

North Providence High School 2026-27

School Improvement Plan (2026-27)

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 RIDE Report Card they have a graduation rate of 90%, which is higher than the state's graduation rate of 84%. This is a significant achievement and reflects the district's commitment to providing high-quality education and support to its students.

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).

Our students are currently 50.5% proficient and above in ELA (14.8% higher than the state at 36.1%), 20.2% proficient and above in math (.2% higher than the state at 30%), and 31.3% proficient and above in science (.7% higher than the state at 30.6%).

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 (SAT) from 50.6% in 2025 to 56% by

the end of 2027.

Initiative 1: Increase English Language 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.

Action Step	Complete Date	Notes
Develop a SIP for all incoming 9th-grade MLL students in their core content areas.	06/30/2027	Resources Department Chair Guidance Evidence: NPHS Master Schedule
Continue to coordinate intervention models to ensure access to curriculum materials.	06/30/2027	Resources: Common Planning Time Evidence: Curriculum Documents
Continue to pair an MLL Specialist with the content areas of ELA, math, science, and SS to ensure proficiency in core content areas.	06/30/2027	Resources: In Place Evidence: Curriculum Implementation
Utilizing tech-based resources (Corrective Math, Ellevations, ALEKS,) along with scheduling, training, and data-focused	06/30/2027	

meetings that allow for better inclusion practices and coteaching in for MLL students in ELA	27	
MLL students will continue to receive explicit instruction in all 6 domains of ACCESS. MLL teacher will progress monitor student growth in each domain	06/30/2027	Resources: Monitoring Sheets to be created, ACCESS dataEvidence: Curriculum Documents, data assessment tools, completed progress monitoring forms
Structure scheduling and staffing so that students are supported by a dual-certified educator or MLL Specialist with the content areas of ELA, math, and science to ensure proficiency in core content areas.	06/30/2027	

Initiative 2: 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	Notes
Continue to implement Data-focused CPT 1 every 7 school days for all teachers/subjects using MTSS data	06/07/2027	
Continue to develop a professional learning plan based on walkthrough data utilizing the Instructional Practice Guide to ensure access to all populations: MLL, SDS, General Education. Expand the process to include teachers during one CPT.	06/30/2027	Resources: Instruction Partners Evidence: Walkthrough data, Instruction, Partners PlanFocus: Student Engagement
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.	06/30/2027	Resources: CPTEvidence: Curriculum Documents, Meeting

Agenda s

Continue implementing a vocabulary program within the Literacy Skills Curriculum to ensure fluency for all populations: MLL, SDS, General Education.	06/30/2027	Resources: In PlaceEvidence: Curriculum Implementation Plan, Walkthrough Data
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	06/30/2027	Resources: Summer PDEvidence: Curriculum Documents, Curriculum Implementation Plan

Analyze and Adjust approach to implementation of high-quality curriculum with integrity for all students.	06/30/2027	Resources: In PlaceEvidence: Curriculum documents, data assessment tools
Scheduling, training, and data-focused meetings that allow for better inclusion practices and coteaching in ELA	06/30/2027	Resources: Summer PDPD Meetings throughout school yearEvidence: Curriculum documents, data assessment tools
Department-wide, class-wide, and individual incentivized ELA performance contents with curriculum materials with best performance (for example: the classroom with the most STAR growth points earns donuts).	06/20/2027	

Goal #2 - NPHS will increase the percentage of students meeting or exceeding on Math State Assessments (SAT) from 30.3% in 2025 to 36% by the end of 2027.

Initiative 1: 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.

Action Step	Complete-Date	Notes
Develop a SIP for all incoming 9th-grade MLL students in their core content areas.	06/30/2027	Resources Department Chair Guidance Evidence: NPHS Master Schedule
Continue to coordinate intervention models to ensure access to curriculum materials.	06/30/2027	Resources: Common Planning Time Evidence: Curriculum Documents
Continue to pair an MLL Specialist with the content areas of ELA, math, science, and SS to ensure proficiency in core content areas.	06/30/2027	Resources: In Place Evidence: Curriculum Implementation
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 Math Using ALEKS assignments to do 'on demand' teaching	06/30/2027	Resources: Summer PD, PD Meetings throughout

based on individualized data

school
yearEviden
ce:
Curriculum
Docs,
Assessmen
t Tools

MLL students will receive explicit instruction in all 6 domains of ACCESS. MLL teacher will progress monitor student growth in each domain

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Resources:
Monitoring
Sheets to
be created,
ACCESS
dataEviden
ce:
Curriculum
Documents,
data
assessment
tools,
completed
progress
monitoring
forms

Structure scheduling and staffing so that students are supported by a dual-certified educator or MLL Specialist with the content areas of ELA, math, and science to ensure proficiency in core content areas.

06/3
0/20
27

Initiative 2: Increase Math proficiency through adoption and implementation of a high-quality curriculum.

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.

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.

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Action Step	Complete-Date	Notes
Continue to develop a professional learning plan based on walkthrough data utilizing the Instructional Practice Guide to ensure access to all populations: MLL, SDS, General Education. Expand the process to include teachers during one CPT.	06/30/2027	Resources: Instruction Partners Evidence: Walkthrough data, Instruction on Partners Focus: Student Engagement
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	06/30/2027	Resources: CPTEvidence: curriculum docume

		nts, agendas
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	06/30/2027	Evidenc e: Curricul um impleme ntation plan, walkthro ugh data
Coordinate intervention for summer remediation for incoming 9th graders through Khan Academy Credit Recovery Pilot.Algebra 1 Readiness Grant Project Based for the 2025 Summer	06/30/2027	Resourc es: Summer PD, PD through out the school yearEvid ence: Curricul um docume nts, data assess ment tools
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	06/30/2027	Evidenc e: Curricul um docume nts, data assess ment tools
Develop scaffolded curriculum documents for Students with Disabilities to provide adequate access and support to aid	06/30/2027	Resourc es:

students in both achievement and growth. (TSI)Implement ALEKS

Summer
PDEvidence:
Curriculum
documents, data
assessment
tools

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

06/30/20
27

Evidence:
Curriculum
documents, data
assessment
tools

Continue to implement Data-focused CPT 1 every 7 school days using MTSS data

06/07/20
27

Department-wide, class-wide, and individual incentivized math performance contents with curriculum materials with best performance (for example: the classroom with the most ALEKS modules earns donuts).

06/30/20
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Goal #3 - NPHS will increase the percentage of students meeting or exceeding on Science State Assessments (NGSA) from 31.4% in 2025 to 37% by the end of 2027.

Initiative 1: Increase Science proficiency through selection and adoption of a high-quality curriculum.

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.

Action Step	Complete-Date	Notes
Select a high quality curriculum when made available by the Department of Education	06/30/2027	Resources: RIDE Evidence: Selection of HQIM
Continue to review and update common exams to be administered in biology to assess performance.	06/30/2027	Resources: Professional Development, Science Curriculum Evidence: Curriculum Documents
Implement common labs for biology to achieve proficiency in inquiry-based tasks.	06/30/2027	Resources: Science Curriculum Evidence: Curriculum Documents
Continue to implement Data-focused CPT 1 every 7 school days use MTSS data	06/07/2027	

Goal #4 - NPHS will increase the graduation rate from 90% in 2024 to 96% by the

June 2027. This rate will continue in conjunction with new diploma system regulations.

Initiative 1: Update structures, policies and procedures involving the North Providence High School diploma system requirements.

Implement the new Graduation Requirements.

Action Step	Complete-Date	Notes
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	07/30/2026	Resources: RIDE, URIEvidence: Updated Program of Studies
Establish guidelines and criteria for flex credits.	06/30/2027	Resources: RIDE, Asst. SuptEvidence: Updated Program of Studies
Review current Algebra II curriculum and revise for accessibility for all students.	07/30/2026	Resources: RIDE, Math DepartmentEvidence: Curriculum, Updated program of studies
Review current World Languages curriculum and revise for accessibility for all students. Seek readiness pathway guidance from RIDE for Special Education Students. Identify alternative	07/30/2026	Resources: RIDE, World Language

pathways/platforms to provide options for students beyond traditional learning environments (for example: Duolingo)	6	Department Evidence: Curriculum, Updated Program of Studies
Continued implementation of the RULER program to provide social-emotional services for students	06/30/2027	

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 27.6% in 2025 to 21% by June 2027.

Initiative 1: Reduce chronic absenteeism

Streamline the system for communicating and intervening when a student shows signs of chronic absenteeism.

Action Step

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e** **Notes**

Continue to communicate the importance of student attendance	06 /3 0/ 20 27	RIDE GuidanceEvidence: Letters sent to families
Continue to utilize the RIDE nudge tool to communicate to parents if a student has accrued absences totaling 10% or more	06 /3 0/ 20 27	Resources: RIDEEvidence : Nudge Tool history data
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 /3 0/ 20 27	Resources: RIDEEvidence : Response Team attendance sheets and meeting notes
Continue to 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 /3 0/ 20 27	Resources: RULER plan
Implement a system of Quarterly rewards to celebrate students with perfect attendance and Monthly recognition of students with perfect attendance	06 /0 7/ 20 27	
Continue to target specific grade-level gaps and patterns in attendance using internal data reports for example: grade-level competitions, quarterly competitions, strategies for finals and midterms for seniors and juniors.	06 /3 0/ 20 27	Attendance reports

Convene heterogeneous student focus groups at least once a year to gather information connected to the student experience and SurveyWorks questions.	06
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