Goal One: Partnership and Collaboration

The success of Readiness-Based Graduation Requirements is incumbent upon partnership and collaboration across K-12 education, postsecondary education, Rhode Island's employers, community-based organizations, our parents, and our students. Each of these groups are necessary participants to ensure all of our kids graduate high school ready to create their future.

Action Items
Host quarterly "Let's Get Ready Meetings" to provide all stakeholders with updates on the implementation of Readiness-Based Graduation Requirements - The meeting will benchmark and hold RIDE accountable for the progress of all deliverables outlined in the Action Plan. The meetings will also be used to identify areas of struggle and concern.
Publish "Let's Get Ready: High School Planning Guidebook" to support Rhode Island's schools, districts, and teachers in implementing Readiness-Based Graduation Requirements - The Planning Guidebook will consolidate all information with the goal of supporting high school principals and district leaders in meeting all state requirements and to learn about statewide supports. The High School Planning Guidebook is an ongoing annual deliverable and commitment from RIDE to provide and streamline all the necessary information regarding high school graduation requirements to schools and districts.
Develop Let's Get Ready Dashboards that outline school-level progress on successfully transitioning to Readiness-Based Graduation Requirements - The dashboard is intended to serve as a punch list for school and district leaders, and school committees in successfully preparing for Readiness-Based Graduation Requirements.
Establish Operation Greenlight to create a consultancy protocol from RIDE to support school and district leaders in taking innovative approaches to meet the goals of Readiness-Based Graduation Requirements - Operation Greenlight will provide a space to partner with RIDE to test new strategies to improve student outcome without the need to ask permission or the fear of failure.
Establish an annual Shadow a Student Challenge for staff at RIDE and school and district leaders to understand the Rhode Island high school student experience - The Shadow a Student Challenge was developed by Stanford's D.School to help policy makers and school and district leaders better understand the day-to-day reality for Rhode Island's high school students by seeing school through their eyes so we take insight-driven action to create in our schools.
Establish an annual Shadow a Teacher Challenge for staff at RIDE and school and district leaders to understand the teacher experience in Rhode Island high schools.
Establish a student-led system of communication to support schools and districts in implementing Readiness-Based Graduation Requirements.
Partner with family-facing organizations across R.I. to establish a statewide Family Working Group to ensure families are informed about RIDE's adoption of Readiness-Based graduation requirements and are active participants in supporting and ensuring schools effectively implement each proposed regulatory revision.
Develop a Let's Get Ready communication structure (E.g., Let's Get Ready Newsletter and Reimagining High School specific email account) in order to: • Provide updates on various action items over the next 6-years   • Seek and share best practices related to regulatory changes   • Receive and respond to questions and feedback from external stakeholders
Partner with the RI Association of School Principals (RIASP) to host quarterly "Let's Get Ready" principal gatherings to discuss challenges, share best practices, and adapt the support necessary for principals to implement these requirements.

Goal Two: Reimagine Learning

Readiness-Based Graduation Requirements give Rhode Islanders the opportunity to reimagine teaching, learning, and the high school experience for all of our kids. This is a once in a lifetime moment for us to take a student-centered approach towards inspiring high levels of achievement. Now is the time to reimagine what we teach in high school, how we teach it, and how we use time during the school day to inspire each and every one of our kids to reach their full potential.

We know that the success of Readiness-Based Graduation Requirements and our partnership over the next five years will ultimately be determined outside the walls of RIDE by the work led by our teachers in our classrooms. After all, there is no learning in a classroom for a child without a teacher. We must support and inspire our teachers and build a movement that transcends the traditional State Education Agency support. We will be relentless in our pursuit of providing our educators with the tools and experiences that will empower them, alongside the education community at large, to create classroom-based solutions as we implement Readiness-Based Graduation Requirements. RIDE will play a role of support and partnership, rather than compliance and oversight, and commits to the following actions.

Action Items
Launch RI Course Redesign Challenge in partnership with the XQ Institute to replicate the success of the XQ+RI Design Challenge which brought together school teams in ways that were unprecedented for Rhode Island - The Course Redesign Challenge will aim to inspire teachers and leaders while also increasing their knowledge on the emerging research in learning science and the science of development alongside promising models for increasing student engagement like the maker movement and museum partnerships. Additionally, given the urgent need for course redesign in math, based upon Rhode Island's Education Opportunity Audit (EOA) data, we aim to leverage the Math Badging work being led by XQ. We believe the framework design principles and central components identified by XQ for Math Badges align with the goals RIDE has established for Course Redesign.
Establish guidance and supports to successfully operationalize and implement Flex Credits - Flex Credits were created to provide teachers the opportunity to design rigorous and meaningful interdisciplinary learning experiences that will align our kids' passions to standards aligned instruction. This will include providing guidance on teacher certification, SCED code alignment, and developing a standard process for documenting academic credit earned through Flex Credits on a student's high school transcript.
Partner with Always Be Learning (ABL) to provide all of Rhode Island's high schools the opportunity to conduct a deep review of their high school's schedule that will provide analysis on how they can most effectively leverage their high school schedule to provide students all of the learning experiences included in Readiness-Based Graduation Requirements.
Partner with the XQ Institute and ABL to conduct the Educational Opportunity Audit for all of Rhode Island's high schools - The Education Opportunity Audit tells the story of a student's high school experience by reviewing high school transcripts, student, teacher, and parent surveys, and student focus groups. This process helped build the case for Readiness-Based Graduation Requirements. Every high school had the opportunity to participate in the EOA prior to the passage of Readiness-Based Graduation Requirements. Every high school will be provided with the opportunity to participate in the EOA to support the successful implementation of Readiness-Based Graduation Requirements.

Goal Three: Develop a Statewide Approach to Comprehensive School Counseling

Caring and trusted relationships set a foundation for trust in all of our schools and that is an essential ingredient for academic success. At the center of developing trust in our high schools is a comprehensive plan to support school counseling. Comprehensive school counseling programs help our kids understand the link between their middle and high school experiences and their future plans by helping them develop the skills that will help every one of our kids graduate high school with open doors to create their own futures. In the wake of COVID-19 and the global pandemic, our kids need caring and trusted relationships to recapture lost learning and social development.

Action Items
Publish an updated framework for comprehensive K-12 School Counseling Programs. Rhode Island's current framework was last updated in 2005 and is in dire need of an update to meet the evolving needs of our kids.
Develop and publish a comprehensive school counseling guidebook to support Rhode Island's school counselors implementing Readiness-Based Graduation Requirements and supporting students to graduate prepared for both college and career. The comprehensive school counseling guidebook will consolidate all information with the goal of supporting middle and high school counselors in helping students meet all state requirements and increasing awareness and understanding of statewide supports. The school counseling guidebook is an ongoing annual commitment from RIDE to provide all of the necessary information to R.I. school counselors.
Offer quarterly and on-call professional development for school counselors implementing readiness-based graduation requirements and supporting students graduating ready for both college and career.
Develop a comprehensive school counseling calendar to streamline and standardize guidance across schools and districts
Define and communicate components of **comprehensive** school counseling. Develop a plan to support districts with the design and implementation of a comprehensive counseling plan.
Revise the Individual Learning Plan scope and sequence to encompass: - Informed Parental Consent Process - Increased FAFSA support, ensuring compliance with SB2571/HB7947
Enhance the Individual Learning Plan reporting requirements
Partner with the College Board to pilot the New Path initiative and provide school counselors BigFuture resources to enhance counseling support for students to explore colleges and careers aligned to their goals, and plan how to take courses, financially prepare, and build skills in line with those college and career aspirations.

Goal Four: Prepare Our Kids to Create Their Futures

We believe that it is the right of every young person in Rhode Island to graduate from high school with open doors to create their future. Our students should be prepared with the skills and experiences for college and career success —not one or the other, but both. They should graduate without limitations and ample choices as they map their paths.

Rhode Island's adoption of Readiness-Based Graduation Requirements will align the learning experiences our students will be expected to participate in during high school to the experiences necessary for employment, and admission into the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island without the need for participation in remedial coursework. In order to successfully align Rhode Island's secondary education system to the expectations of employers and higher education, RIDE is committed to taking the following action steps to support districts and school leaders, educators, parents, and students.

Objective		Action Items
Our kids will take the academic coursework to graduate high school with the opportunity to enroll at URI and RIC after high school graduation.	Math	Publish an FAQ on middle and high school math course sequences accompanying the adoption of Readiness-Based Graduation Requirements.
		Participate in the Launch Years initiative to support Local Education Agencies (LEAs) in implementing and redesigning modern math pathways.
		Partner with external stakeholder groups to develop implementation guidance and rethink math education. • Goals of this partnership may include but are not limited to reviewing and revising the math course sequences FAQ, sharing best practices for supporting all students in AGA, communicating about the new regulatory expectations, creating a space with high school and middle level math educators to talk through implementation challenges and pitfalls, developing the RIDE-alternative and readiness pathway for math.
		Share resources for supporting all students in the Algebra I, Algebra II, and Geometry course sequence. This will include specific resources for supporting differently abled students, multilingual learners, and other historically marginalized student populations in this course sequence.
		Publish guidance on recommended math course sequences. This will include middle and high school recommendations, along with recommendations for advanced math course taking.
		Publish list of allowed courses aligned to high-quality curriculum requirements in addition to RIDE's published list for the AGA course sequence.
		Publish a list of approved math credits (SCED codes)

		We need to increase the number of certified math educators. RIDE will work with the University of Rhode Island (URI), Rhode Island College (RIC), the Community College of Rhode Island (CCRI), and R.I. private colleges to increase the number of students pursuing secondary math certification. - RIDE will also continue equitable teacher recruitment strategies via the CEEDAR State Leadership Team.
	Science	Publish an FAQ on middle and high school science course sequences accompanying the adoption of Readiness-Based Graduation Requirements.
		Partner with the external stakeholder groups to develop implementation guidance and rethink science education.
		Publish a definition of "lab science"
		Publish recommended science course sequences. This will include middle and high school recommendations, along with recommendations for advanced science course taking.
		Publish a list of approved science credits (SCED codes)
		Partner with the external researchers to conduct an analysis of science course taking patterns across R.I. middle and high schools
	World Language	We need to increase the number of certified world language teachers. RIDE will work with URI, RIC, CCRI, and R.I. private colleges to increase the number of students pursuing secondary world language certification.
		Publish an FAQ on middle and high school world language education accompanying the adoption of Readiness-Based Graduation Requirements
		Partner with URI, RIC, CCRI, and other local providers to increase the number of high school standards-based world language offerings available to students on the All Course Network (ACN)
		Publish information and resources on embassy partnerships to support increasing the number of students receiving high quality world language instruction.
		Partner with external stakeholder groups to develop implementation guidance and rethink world language credit offerings. This guidance will include information and resources for supporting differently abled students in this subject area and for supporting multilingual learners and newcomer students in meeting this requirement.
		Communicate the URI and RIC world language admission policies and flexibilities via both broad communication to all stakeholders and direct communication to all middle and high school counselors.
	Physical Education and Health	Partner with external stakeholder groups to develop implementation guidance and rethink P.E. and Health credit offerings.
		Publish model P.E. and Health education policies related to - Student dress code/changing - Credit requirements - Requirements for passing v. participating

		Publish an FAQ on middle and high school P.E. and Health course requirements accompanying the adoption of Readiness-Based Graduation Requirements. This will include clarifying that this proposal does not impact the instructional minute requirement set forth in R.I.G.L. § 16-22-4.
	Additional College Preparatory Unit	Publish a definition of additional college preparatory unit in partnership with OPC and R.I. higher education institutions.
		Publish a list of approved additional college preparatory units (including SCED codes)
		Develop a system to communicate additional college preparatory credit offerings available to students through the All Course Network (ACN).
	Informed Parental Consent	Publish an FAQ on LEA requirements related to the informed parental consent process.
		Publish a multilingual resource that must be shared with all parents and students contemplating enrolling in a RIDE-Approved Readiness Pathway in place of one or more of the College and Career Ready Coursework requirements.
		Partner with external parent groups to develop implementation guidance on the informed parental consent process.
		Publish guidance for LEAs on the importance of ensuring the equitable implementation of the informed parental consent process. No student or student group should be categorically encouraged to enroll in a RIDE-approved readiness pathway.
		LEAs will semi-annually report to RIDE the number of students enrolled in a RIDE-Approved Readiness Pathway on the option to enroll their student in a RIDE-approved readiness pathway. RIDE will disaggregate this data by student sub-group in order to ensure no student population is being inequitably enrolled in RIDE-approved readiness coursework.
	RIDE-Approved Readiness Pathway	Publish an FAQ related to RIDE-Approved Readiness Pathways accompanying the adoption of Readiness-Based Graduation Requirements.
		Publish a definition of RIDE-Approved Readiness Pathway.
		Publish guidance on the anticipated highest utilized readiness pathways, including for students enrolling in place of - Algebra II - World Language
		Establish and communicate the process for LEAs submitting readiness pathway options for approval by RIDE.
	Transcript Guidance	Provide guidance to all middle and high schools on what (at minimum) should be reflected on a student's high school transcript. RIDE will work with R.I. higher education institutions to develop this guidance.
		Publish model transcript examples.

		Publish an adaptable transcript template for LEAs.
	All Course Network (ACN)	Establish a system for communicating which ACN courses are aligned to applicable high school level content standards and therefore may be utilized as a supplemental resource to support schools in meeting the unique needs of every student.
Our kids will receive information on completing the financial aid paperwork that will reduce the cost of postsecondary education and with the opportunity to earn an associate degree at CCRI tuition free. Student financial aid completion data will be reported in ESSA school report cards and will be included in school accountability.	Outline the steps to successfully implementing the FAFSA legislation passed in June. This requires student and parent notification for all kids.
		Collect FAFSA completion and State Aid completion rates for high schools statewide to be included in the ESSA Report Cards.
		Amend school accountability to have FAFSA and State Aid completion rates included in school accountability.
		Publish an FAQ on the implementation of the new FAFSA/State Aid information and reporting requirement accompanying the adoption of Readiness-Based Graduation Requirements.
		Publish guidance for supporting students who are undocumented in completing the state financial aid paperwork.
		Publish guidance for supporting students experiencing hardship and/or are unable to complete the FAFSA or state aid form.
		Establish and communicate a system for disseminating and reporting parent/guardian FAFSA/State Aid opt-out waivers.
		Partner with community-based organizations to increase FAFSA supports (E.g., supports for completion, awareness, and understanding the importance of financial aid) for schools and students.
Our students graduate high school with a resume to help gain employment.	Partner with external organizations to develop a model student resume.
		Create a resume policy tracker to be included in the "Let's Get Ready" dashboard. This will utilize existing data collection RIDE is doing on the ILP scope and sequence.

Goal Five: Increase Engagement in Our Schools by Increasing Real-World Relevant Learning Experiences

We know that engagement matters. Engaged students do better in school and are more likely to be hopeful about their future. The Statewide Educational Opportunity Audit (2020) demonstrated that too many of our high schoolers do not feel engaged with their learning. About half of all students surveyed worried that they have little opportunity to pursue their passions during their high school journey, and students in focus groups added that they have limited opportunity to voice feedback. Only about 1 out of 4 students surveyed believe their classes always give them useful information for what they plan to do in life.

Rhode Island's adoption of Readiness-Based Graduation Requirements will empower students to make real-world connections between their educations and their futures. Students will graduate prepared to be responsible and thoughtful citizens of Rhode Island, the country, and the world—individuals who can actively participate and thrive in society. They will graduate prepared to make informed and responsible decisions about their financial futures. And they will also graduate prepared to prosper and thrive in the 21st century economy in which computer science and the arts are omnipresent.

In order to support our students, schools, and districts in implementing these real-world relevant learning requirements, RIDE is committed to the following action steps.

Objective	Action Items
Civics	Publish an FAQ on middle and high school civic education requirements accompanying the adoption of Readiness-Based Graduation Requirements.
	Establish and receive recommendations from the Rhode Island Civic Readiness Task Force.
	Adopt statewide social studies standards inclusive of civics standards.
	Develop a menu of options to determine civics proficiency
	Identify and share out models of promising civics education in R.I.
Financial Literacy	Publish an FAQ on middle and high school financial literacy education requirements accompanying the adoption of Readiness-Based Graduation Requirements.
	Reengage the statewide Financial Literacy Working Group
	RIDE adopted updated financial literacy standards and menu of options for assessment of proficiency in December 2021.
	Identify and share out models of promising financial education in R.I.
Computer Science	Publish an FAQ on middle and high school computer science education requirements accompanying the adoption of Readiness-Based Graduation Requirements.
	Partner with external stakeholder groups to develop implementation guidance related to the adopted computer science proficiency requirement.
	Develop a statewide computer science education working group.
	RIDE, in partnership with the computer science working group, will establish statewide standards for computer science proficiency.

	RIDE, in partnership with the computer science working group, will develop a menu of options to determine computer science proficiency.
	Identify and share out models of promising computer science education in R.I.
Arts	Publish an FAQ on middle and high school arts education requirements accompanying the adoption of Readiness-Based Graduation Requirements.
	Partner with the RI Art Educator Association (RIAEA) and RI State Council on the Arts (RISCA) to - Develop implementation guidance for the adopted arts proficiency requirement - Define Arts education - Develop a menu for assessing proficiency in the arts - Communicate about the RI Adopted National Core Arts Standards - Share best practices and models for arts credit offerings
	Partner with College Board and the R.I. State Council for the Arts (RISCA) to expand pre-AP and AP course offerings in the arts.
	Publish a list of arts credits (SCED codes) that may count towards the additional college preparatory credit requirement
Work-Based Learning	Publish an FAQ for schools and districts adopting policies to recognize WBL as academic credit.
	Develop a model policy for work-based learning.
	Collect LEA policies by 7/31/2023.
	Create a WBL policy tracker to be included in the "Let's Get Ready" dashboard.
	Share resources on best practices for school and district level work-based learning policies.
We will support high schools in offering flex credits.	Develop an FAQ for schools and districts exploring flex credit offerings including information on certification and reporting requirements.
	Share model examples of local flex credit offerings.
	Provide technical assistance (TA) for districts developing flex credit offerings.
We will revitalize diploma endorsements to communicate the passions, goals, and academic readiness of our kids.	Partner with the Office of the Postsecondary Commissioner (OPC) and the Association of Independent Colleges and Universities Rhode Island (AICU) to ensure the Seal of Biliteracy is recognized and valued by R.I. colleges and universities.
	RIDE will partner OPC and AICU to ensure the Commissioner's Seal is recognized and valued by R.I. colleges and universities.
	RIDE will partner with OPC, AICU, Governor's Workforce Board, Career and Technical Board of Trustees, employers, and educators to ensure RIDE's guided pathway endorsements are recognized and valued by R.I. colleges and universities including endorsements for: • Arts and Humanities • Business, Economics, and Data Analytics • Education, Government, and Human Services • Communications, Media, and Film • Science, Technology, Engineering, and Mathematics (STEM) • Environment and Sustainability • Health and Health Administration

Goal Six: Change How We Support our Students and Families

We believe that no young person should have to choose between their education and helping their family. We know today that many Rhode Island high school students take care of family members for part or most of their days, and many also work to support themselves and their families. Rhode Island's adoption of Readiness-Based Graduation Requirements will allow us to systematize our support of students and their families. RIDE is committed to the following action steps to enhance how we as a state systematically support and provide flexibility for students and families:

Objective	Action Items
Our kids who are caregiving youth will have new flexibilities that support them to pursue their academics while supporting their families.	Develop and share out model policies to provide supports and flexibility for caregiving youth.
	Develop community partnerships to support caregiving youth.
	RIDE in partnership with districts will conduct surveys to better understand the prevalence of and needs of caregiving youth population in our schools.
	Develop parameters for defining and identifying caregiving youth.
Our kids who are students who work will have new flexibilities that support them to pursue their academics while supporting their families.	Develop and share out model policies to provide supports and flexibility for students who work.
	Develop clear parameters to define and identify students who work.
	RIDE in partnership with districts will conduct surveys to better understand the prevalence of and needs of students who work to support their families.
Our high schools will publicly establish criteria to measure the academic progress of students, and the supports being provided to our kids.	RIDE will develop and share out model criteria/benchmarks.
	RIDE will launch a communications campaign to make families aware of this new access to data.
	RIDE will provide TA to districts for reporting flex credits (E.g., approved SCED codes).
Our parents will receive annual notification from our high schools on the progress their children are making towards college and career readiness outcomes.	RIDE will launch a multilingual communications campaign to make families aware of this new expectation and the rights they have to be informed about their child's progress toward college and career ready outcomes.
	RIDE will identify and share out best practices of parental information sharing in R.I.
	RIDE will partner with parent and community groups to develop best practice models and guidance for schools on providing these annual updates to parents. This will include a specific focus on effectively communicating with and supporting families of students from historically marginalized backgrounds, including but not limited to, our differently abled students, multilingual learners, BIPOC students, and students from low socioeconomic backgrounds.

Rhode Island Department of Education – Draft Action Plan

This version of the Action Plan has been developed for discussion. The final version of RIDE's Action Plan will include two additional components. These two additional components include:

- o **Ownership** - Each action item will have an assigned owner at RIDE, whether it be an individual, team, or office who will be responsible for supporting that specific item. In addition to the assigned owner, RIDE's Reimagining High School Office will be primarily responsible for overseeing the successful implementation of Readiness-Based Graduation Requirements as well as the successful implementation of this action plan. RIDE's Office of Reimagining High School will support the management of the cross-agency communication and partnership required to implement this Action Plan.
- o **Tentative Timelines** - Each identified action item will be followed by an estimated timeline for which schools, districts, and stakeholders may refer to and set expectations around. RIDE intends to begin supporting schools and districts in adopting these regulatory changes immediately upon adoption by the R.I. Council on Elementary and Secondary Education to ensure that students in 8th grade, and entering high school, are receiving the necessary learning experiences to facilitate a smooth transition to these new requirements for the Class of 2028.