyze and Adjust approach to implementation of high-quality curriculum with integrity for all students.	06/30/2026
Scheduling, training, and data-focused meetings that allow for better inclusion practices and coteaching in ELA	06/30/2026
Continue to implement Data-focused CPT 1 every 7 school days for all teachers/subjects using MTSS data	06/07/2026

Initiative 2: Increase English Language proficiency for MLL students through the implementation of a sheltered instructional program	
<i>Students will improve their English Language skills by implementing a new sheltered instructional program for our MLL learners. We will begin building core content classes that are team-taught by the MLL and Core Content teacher.</i>	
Action Step	Complete-Date
Develop a SIP for all incoming 9th-grade MLL students in their core content areas.	06/30/2026
Continue to coordinate intervention models to ensure access to curriculum materials.	06/30/2026
Continue to pair an MLL Specialist with the content areas of ELA, math, science, and SS to ensure proficiency in core content areas.	06/30/2026
Utilizing tech-based resources (Corrective Math, Ellevations, ALEKS,) along with scheduling, training, and data-focused meetings that allow for better inclusion practices and coteaching in for MLL students in ELA	06/30/2026
MLL students will continue to receive explicit instruction in all 6 domains of ACCESS. MLL teacher will progress monitor student growth in each domain	06/30/2026

**Goal #2 - NPHS will increase the percentage of students meeting or exceeding on Math State Assessments (PSAT/SAT) from 30.7% to 42.7% by the end of 2026. (average: 4% each year)**

<b>Initiative 1: Increase Math proficiency through adoption and implementation of a high-quality curriculum.</b>	
<i>Students will improve their Math skills by implementing a new Highly Qualified curriculum. Teachers will receive professional development support in strategies for differentiation, blended, and personalized learning.</i>	
<p><b>Supporting Research and Evidence:</b></p> <p>This report, High-quality curriculum and system improvement, focuses on why states and districts need to focus on curriculum as a vehicle of student success, and how that focus would contribute both to improved student learning and to equity. It sets out current approaches to curriculum development and implementation and implications for school improvement in the United States and Australia. Finally, it provides systems across the world with a framework to develop a strategy for system improvement that supports and encourages the implementation of quality curriculum at scale.</p> <p><b>Citation:</b> Steiner, David, Magee, Jacqueline and Jensen, Ben (2019). High-quality curriculum and system improvement. Learning First.</p> <p><b>URL:</b> <a href="https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf">https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf</a></p>	
Action Step	Complete-Date
Develop a professional learning plan based on walkthrough data utilizing the Instructional Practice Guide to ensure access to all populations: MLL SDS, General Education. Utilize dedicated time on August Orientation Day as time allows	06/30/2026
Coordinate intervention and special education delivery model to ensure access (SDS, MLL, Gen. Ed) to curriculum materials.SDS, MLL will have priority for summer intervention math camp	06/30/2026

Continue to use digital tools (ALEKS, College Board Blue Book, Delta Math, Khanmigo) for all 10th and 11th grade students to aid in growth and achievement for all populations: MLL, SDS, General Education. Grade 10 and 11 will complete MOCK TEST using BLUEBOOK-evaluate dept data; Bell Ringers are PSAT/SAT questionsGrade 10 and 11 will complete MOCK TEST using BLUEBOOK-evaluate dept data; Bell Ringers are PSAT/SAT questions	06/30/2026
Coordinate intervention for summer remediation for incoming 9th graders through XQRI. Utilization of Grant provided by XQ and RIDE.Algebra 1 Readiness Grant Project Based for the 2025 Summer	06/30/2026
Continue to coordinate intervention for all students who are not on grade level for all grade 9 students through McGraw-HillMath RTI invite; students identified for Math Workshop based on data/academic performance/teacher recommendation	06/30/2026
Develop scaffolded curriculum documents for Students with Disabilities to provide adequate access and support to aid students in both achievement and growth. (TSI)Implement ALEKS	06/30/2026
Continue to implement high-quality curriculum with integrity (must-dos) maintaining pace. Department implementation of the scope and sequence for HQ materials to be utilized by all teachers	06/30/2026
Continue to implement Data-focused CPT 1 every 7 school days using MTSS data	06/07/2026

**Initiative 2: Increase Math proficiency for MLL students through the implementation of a sheltered instructional program**

*Students will improve their English Language skills by implementing a new sheltered instructional program for our MLL learners.. We will begin building core content classes that are team-taught by the MLL and Core Content teacher.*

<b>Action Step</b>	<b>Complete-Date</b>
Develop a SIP for all incoming 9th-grade MLL students in their core content areas.	06/30/2026

Continue to coordinate intervention models to ensure access to curriculum materials. ALEKS, Chromebook translation, scaffolded curriculum documents	06/30/2026
Continue to pair an MLL Specialist with the content areas of ELA, math, science, and SS to ensure proficiency in core content areas.	06/30/2026
Utilizing tech-based resources (Khanmigo, Delta Math, Corrective Math, Elevations, ALEKS) along with scheduling, training, and data-focused meetings that allow for better inclusion practices and coteaching in for MLL students in ELAUsing ALEKS assignments to do 'on demand' teaching based on individualized data	06/30/2026
MLL students will receive explicit instruction in all 6 domains of ACCESS. MLL teacher will progress monitor student growth in each domain	06/30/2026

**Goal #3 - NPHS will increase the percentage of students meeting or exceeding on Science State Assessments (NGSA) from 33.3% to 39.3% by the end of 2026. (average: 2% each year)**

<b>Initiative 1: Increase Science proficiency through selection and adoption of a high-quality curriculum.</b>	
<i>Students will improve their science skills by implementing Highly Qualified curriculum. Teachers will receive professional development support in strategies for differentiation, blended, and personalized learning.</i>	
<b>Action Step</b>	<b>Complete-Date</b>
Select a high quality curriculum when made available by the Department of Education	06/30/2026
Continue to review and update common exams to be administered in both physical science and biology to assess performance.	06/30/2026
Implement common labs for physical science and biology to achieve proficiency in inquiry-based tasks.	06/30/2026



Continue to implement Data-focused CPT 1 every 7 school days use MTSS data	06/07/2026
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**Goal #4 - NPHS will increase the graduation rate from 93 to 95% by the end of 2026. This rate will continue in conjunction with new diploma system regulations. (average: 2% each year)**

<b>Initiative 1: Update structures, policies and procedures involving the North Providence High School diploma system requirements.</b>	
<i>Implement the new Graduation Requirements.</i>	
<b>Action Step</b>	<b>Complete-Date</b>
Review Computer Science standards to develop a curriculum that meets the graduation requirement.Waiting for URI to release dCS4RI module for this requirement. NPHS will adopt this moduleContinuing conversation with MSs until all 8th graders have this content entering HS	07/30/2025
Establish guidelines and criteria for flex credits as needed on an individual student basisWaiting on RIDE for Guidance and documents	07/30/2026
Review current Algebra II curriculum and revise for accessibility for all students.	07/30/2025
Review current World Languages curriculum and revise for accessibility for all students. Seek readiness pathway guidance from RIDE for Special Education Students. Identify alternative pathways/platforms to provide options for students beyond traditional learning environments (for example: Duolingo)	07/30/2026

## **Priority 2: Increasing Family and Community Engagement**

*Families and community members will feel valued, welcomed, informed, and engaged through multiple methods of district, school, and classroom communication and opportunities*

# Measurable Goals

**Goal #1 - We will decrease student chronic absenteeism by 2-3% each year, moving from 34% to 30% by the end of 2026.**

Initiative 1: Reduce chronic absenteeism	
<i>Streamline the system for communicating and intervening when a student shows signs of chronic absenteeism.</i>	
Action Step	Complete-Date
Continue to communicate the importance of student attendance	06/30/2026
Continue to utilize the RIDE nudge tool to communicate to parents if a student has accrued absences totaling 10% or more	06/30/2026
Meet as an attendance team bi-monthly throughout the school year to create interventions, monitor, and communicate success of interventions and student progress to stakeholders (students, families and staff).	06/30/2026
Refine implementation of the RULER program to provide social emotional services for students. Seek supplementary resources and screening tool to support implementation as guided by District and MTSS Needs Assessment.	06/30/2026
Implement a system of Quarterly rewards to celebrate students with perfect attendance and Monthly recognition of students with perfect attendance	06/07/2026