

Charette Strategic Plan

Strategic Plan (2023-2025)

The Charette Community engages Providence youth in the pursuit of academic excellence and the design of a more equitable and sustainable city.

Vision

Students are engaged learners striving for academic excellence, contributing to their community and graduating with a defined plan for success.

Values

Create Community : Charette Charter knows the value of strong community relations and will strive to create a community of trusting members.

Students are a part of a community in which they care about and take pride in being a member of. Students will keep the community strong by encouraging people to be kind to one another.

Honor Self and others: All members of the Community should honor themselves and others

Students are present, connected and in tune with the needs of people in their community. Students look after and show themselves as much love and kindness as they might show other people in their lives.

Strive to Succeed: All students strive to succeed in school and life.

Students are aware that they can succeed. They learn how to create long term and short term goals, and that striving to succeed is rewarding, fun, keeps life interesting and is focused on what really matters.

Theory of Action

If LEA...

Then LEA can...

So that...

Needs Assessment

In its first 5 years, Charette has established a strong culture of belonging for students and families, support for individual needs and learning, and exposure to the opportunities in the community around them. In addition, the teaching staff have demonstrated a real belief in each student's capacity to learn and succeed. The first two years of graduates have shared that the skills they learned at Charette have helped them navigate the world of higher ed, as well as find appropriate opportunities to help them move towards a defined career.

Baseline Data/Challenges:

- Charette earned the lowest score of One Star in its first year of Accountability Ranking by the RI Department of Education, based on Achievement and Growth measures.
- Attendance in the first years post covid hovered from about 80 to 84%, below the statewide average, and 67% are Chronically Absent.
- Charette's MLL Students have not made much progress in ACCESS testing.

Process for developing this Strategic Plan based on this data:

- The Leadership Team researched online the most effective approaches and programs to address these challenges and conferred with the RIDE Team and other schools in the cohort.
- The challenges and Draft Priorities, Goals and Initiatives were presented to faculty at a staff PD Meeting for feedback and thoughts on Action Steps to implement the Initiatives. The following week, the resultant draft outline was reviewed with time for more clarification, ideas and refinements to the draft.
- The Board members were individually surveyed by one Board Member who took the lead and attended the RIDE support/planning meetings with Charette's leadership. The survey elicited feedback on the school's Mission statement, as well as the drafted priorities. At the May '23 Board meeting, time was taken to walk through the Draft, which they voted to approve the following month.
- Parent/Guardian feedback was elicited through the weekly Family Newsletter, and invitations to submit ideas electronically or in-person.

The priorities for the school arise from addressing the challenges that are clear in the data:

Students need more rigorous support in ELA and Math to make up for learning loss during covid, which compounded the low scores students already had in the 8th grades.

The lexile scores of all students show that there is a need to fully implement the Science of Reading across all subjects in all grades.

The MLL students deserve renewed efforts to move them towards success in their ACCESS assessments.

Most students would improve in focus and attendance, and resulting academic scores, by increasing the Social Emotional Learning curriculum that is taught, as well as closely monitoring the results of Multi-Tiered Levels of Instruction and Intervention.

Priority 1: Improve English Language Proficiency of identified Multilingual Learners

Charette underperformed on state assessment

By January 2024, after receiving instruction in all content areas following the SIOP Model, MLL students will demonstrate academic growth, per RIDE standards, as measured on the ACCESS State assessment.

Measurable Goals

Goal #1 - ACCESS score targets: 2024- 20% of MLL meet target on ACCESS, 2025- 25% of MLL meet

target on ACCESS, 2026- 30% of MLL meet target on ACCESS

Initiative 1: Use Individual Student Profile for each identified MLL Student to guide Interventions and Instruction utilizing the SIOP Model

Create Individual Student Profile for each existing and entering identified MLL Student to guide Interventions and Instruction utilizing the SIOP Model

Supporting Research and Evidence:

Personalized Learning Strategy as a Tool to Improve Academic Performance and Motivation of Students,

Citation: International Journal of Web-Based Learning and Teaching Technologies, 10.4018/IJWLTT.286743, 16, 6, (1-17), (2021).

URL:

https://bera-journals.onlinelibrary.wiley.com/action/getFTRLLinkout?url=https%3A%2F%2Fdoi.org%2F10.4018%2FIJWLTT.286743&doi=10.1111%2Fj.1467-8535.2009.00981.x&doiOfLink=10.4018%2FIJWLTT.286743&linkType=VIEW_UNKNOWN_ACCESS&linkLocation=CitedBy&linkSource=FULL_TEXT

Action Step	Complete-Date
Analyze every incoming and returning MLL student data in the summer to build individualize Student Profiles: history, strengths, challenges, goals	09/01/2026
Use data from Individual Student Profile to to provide intervention and instruction based on the SIOP Model	10/01/2026
Use data from Individual Student Profile to build or maintain or strengthen curriculum across all content areas	10/01/2026
To assist in focusing work, replace NWEA tests with the ACCESS practice test, as needed, for Identified MLL Students. Individual ACCESS practice is being done via IXL.	06/01/2024

Initiative 2: Implement and Monitor Professional Development for all staff to Improve MLL Student Outcomes

MLL Students improve their academic outcomes when all core subject teachers, as well as MLL staff continuously learn and improve their teaching.

Supporting Research and Evidence:

Li, Nan, and Angela W. Peters. "Preparing K-12 teachers for ELLs: Improving teachers' L2 knowledge and strategies through Innovative Professional Development."

Citation: Urban Education, vol. 55, no. 10, 2016, pp. 1489–1506,

URL: <https://doi.org/10.1177/0042085916656902>.

Action Step	Complete-Date
Summer PD for all staff based on the SIOP model	09/01/2023
Ongoing PD, support and monitoring of teacher strategies and curriculum	06/01/2027
Teachers will be supported by the school to pursue MLL Certification	06/01/2027
Charette staff will continue to lead and participate in the MLL Consortium's monthly professional development meetings. This consortium consists of 6 local and charter schools.	06/30/2027

Initiative 3: Fund staff and software to support MLL Interventions and Instruction

Positions need to be created and filled to meet the needs of identified MLL students

Supporting Research and Evidence:

IXL Design Principles Core Features Grounded in Learning Science Research

Citation: Bashkov, Bozhidar M, et al.

“https://www.ixl.com/research/IXL_Design_Principles.Pdf.”

URL: https://www.ixl.com/research/IXL_Design_Principles.pdf

Action Step	Complete-Date
MLL & Literacy teacher will support MLL Learning across the curriculum	06/01/2026
Level 1 & 2 MLL students will receive targeted instruction, including use of the Burlington English Language Development and/or Rosetta Stone platform.	06/01/2026

Priority 2: Build English Language Arts Skills for All Students

Students need more rigorous support in ELA to make up for learning loss during covid, which compounded the low scores students already had in the 6th-8th grades.

Measurable Goals

Goal #1 - Improve student outcomes in ELA State Assessments by meeting the Growth measurement of 1 in '24, '25, '26

Initiative 1: Curriculum & Instruction alignment W State Standards & Assessments

Summer staff work sessions to assure alignment of curriculum to the RIDE State Standards & Assessment

Supporting Research and Evidence:
<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>
Citation: WWC Using Student Achievement Data to Support Instructional Decision Making
URL: <https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

Action Step	Complete-Date
Summer Planning & PD on utilizing Highly Effective Instructional Practices to implement state-approved O'Dell ELA curriculum materials	09/01/2023
Look at individual student profiles who show Low Growth, and plan interventions for similar students in grades 9-11	09/01/2023
Staff will take a deep dive into the construction of the SAT ELA sections, analyze building results, and consider/implement curriculum implications	07/01/2024
Additions to the O'Dell ELA curriculum : school wide essay, spelling,poetry slam contests; more time with different types of texts	07/01/2024
Continue implementation of the Science of Reading in all Core Classes, and explore software options for student individual practice	07/01/2025

Initiative 2: Improve teacher use of existing data to plan targeted instruction

Charette receives rich informative data on student skills & knowledge through student reports from NWEA, ACCESS and PSAT assessments: the goal is to improve the use of the data to implement targets and personalized instruction

Supporting Research and Evidence:

Using Student Achievement Data to Support Instructional Decision Making

Citation: “This guide offers five recommendations to help educators effectively use data to monitor students’ academic progress and evaluate instructional practices. The guide recommends that schools set a clear vision for schoolwide data use, develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement

URL: <https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

Action Step	Complete-Date
Summer PD meetings will train all staff on the school’s initiatives and activities, as well as a plan for how to revisit and practice all year	09/01/2023
PD meetings throughout year will focus on students NWEA scores, as well as progress in core classes, to create individualized plans for instruction	07/01/2024
All mentors will improve their practice of integrating review of test scores into their bi-weekly mentoring sessions with each student	07/01/2024

Initiative 3: Improve student familiarity with the state assessment platform and embedded tools

Integrate specific test taking skills instruction & practice into existing curriculum & extended day/year activities

Action Step	Complete-Date
Introduce timed tests and assignment deadlines into the school’s proficiency based practices, school wide	07/01/2024

Every 10th grader will align their College Board profile with Khan Academy, so that they are incentivized to work on individualized plans for improving their scores	01/01/2024
Develop summer and after school activities that incentivize test prep with positive, healthy and fun activities	07/01/2025
Meet goal of 100% student participation in state assessment through enhanced prep, support and rewards	05/01/2027

Priority 3: Strengthen Math Skills for All Students

Students need more rigorous support in Math to make up for learning loss during covid, which compounded the low scores students already had in the 6th-8th grades.

Measurable Goals

Goal #1 - Improve student outcomes in Math State Assessments by meeting the Growth measurement of 1 in '24, '25, '26

Initiative 1: Curriculum Alignment to RIDE Standards and Assessments

Charette staff will continuously review State Content and Assessment Standards to improve alignment of Core Content Curricula

Action Step	Complete-Date
Summer Planning & PD on utilizing Highly Effective Instructional Practices to implement state-approved Illustrative Math curriculum materials	09/01/2023
Look at individual student profiles who show Low Growth, and plan interventions for similar students in grades 9-11	11/01/2023
Staff will take a deep dive into the construction of the SAT Math sections, analyze building results, and consider/implement curriculum implications	07/01/2024
Additions to the school's Illustrative Math curriculum: school wide Khan academy practice session contests; introduce timed test sessions	07/01/2024

Continue integration of the Science of Reading activities in Math classes

07/01/2027

Initiative 2: Improve teacher use of existing data to plan targeted instruction

Summer and yearlong PD to improve teacher use of NWEA, classroom, and PSAT data to individualize targeted instruction

Action Step

Complete-Date

Summer PD meetings will train all staff on the school's initiatives and activities, as well as a plan for how to revisit and practice all year

09/01/2023

PD meetings throughout year will focus on students NWEA scores, as well as progress in core classes, to create individualized plans for instruction

07/01/2024

All mentors will improve their practice of integrating review of test scores into their bi-weekly mentoring sessions with each student

07/01/2024

Initiative 3: Integrate specific SAT/PSAT test skills instruction & practice into existing curriculum & extended day/year activities

In order to assist students to demonstrate their best in these tests, they need to understand how to use the tools embedded in the online tests, as well as to learn time management skills also utilized by these tests

Action Step

Complete-Date

Introduce timed tests and assignment deadlines into the school's proficiency based practices, school wide

06/30/2026

Every 10th grader will align their College Board profile with Khan Academy, so that they are incentivized to work on individualized plans for improving their scores

07/01/2024

Develop summer and after school activities that incentivize test prep with positive, healthy and fun activities

07/01/2027

Meet goal of 100% student participation in state assessment through enhanced prep, support and rewards

07/01/2024

Priority 4: Develop Social and Emotional Resilience for All Students & the School Community

Students need to feel safe and supported through the academic challenges of high school, and through the development of personal resiliency skills

Most students would improve in focus and attendance, and resulting academic scores, by increasing the Social Emotional Learning (SEL) curriculum that is taught, as well as closely monitoring the results of Multi-Tiered Levels of Instruction and Intervention.

Measurable Goals

Goal #1 - Pre- and Post-Surveys (taken from SurveyWorks Q's about school engagement and sense of safety) will increase by 5% year over year in all subgroups

Initiative 1: Focus on Tier 1 & 2 Intervention levels

Build upon MTSS work of previous years to improve these interventions for all students in all classrooms

Action Step	Complete-Date
Assign a new person responsible for monthly RTI meetings for staff	09/01/2023
Provide training over the summer for all staff on MTSS/RTI at Charette	09/01/2023
Provide scheduled time for 1:1 Mentor meetings & virtual family report card meetings	09/01/2023
Continue Charette's contract with Inner You Counseling to coordinate (and sometimes pay) for clinical counseling to students and families as requested	09/01/2023

Continue to incorporate research -based SEL curriculum and activities into classroom activities with appropriate staff 06/20/2026

Strengthen annual review of Student and Family Contracts re: attendance, behavior and resources/support available to families and students. 10/01/2023

Initiative 2: Increase Student Voice and Leadership Opportunities

Student Engagement in their learning is greatly improved when they know that their voice is heard

Supporting Research and Evidence:

Strategies to promote social and emotional learning (SEL), school climate, and student voice have been connected with improvements in student academic achievement, well-being, and college and career readiness

Citation: Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school: A systematic review and synthesis of empirical research. *Educational Research Review*, 7(1), 38–61

URL: <https://eric.ed.gov/?id=EJ955284>

Action Step	Complete-Date
Grow Student Leadership membership and activities each year	07/29/2025
Share publicly the 10th grade work in Generation Citizen, Senior Capstone projects (which include the proposed solving of issues and challenges important to each student), and products of group and individual student projects	07/29/2025

Initiative 3: Introduce and reinforce common safety and restorative language and practices across the school community

The Safety and Inclusiveness of the school community is, in part, dependent on the adoption of common language, approaches and responses to issues that arise in school

Action Step	Complete-Date
Bring in consultants to run workshops for all staff on Restorative Practices	06/30/2026
Train 2 staff yearly on Safety Training (de-escalation and restraint)	05/15/2024

Goal #2 - Reduce the Chronic Absenteeism rate of Charette Students to 60% by 2026

Initiative 1: Improve Student Attendance

Students need to be in school in order to benefit from individualized and group instruction, practice and goal setting

Supporting Research and Evidence:

This state-by-state analysis of national testing data demonstrates that students who miss more school than their peers consistently score lower on standardized tests, a result that holds true at every age, in every demographic group, and in every state and city tested.

Citation: Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014

URL: <https://www.attendanceworks.org/absences-add-up/>

Action Step	Complete-Date
Daily personal calls to homes of all students not in school by 9am	10/31/2023
Set up SIS to automatically generate letters home to those chronically absent, escalating to family meetings and plans, eventually to Truancy Petitions	11/01/2023
Purchase and Implement additional SMS systems for family contact	09/01/2023
Assigned attendance tracker will report weekly update to RTI Team and Administration.	08/01/2023

Priority 5: Improve Science Proficiency in All

Students

The understanding of Science is the understanding the world around us. The mastery of Science opens the world of high paying, high-demand careers for Charette graduates to pursue.

The newly required RI State Assessment in Science allows Charette to understand what its students know and are able to do in that subject area

Measurable Goals

Goal #1 - The percentage of students meeting or exceeding proficiency on the science state assessment will increase by 5% from to 34.9% to 40%.

Initiative 1: Implementation of High Quality Curriculum (Open SciEd) On a High Quality Instructional Platform (Gradient)

Charette is converting its LMS from Summit to Gradient Learning, with many improvements, including a new design for addressing the Whole Child in the classroom. The Science curriculum is Open SciEd, based on the NGSS standards, which is intended to increase student Science outcomes.

Action Step	Complete-Date
Review OpenSciEd scope and sequence, modify to fit the Charette calendar, and upload into the Gradient LMS	08/31/2024
Annually, to implement, review and improve the Science Instruction within the classroom and LMS.	06/01/2027