Comprehensive Progress Report

Mission:

Our mission is to provide all students with equitable educational opportunities and positive outcomes by using culturally responsive teaching, restorative practices, social-emotional learning, trauma-responsive practices, positive behavior supports and tiered interventions.

May 20, 2020

Vision:

Our vision is to empower students through alternative educational opportunities to make a positive change in academics, behavior and character that lead to productive citizenship and lifelong learning.

May 20, 2020

Goals:

By June 2024, the successful return to homeschools rates will rise by 2% and recidivism rates will fall by 2% . Upon arrival, students will receive intense interventions to eliminate their barriers to learning in the traditional school setting. Social and Emotional Learning, a Multi Tiered System of Supports and on-site mental health professionals will support each student and work with them holistically to achieve their own personal level of success before returning to their home school or electing to stay at South Providence. (22-23, 23-24) (A1.07, A4.01, A4.06)

By June 2024, South Providence will have implemented with fidelity Tier 2 and Tier 3 supports for all eligible students in attendance at South Providence School. Our 20% of current students will be identified, tracked and served within 2 months of arriving at South Providence. We will use ECATS to track student progress and implementation. (22-23, 23-24) (A4.01)

By June 2024, students will show at least 2% growth based on the IReady Diagnostics Scores in Math and ELA. (22-23, 23-24) (A1.07, A4.01, A4.06, E1.06,)

By June 2024, our high school graduation rate will increase to a rate of 25%. (A1.07, A4.01, A4.06)

! = Past Due Objectives	KEY = Key Indicator				
Core Function:		**Domain 1: Turnaround Leadership**			
Effective Practice:		**Practice 1B: Monitor short-and long-term goals**			
! **KEY** **B3.03**		**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		The administrative team has prioritized common planning times for grade level content area teachers. Middle school ELA teachers share a	Limited Development 10/01/2019		

common planning time with the exceptional children's specialist who supports their students. Middle school math teachers also share a common planning time with the exceptional children's specialist who supports their students. The same is true for high school English teachers and high school math teachers - both groups share a common planning time with their EC specialist. This common planning time allows teachers to meet in PLCs to discuss instruction and support for students. The assistant principal or culture coach may attend the PLC meeting infrequently. PLCs have been asked to submit the minutes of their meetings to the administrative team for review and to monitor instruction. This process needs more consistency between teachers and the administrative team.

The administrative team is most visible during transition times. The team follows a set formal observation schedule, and completes walkthroughs as time allows. A greater focus on completing walkthroughs is needed in the coming school year.

The administrative team leads professional development and supports the implementation of MTSS. The vision and mission statements of the school reflect the priority of MTSS as well as student support.

Summary of 2021-2022 Progress

The administrative team has prioritized common planning times for grade level content area teachers. Middle school ELA teachers share a common planning time with the exceptional children's specialist who supports their students. Middle school math teachers also share a common planning time with the exceptional children's specialist who supports their students. The same is true for high school English teachers and high school math teachers - both groups share a common planning time with their EC specialist. This common planning time allows teachers to meet in PLCs to discuss instruction and support for students. The assistant principal or culture coach may attend the PLC meeting infrequently. PLCs have been asked to submit the minutes of their meetings to the administrative team for review and to monitor instruction. This process needs more consistency between teachers and the administrative team.

	The administrative team is most visible during transition times. The team follows a set formal observation schedule, and completes walkthroughs as time allows. A greater focus on completing walkthroughs is needed in the coming school year. The administrative team leads professional development and supports the implementation of MTSS. The vision and mission statements of the school reflect the priority of MTSS as well as student support.			
How it will look when fully met:	The administrative team will focus on classroom instruction by clearly establishing expectations and processes for team planning and instructional delivery. Once expectations are established, the principal will monitor the planning and instructional delivery by meeting with PLCs, visiting classrooms, and reinforcing positive practices noted in the PLCs and the classroom. As the instructional leader, the administrative team will focus on rigorous instruction and be knowledgeable about the instructional programming and are heavily invested in making sure teaching and pedagogy are a key focus. The administrative team will also spend a large part of their time in classrooms (ideally 40%) to monitor instruction and provide advice or suggestions for improvement when needed. Walkthroughs by the administrative team will be completed on a weekly basis with feedback provided to teachers upon completion of the walkthrough. Observations will be completed by the deadline with actionable suggestions provided to the teacher when necessary. The administrative team will take an active involvement in MTSS to support the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring staff both have and use the data needed to support staff and student growth.		**Steve Campbell**	**08/16/2024**
Actions		**4 of 5 (80%)**		
11/17/20	Walkthrough Tool is being created for teacher observations	Complete 02/16/2021	Anne Berryhill	05/03/2021
Notes:	Hope to implement by 02/2021			
8/23/21	Newly Created Walkthrough Tool will be used by Administration for regular and prompt feedback on a consistent basis.	Complete 05/26/2023	Steve Campbell	06/01/2023

	KEY			Implementation Status	Assigned To	Target Date
		Notes:				
		10/13/22	Monitor and if needed revise the leadership walkthrough tool monthly.	Complete 05/26/2023	Anne Berryhill	06/01/2023
		Notes:				
		10/13/22	Analyze walkthrough data as an administrative team monthly.	Complete 05/26/2023	Anne Berryhill	06/01/2023
		Notes:				
		10/13/22	Teacher formal observations will be completed by county deadlines.		Heather Diaz	06/09/2024
		Notes:				
	KEY	**D1.02**	**The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:				Full Implementation 11/01/2023		

Core Function:	**Domain 2: Talent Development**
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**

	KEY	**C3.04**	**The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			State evaluation cycles are followed. There are currently sporadic efforts in place to reward staff, but we are working toward a more consistent implementation. Our problem of practice and professional development includes teacher care.	Limited Development 10/01/2019		
How it will look when fully met:			Teacher retention rates will increase, working condition survey results will reflect positive trends teacher morale. 11/2020 Update: Retention Rate greater than 90% from 2019-2020 to 2020-2021	**Objective Met**	**Steve Campbell**	**06/09/2023**
Actions				1 of 1 (100%)		
		11/17/20	Administration will regularly recognize staff contributions to school culture and provide small gifts of appreciation provided through school and community efforts.	Complete 05/07/2021	Steve Campbell	05/28/2021

| | | | Notes: | So far in 2020: Breakfasts, Lunches and shirts have been provoded so far. Principal posts weekly recognition from colleagues for all staff to see in school weekly review.
1/21: Breakfast, shirts, string bags, encouraging churches to support teachers | | | |

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
!	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	Implementation Status	Assigned To	Target Date

| Initial Assessment: | As of September 2022, the MTSS Team has created data decision rules for Tier 2 behavioral interventions based upon 'rate of behavior concerns' (office referrals, minor incidents and student resets per day in attendance). The team began Check In Check Out, restorative conference agreements and individual counseling to support students not being successful with core behavioral supports. The 'rate of behavior concern' is tracked weekly and used to monitor progress for students receiving Tier 2 behavioral interventions. Said 'rate of behavior concern' is also used to assign students needed Tier 2 behavioral supports immediately instead of waiting for monthly MTSS meetings.

As of October 2022, the MTSS Team has completed core plans for math and ELA for grades 7-12. PLC Teams are looking at core instruction biweekly to adjust based upon available data. Diagnostic data for Tier 2 academic interventions has been collected and academic interventions for Tier 2 are beginning. Interventionists for Tier 3 math and ELA have been identified and use of Tier 3 academic interventions will begin if needed after a complete Tier 2 cycle.

2020-2021

4 year training cycle began in 2016...all district trainings completed. New staff are provided opportunities to access past MTSS trainings with MTSS coach monitoring and support. Refresher training offered annually now that district-mandated training rollout has been completed.

State MTSS Recognition received in 2019

Currently investigating altered pacing guides and standards requirements for supporting student success in the area of CORE instruction.

We set new Tier 2 and Tier 3 rules annually. Monthly we look at entry and exit based on progress monitoring and new enrollment.

We will be implementing RtI:Stored! and we have a fully trained staff member. | Limited Development 10/01/2019 | | |

	Tiers 1 and 2 are fully implemented with us using feedback for tweaks. We will be moving forward with Tier 3 this year.			
How it will look when fully met:	When the A4.01 objective is complete, the school will have the capacity to implement MTSS with fidelity, with the structures and practices in place to meet students where they are at and help them have positive academic and behavioral outcomes. The school will monitor various data points about academics, behaviors and SEL and use said data to determine how to best support struggling students. All staff will be adept at data-based problem solving and understand the MTSS purpose and processes. There will be a menu of academic and behavioral interventions available. There will be consistent and effective communication between the MTSS Team and other school teams. There will be regular monitoring of data to be quickly responsive to students' needs. There will be an increase in academic and behavioral outcomes due to implementation of MTSS with fidelity.		**Heather Diaz**	**08/26/2024**
Actions		**12 of 14 (86%)**		
	11/17/20 Monthly meetings to set data points for Core Instruction and Tier 2/Tier 3 Inteventions for Math	Complete 06/02/2021	Chad Mahaffey	05/28/2021
	Notes: Have set Core for Math and math team is monitoring data monthly to identify students for Tier 2 and 3 interventions.			
	11/17/20 Monthly meetings to set data points for Core Instruction and Tier 2/Tier 3 Inteventions for ELA	Complete 06/02/2021	Charles Cooper	05/28/2021
	Notes: Have set Core for ELA and math team is monitoring data monthly to identify students for Tier 2 and 3 interventions.			
	11/17/20 Monthly meetings to set data points for Core Instruction and Tier 2/Tier 3 Inteventions for Behavior	Complete 06/02/2021	Madison Dill	05/28/2021
	Notes: Have set Core for Behavior and math team is monitoring data monthly to identify students for Tier 2 and 3 interventions.			
	5/11/21 The MTSS team will work toward training and reconfiguring the MTSS referral processes due to legal findings. The MTSS team will complete the training and restructuring by May 28, 2021	Complete 06/02/2021	Heather Diaz	05/28/2021

Notes:	All staff have watched the training videos and the last 2 MTSS meetings have dealt with changes to procedures and how that will look at South Providence School.			
5/11/21	Members of the MTSS team will train on and begin entering data for tracking students in Tier 2 and Tier 3 within the RtIStored platform this year in order to be ready for full implementation of the platform next year.	Complete 06/02/2021	Anne Berryhill	05/28/2021
Notes:	RtIStored is being referenced more regularly in MTSS meetings as the source of data for student decisions.			
5/11/21	ELA, Math and Behavior members of the MTSS team will determine the specific metrics that will be collected and analyzed for data decision points. These will be the data decision points closely tracked in RtIStored next school year.	Complete 06/02/2021	Heather Diaz	05/28/2021
Notes:	Thee have been many discussions but no firm decisions yet.			
8/29/22	Appoint and train a check-in/check-out coordinator.	Complete 10/04/2022	Jennifer Pompeii	12/12/2022
Notes:				
8/29/22	Coordinate professional development for general education teachers to use ECATS effectively.	Complete 06/01/2023	Sarah Mohr	06/01/2023
Notes:	I offered a training at the beginning of the school year. I sent monthly newsletters with a reminder to use ECATS and created the spreadsheet (which was to elevate teachers needs to use ECATS constantly) that was linked in each newsletter. - Ms. Wojo			
8/23/21	Full Implementation of RtIStored with content teachers receiving training for recording and analyzing data.	Complete 08/11/2022	Anne Berryhill	06/03/2023
Notes:				
8/29/22	Start and maintain a schedule for Teacher Learning Walks where colleagues will learn from and coach each other.	Complete 05/26/2023	Anne Berryhill	06/06/2023
Notes:				
8/29/22	Develop and implement a system of data collection for Tier 1/Core behaviors.	Complete 06/09/2023	Diane Rose	06/09/2023
Notes:				
8/29/22	Creation and implementation of MTSS referral forms for academic and behavioral from PLCs and Odyssey meetings.	Complete 06/09/2023	Heather Diaz	06/09/2023
Notes:				
8/23/21	Full implementation of traditional PLC model.		Anne Berryhill	06/03/2024

	Notes:					
	8/29/22	Ensure that new staff work through the MTSS modules.			Heather Diaz	12/12/2024
	Notes:					

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
!	KEY	A1.07	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	Implementation Status	Assigned To	Target Date

Initial Assessment:	Summary of 2021-2022 Progress	Limited Development 06/11/2019		
	In order to build on the work we did in 2020-2021, staff began the school year with a review of how to set and teach CHAMPS classroom expectations and practices for implementation. Teachers were provided with PBIS lessons that provided consistency in teaching the procedures and expectations for different areas of the school and different transitions students may have. Teachers were also provided with tools to support alignment of their feedback to students with the schoolwide PBIS expectations (Respect, Integrity, Safety, and Excellence). Some teachers implemented the use of paper feedbacks to help students visually see how well they are meeting the expectations of the classroom teacher and the school.			
	Throughout the school year, our team monitored the digital feedback tool we use in our school, Kickboard, to ensure staff are entering data daily to reflect student behaviors and efforts to meet both PBIS and CHAMPS expectations. If the team noted that staff did not enter points for a student or class, the team contacted the teacher to prompt them to enter the missing information. This data helps school staff see progress students are making toward meeting expectations of our school. This data, along with office referral data, was discussed at the school MTSS meeting each month. A greater focus on this data is needed in the 2022-2023 school year.			
	Teachers were also provided with a copy of the revised classroom versus office matrix to post in their classrooms. This helped staff have greater consistency in knowing which types of actions warranted an administrator's consequence and which types of actions should be handled with a classroom consequence. Additionally, the matrix includes intervention suggestions for teachers to use that will support or reinforce classroom and school expectations.			
	In order to increase student engagement, which supports effective classroom management, teachers completed a problem-based study on differentiated instruction. Teachers identified professional resources of interest and shared what they learned with their grade level group. Then based on their discussion and learning, teachers were to build and implement differentiated lessons with their students.			
	The student support staff researched de-escalation and strategies that teachers could use in their classrooms to support students before a student became so escalated that they needed to be removed from the			

classroom. The student support staff presented their learning at a staff meeting and provided teachers with tips sheets they could use. Student support staff also worked on identifying de-escalation and support strategies for students when an escalated student needed to be removed from the classroom or was in In School Suspension. Implementation of this research will occur in the 2022-2023 school year.

A walkthrough tool that teachers could use to identify strong examples of classroom management practices was developed and piloted with plans for implementation in the 2022-2023 school year. Additionally, a school leadership walkthrough tool was developed to identify strengths in classroom management in the school and to measure our progress toward full implementation. This tool will also be implemented in the 2022-2023 school year.

Finally, a survey was developed and given to classroom teachers to help our team see the level of implementation of CHAMPS expectations within the classroom. This data was briefly reviewed by the leadership team, and the recommendation for additional CHAMPS training for our staff provided by the staff developers from Safe and Civil Schools was recommended to district leadership. The additional training will occur at the beginning of the 2022-2023 school year.

How it will look when fully met:	Classroom rules and PBIS expectations will be posted and reviewed with students. Teachers will plan for and teach classroom-specific expectations and procedures to students in their class and implement ideas from CHAMPS training to support their planning and teaching. Students will understand and follow the expectations in class because the expectations are clear and actively taught. Additionally, SEL lessons that target classroom management will be taught in RISE in order for students to see and understand how these behaviors influence their relationships with themselves, teachers, and peers. In response to student behaviors, teachers will consistently provide positive feedback to students in the form of praise or possibly rewards or implement consequences and provide feedback to students regarding the behaviors that need improvement. Strong rapport and relationships among students and staff will be evident. Increased student engagement and time on task will also be evident due to effective classroom management.		Anne Berryhill	05/28/2024
Actions		**15 of 18 (83%)**		
9/25/19	All team members will read the Wise Ways (best practices documents provided by NCSTAR) and bring new action items to the table at the next Site Based Meeting	Complete 10/17/2019	Craig Adelhardt	10/23/2019
Notes:				
10/18/19	Discuss targeted skills or issues during Odyssey DRAFT CHAMPS Implementation	Complete 10/20/2020	Anne Berryhill	10/20/2020
Notes:	Focusing on Structure at 28OCT Meeting/ CHAMPS			
10/18/19	Write 5 SEL lessons to target SEL strategies related to classroom management	Complete 11/09/2020	Anne Berryhill	11/09/2020

	Notes:	Mrs. Simons wrote original SEL lessons and identified several SEL lessons from other sources that relate to the SEL strategies that can support classroom management. SEL strategies related to classroom management and lesson alignment: Be responsible - 3 lessons Manage emotions - 5 lessons Solve problems creatively - 2 lessons Respect others - 4 lessons Communicate effectively - 3 lessons Build relationships - 2 lessons Negotiate fairly - 2 lessons Seek help - 3 lessons			
10/18/19		Implement 5 SEL lessons in RISE	Complete 02/01/2021	Anne Berryhill	02/01/2021
	Notes:	View RISE Spring 21 CANVAS Course...will be continued next year			
3/15/21		Student Survey to determine student motivational methods and to gather other important stakeholder information.	Complete 03/01/2021	Anne Berryhill	03/01/2021
	Notes:	Survey We gave the student survey Feb. 2 – 15. Students were asked a variety of questions related to academics, behavior, personal, understanding of levels, what they hope our school can do to celebrate accomplishments with levels and kickboard points, and what clubs they would be interested in. Mr. Campbell has initiated basketball time during RISE for the high school students, and we are exploring how to document the use of kickboard points for students to buy basketball time. Here is the link to the survey if you would like to see specific questions: https://forms.gle/z1t9oHEyThXcmLCH9			
2/1/21		CHAMPS Implementation Reflection and Case Study Review monthly in Odyssey meetings	Complete 04/26/2021	Anne Berryhill	05/28/2021
	Notes:				
2/1/21		Implementation of Student Shout Out Program	Complete 02/01/2021	Anne Berryhill	05/28/2021
	Notes:	Button Added to SPS Rise Canvas Course for students to submit shout outs			

10/18/19	Once per grading period analysis and presentation of behavior data and BMT reports	**Complete 06/02/2021**	Robert Cooke	05/31/2021
Notes:	Data review will happen 0nce marking period (6 weeks) 13NOV - 1st 12 weeks review...infractions based on race data and discussion Reviews happened in smaller settings like MTSS meetings throughout the rest of the year.			
2/4/22	Develop a Walkthrough document for teachers to use to note positive aspects of CHAMPS, classroom management, and engaging instruction.	**Complete 05/04/2022**	Anne Berryhill	04/01/2022
Notes:				
2/4/22	Create and send out a survey for teachers to share how they have effectively implemented different aspects of CHAMPS.	**Complete 05/04/2022**	Paul Ruefle	04/01/2022
Notes:				
2/4/22	Monitor Kickboard for teacher entering of points for students on a daily basis.	**Complete 06/01/2022**	Lynette Simons	06/01/2022
Notes:				
2/4/22	Analyze behavior data in EdHandbook and share results at MTSS meetings every month.	**Complete 06/01/2022**	Kevin Luke	06/01/2022
Notes:				
10/6/22	Monitor Kickboard for teacher entering of points for students on a daily basis.	**Complete 05/26/2023**	Lynette Simons	06/01/2023
Notes:	Emails and phone calls are made to ask teachers to enter Kickboard (noted JAN2023) Complete for this year but will continue to be an action step for next year.			
10/6/22	Monitor fidelity of use of teacher walkthrough document for teachers to use to note positive aspects of CHAMPS, classroom management, and engaging instruction.	**Complete 05/26/2023**	Anne Berryhill	06/01/2023
Notes:	59 out of 150 possible learning walk have been completed. (noted JAN2023) This did not go as well as hoped and needs modification but it was completed. it will likely become an admin walkthrough next year.			

	10/6/22	Implement and lead discussions on the Restorative Practices Playbook book study in grade level/Odyssey Teams	Complete 05/26/2023	Anne Berryhill	06/01/2023
	Notes:	Questions have been created and shared with Odyssey leaders, but Ms. Berryhill still needs the agendas from each team to know what has been discussed. (noted JAN 2023) Discussions happened in Odyssey groups during planning period meetings and online platforms. Part 2 of this will continue next year.			
	10/6/22	Plan a monthly celebration for students to recognize or honor a staff member who has supported him/her		Anne Berryhill	06/01/2024
	Notes:	Ms. Thomas is working on this. Mr. Acker is working on incentives to be purchased. (noted JAN 2023) This did not happen this year, but we are working on it for next year.			
	10/6/22	Create and update a bulletin board to celebrate achievements in classroom behaviors based on data from Kickboard		Jeff Acker	06/01/2024
	Notes:	Celebration Boards have been posted in both hallways (noted JAN2023) These boards have not been maintained since they were set up.			
	10/6/22	Send out a survey for teachers to update how they have effectively implemented different aspects of CHAMPS and needs for support.		Paul Ruefle	06/09/2024
	Notes:				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
!	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:		Limited Development 06/11/2019		
	2021-2022

Progress made last year was we did create an SEL Rise plan and began having teachers use it (Though not with fidelity) and we had counselors pushing into Rise groups. We began linking students with mentors both in school and by using our community supports and we implemented the use of a counseling request form for students to seek additional mental health and behavioral support independently.

2020-2021

Counselors, Peloche and Patton began pushing into RISE groups the 2nd week of the second semester.

RISE Groups will have 3 days of SEL lessons, 1 day for college and career planning and one day for data analysis. RISE Canvas course will contain all lessons.

Baseline and follow up Panorama surveys have been given.

End of year update: push-ins for RISE have happened consistently and with positive impacts, a DHHS (Ellen) person is currently working with a few of our students and hopes to do more next year, hope to bring family support meetings in Monroe back next year, some summer programs are available to our students, 3 or 4 students have received bicycles this year hope to continue, also hope to continue doing more home visits post pandemic to see students needs first hand.

2019-2020 Our students are academically unreachable unless their emotional needs are met. | | | |

How it will look when fully met:	We will know this objective is fully met when: We will obtain supportive data that our mental health, counseling, social work and support staff have increased use of effective clinical support services, which increase and/or enhance the social and emotional well-being of our students. Classroom teachers and support staff have received the training on how to incorporate SEL skills within their lesson plans. We have solidified a universal SEL curriculum for RISE time and ensured that all teachers have access to it, and are using it with fidelity. We are providing instruction, and caring attention that promotes students' self-respect, increased management of emotions, increases in concern for others, and increased evidence that students are taking responsibility for themselves and their own choices and actions as evidenced by better attendance, self reports of feelings of self-worth, self-control and understanding of self, and decreased numbers of *different students requiring classroom removals and suspensions. This indicator will look at the number of removals and suspensions in addition to the number of different students requiring these interventions so that one or 2 students cannot negatively skew outcomes due to excessive removals and interventions being required.		Rachel Patton	06/09/2024
Actions		**15 of 17 (88%)**		
8/21/19	Teacher satisfaction with provided RISE lessons	Complete 09/18/2019	Juany Lago	09/18/2019
Notes:	A survey will be developed for teachers to supply input and suggestions for beginning of year RISE lessons.			
9/25/19	All team members will read the Wise Ways best practices documents provided by NCSTAR) for this indicator and bring possible action steps to the next meeting.	Complete 10/18/2019	All	10/23/2019
Notes:				
10/18/19	A Life Skills Club will be developed to serve those students on level one. This club will occur once a week and will address social and emotional skills that keep these students from leveling up.	Complete 10/25/2019	Debbie Nichols	10/29/2019

	Notes:	The students for this club will be chosen and assigned based on levels and/or presentation of certain social emotional deficiencies based on data.			
	10/18/19	Counseling staff will push into RISE (school scheduled intervention time) groups on the middle school level weekly to discuss important Social emotional Learning skills.	Complete 03/02/2020	Debbie Nichols	03/02/2020
	Notes:	The counselors will design 1 lesson a week and teach once to each (3) RISE (school scheduled intervention time) group during a 1 week period.			
	10/18/19	Our school social worker, Ms. Peloche, will design and implement a social skills work group with the 7th grade. This group will meet weekly.	Complete 03/09/2020	Debbie Nichols	03/09/2020
	Notes:	Data has shown that our 7th grade is where the focus of this new group needs to be concentrated.			
	10/3/20	Research and identify opportunities to increase staff training on how to incorporate SEL skills within their lesson plans and daily teaching practice. Notes:	Complete 02/01/2021	Regina Dill	12/01/2020
	Notes:	Began created a 'Cliff's Notes' version of the book 'SEL Every Day' by Meena Srinivasan for in house professional development. 10/9/20			
	10/3/20	Presentation to staff of on-site curated Social Emotional Learning Curriculum presented through CANVAS for exclusive use of South Providence teachers and students.	Complete 02/01/2021	Heather Diaz	01/10/2021
	Notes:	Building of the couse began January 2021 and will continue through next school year. Aligned with the CASEL Competencies			
	10/3/20	Counseling Staff pushing into RISE for both High School and Middle School Notes: This will be a collaborative effort with both the middle and high school counselors, social workers, BMTs and Mental Health Therapist	Complete 06/02/2021	Debbie Nichols	05/28/2021
	Notes:	Set schedule now being implemented			

2/1/21	The on-site curated Social Emotional Curriculum through CANVAS will be updated in weekly modules throughout the rest of the school year.	Complete 06/02/2021	Heather Diaz	05/28/2021	
Notes:	Various resouces from professional development, research and faculty and staff contributions.				
10/30/19	Investigate the use of therapy dogs for student and teacher emotional regulation.	Complete 01/25/2021	Debbie Nichols	05/30/2021	
Notes:	Working with Canine Companions Incorporated				
10/18/19	Research and discuss increased clinical support services; Life skills and/or Social Skills group and cultural awareness/sensitivity groups (Watson). Investigating working with community support agencies ie: Daymark Recovery Services / Turning Point / Transforming Youth, etc. to partner clinical support services for group counseling supports and to increase, as needed, referrals for increased levels of clinical support for students and families. (Care team) Notes: As this action has multiple layers, several team members will be working on different parts to achieve success	Complete 02/01/2021	Rachel Patton	06/01/2021	
Notes:	As this action has multiple layers, several team members will be working on different parts to achieve success.				
9/2/21	Develop and Implement a Beta version of a virtual Counseling Request Form.	Complete 10/18/2021	Rachel Patton	12/12/2021	
Notes:					
10/11/22	Provide mental health therapy to students who's guardians have authorized them be seen	Complete 05/26/2023	Rachel Patton	06/10/2023	
Notes:					
10/11/22	Research and discuss and provide increased clinical and behavioral support services; Use of student removal "blue forms"	Complete 05/26/2023	Daniel Boutote	06/10/2023	
Notes:					
10/11/22	Use counseling support forms to allow students to request pull out services, while providing information on who they want to see and why they need support to expedite response time and track student identified SEL needs.	Complete 05/26/2023	Rachel Patton	06/10/2023	
Notes:					
10/11/22	Discuss and plan for increased classroom management and make a plan for staff training on building SEL skills in classroom instruction		Sarah Mohr	06/10/2024	
Notes:					
10/11/22	Push into RISE groups to engage students and teachers in SEL lessons		Jennifer Pompeii	06/10/2024	