



Request for Expansion

Proposed Expansion of Seats for Fall 2025

Respectfully submitted to the Rhode Island Department of Education by:

SouthSide Elementary Charter School

For questions or additional information, please contact:

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SouthSide Elementary Charter School

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1. Cover Sheet

Name of Charter: SouthSide Elementary Charter School

Charter Type: Independent

Location of School: Providence, Rhode Island

Enrolling Communities: Providence

Primary Contact Name: Wendy Randle

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Charter	Grade Levels Served	Enrollment	Communities Served
Phase 1 (Expand to Grade 6 in current space) AY 25-26	K-6	168	Providence
Phase 2 (Expand to Grade 7th and 8th grade in the SouthSide Boys & Girls Club) AY 26-27	K-8	216	Providence

Signature of Charter Board Chair:

Madeline Burke

Printed Name: Madeline Burke

Organization/Title: SouthSide Elementary Charter School, Board Chair

Date: May 25, 2024

Name of Establishing Entity: SouthSide Elementary Charter School

Signature of Establishing Entity Representative:

Wendy Randle

Position/Title: Director

Date: May 25, 2024



2. Executive Summary

Overview and Rationale:

SouthSide Elementary Charter School, located in Providence, RI, has established itself as a beacon of academic achievement and community engagement since its inception in 2014. With a steadfast commitment to preparing students for college, careers, and community leadership, SouthSide aims to expand its educational footprint with a 3-Phase expansion plan. Phase 1 will involve an expansion to sixth grade with 24 additional students during the 2025-2026 school year totalling 168. SouthSide has the capacity to expand to sixth grade in our current rented space located at 135 Prairie Avenue, Providence, RI. During Phase 2 of the school's expansion, seventh grade will be added to the school's enrollment with a total of 192 students as we relocate to our new shared space within the SouthSide Boys & Girls Club. Phase 3 of SouthSide's expansion will involve the enrollment of eighth grade with a total of 216 students. This expansion is driven by the school's dedication to meeting the evolving needs of its students, families, and the broader community.

Supporting the School's Mission:

The proposed expansion aligns seamlessly with SouthSide's mission to cultivate well-rounded scholars and community leaders who are equipped with the skills and knowledge necessary for success in higher education, professional endeavors, and civic life. By adding sixth, seventh, and eighth grade, SouthSide will enhance its capacity to provide rigorous academic instruction, comprehensive support services, and meaningful extracurricular opportunities, thus further empowering students to unleash their full potential as scholars and community leaders.



Need to Expand Charter School Seats in Providence, RI:

Providence, RI, faces a pressing need for increased educational options, particularly within the charter school sector. As demand for high-quality schooling options continues to rise, SouthSide's expansion will help alleviate strain on the local education system while offering families an alternative that prioritizes academic rigor and individualized attention within a safe and supportive learning environment.

Proven Track Record of Achievement:

SouthSide has demonstrated a distinguished record of academic accomplishments, exemplified by its students' exceptional growth on standardized assessments. Notably, SouthSide's multilingual learners have garnered statewide recognition for their exemplary performance on the ACCESS test during the 2022-2023 school year, demonstrating remarkable English Language Proficiency levels. Furthermore, SouthSide's students consistently surpass their counterparts from the sending district on the Mathematics and English Language Arts RICAS, underscoring the school's unwavering commitment to academic achievement and equity. During SouthSide's 10 years of existence, we have demonstrated resilience by overcoming obstacles including staff retention due to our extended school year and school day. Over the past decade, we have also achieved many accolades on a state and national level.

Below are SouthSide's most recent accomplishments which demonstrate that we are deserving of an expansion:

- During the Spring of 2023, our Multilingual Learners were recognized in the Providence Journal for achieving some of the highest English Language Proficiency rates in the state.
- Our School increased its 2023 RICAS Proficiency in Mathematics by 14 percentage points.
- Our School increased its 2023 RICAS Proficiency in English Language Arts by 10 percentage points.



- Based on the 2024 SurveyWorks family responses, our school performed above the state average on the following categories: College, Career, and Life Readiness, Risk/Protective Outcomes, School Belonging, School Engagement, Rigorous Expectations, School Safety, Teacher/Student Relationships and Valuing our School.
- According to the Spring 2024 SurveyWorks data, 86% of SouthSide's family respondents indicated that SouthSide has a positive school climate which is 15 points above the state average.
- Based on the Spring 2024 SurveyWorks data, 74% of our family respondents indicated that our school emphasizes cultural awareness compared to the state average of 51%.
- The Spring 2024 SurveyWorks data from SouthSide Staff reflects a 24-percentage point increase in Leadership, a 14-percentage point increase in Educating All Students, a 20-percentage point increase in Cultural Awareness, a 9-percentage point increase in Climate, and a 44 percentage point increase in Professional Learning. We also surpassed the state average in all areas as indicated by staff perceptions.
- Based on the Spring 2024 SurveyWorks data from SouthSide's third, fourth and fifth graders, 75% of the respondents responded favorably to questions about School Safety and we experienced an 8-percentage point increase in student safety.
- Over the last five years, SouthSide has had two Golden Apple Award recipients at SouthSide Elementary Charter School.
- In 2022, SouthSide's music, STEAM/Physical Education teacher received the Susan B. Wilson Civic Education award for delivering outstanding civics education that is infused with social justice themes.



- Immediately following the Pandemic, SouthSide's music, STEAM/Physical Education teacher was recognized in the Rhode Island State of Education Showcase for the original social justice raps that were produced by our students and showcased on our school's YouTube Channel.
- One of our most stellar parent volunteers was recently awarded the 2024 Building Hope Shellie-Ann Braswell Shine Brighter Award which included \$5,000 and an all-expense trip to Miami to disseminate best practices in family engagement and network with other school volunteers.

Impact on Educational Program:

The expansion will enhance SouthSide's educational program by enriching the curriculum, augmenting instructional resources, and increasing enrichment opportunities for students across all grade levels. With an emphasis on personalized learning and holistic personal development, SouthSide will continue to prioritize academic rigor, social-emotional learning, and community engagement, thereby fostering a culture of equity and empowerment.

Student Demand and Organizational Capacity:

Demand for SouthSide's exceptional educational offerings continues to outpace available seats, underscoring the urgent need for expansion. With a robust organizational capacity and a proven track record of effective leadership and governance, SouthSide is well-positioned to accommodate increased enrollment while maintaining its commitment to academic achievement, equity, and accountability.

Financial Implications:

The proposed expansion will require strategic financial planning and resource allocation to ensure fiscal sustainability and long-term viability. While initial investment may be necessary to support infrastructure development, instructional enhancements, and staff recruitment, the long-term benefits of the expansion far outweigh the associated costs, including increased student achievement, community engagement, and educational equity. The gradual expansion of our student enrollment will



have a positive impact on our 5-year budget projection which is attached to this Request for Proposal.

Now with the expected partnership with the SouthSide Boys & Girls Club, we will be able to share operational expenses as well as human resources costs. For example, SouthSide Charter and the SouthSide Boys & Girls Club could potentially share staff and split the cost of salary and benefits in half. Additionally, we would split operational costs such as utilities, maintenance and custodial services, and other operational costs. This budding partnership between two established and reputable non-profit organizations has the potential to mutually benefit our organizations and help us both flourish.

3. Mission Statement

SouthSide Elementary Charter School's proposed expansion to eighth grade represents a transformative opportunity to further advance its mission of preparing students for college, careers, and community leadership. By expanding its educational footprint, SouthSide will continue to serve as a catalyst for positive change and social mobility, empowering generations of students to achieve their dreams and make meaningful contributions to society.

The current Mission of SouthSide Elementary Charter School is as follows: *SouthSide Elementary Charter School provides a diverse group of Providence kindergarten through fifth grade students with a solid step towards college and community leadership. Students learn to read, write, think logically and problem solve on grade level within a curriculum that emphasizes academic rigor, excellence and community engagement in an extended day and school year.*

Following the approval of our school's expansion, in addition to changing the grade span referenced in our mission statement, another minor update will include *preparation for a career* as a pillar equal to college and community leadership. Given the strong emphasis on leadership and the fact that our school's grade span will extend beyond elementary, the name of the school will also change to SouthSide Leadership Academy because of the expansion.



An expansion of SouthSide's student enrollment would afford SouthSide the opportunity to provide an even larger group of Providence's children with a rigorous education and a solid foundation that leads to college, careers and community leadership. By extending the grades that we serve to sixth, seventh and eighth grade, we would be able to provide increased rich and engaging opportunities to more students within our community. Additionally, students in the upper grades would be granted leadership opportunities to mentor the students in the lower grades. Our state-of-the-art iReady curriculum, instruction, intervention and assessment system already extends to grade 8, so we would be able to sustain our partnership with Curriculum Associates. The iReady platform provides students in grades kindergarten through eighth grade with a personalized path for instruction that is based on each student's performance on the iReady Diagnostic test. Our school's evidence-based literacy curriculum, which is Wonders, also extends to grade 8 and this program is aligned to the Science of Reading and in compliance with the Rhode Island Right to Read Act. If our proposal to expand to grade 8 were approved, our middle school students would have access to high quality, RIDE-approved curriculum materials that will unleash their potential as readers, writers and critical thinkers.

Our school's expansion to grade 8 would also result in the cultivation of additional community partnerships. We already have a plethora of community partnerships including but not limited to: The University of Rhode Island, Rhode Island College, Providence College, Johnson & Wales University, The MET, Inspiring Minds, Center for Resilience, and Ignation Volunteers. In order to further strengthen our school's emphasis on college, career, and community leadership stated in our school's mission, we would partner with College Unbound, City Year and other community organizations that are focused on college and career readiness. If our expansion request were granted, we would also continue our visits to college campuses and we would continue inviting leaders of color from the community to deliver inspirational speeches to our students. Finally, the expansion of our student population would provide



an opportunity to broaden our staff population and ensure that our staff is even more diverse and experienced. Currently, 56% of our staff are people of color and 99% of our students are of color. The national average of educators of color is 21%, with this statistic being even lower in Rhode Island. SouthSide's recruitment team is intentional about hiring qualified educators whose cultures are reflective of the students we serve, and we will continue to increase the diversity of our staff with even more positions to fill.

4. Proposed New Seats and Enrollment

Over the past ten years, SouthSide Elementary Charter School has successfully expanded to full capacity with 144 students in grades Kindergarten through Fifth Grade and we are now proposing a gradual expansion to grade eight with a maximum enrollment of 216 students by 2029. Our catchment will remain limited to Providence Public Schools, as being a "community school" is an essential element of our model, and as Providence has the highest demand for new seats in the state.

SouthSide's lease will expire in 2029 and as a result, our Building Relocation and Expansion Team has been working tirelessly and diligently to find a new building for our school. SouthSide's proposal to expand its enrollment includes three phases: Phase 1 involves an expansion to sixth grade in our current building located at 135 Prairie Avenue, Providence, RI during the 2025-2026 school year. Phase 2 entails a subsequent increase in enrollment to grades 7 and 8 in the SouthSide Boys & Girls Club. Phase 2 would take place prior to 2029 when our lease expires.

SouthSide's rationale for gradually expanding our enrollment to grade eight is to be able to provide more exceptional educational opportunities for a greater number of children who reside in Providence. There is a clear need to expand our enrollment as evidenced by the excessive number of applications that we receive through EnrollRI on an annual basis. For example, each year, we have over 650 students on our waiting list and only 24 seats to fill. We want to be able to provide as many



students as possible with the transformative and memorable experience of attending SouthSide.

Furthermore, as a result of extending our enrollment to Grade 6 in Year 1 of our expansion, our current fourth graders will have one less transition as they will no longer need to endure the challenge of uprooting to a much larger and less personalized middle school.

Based on a Google Survey that was administered in the Fall of 2023, 100% of the family respondents indicated that their child would remain at SouthSide for 6th grade if we had a Middle School. Additionally, throughout SouthSide's Strategic Planning Process that was facilitated by the Center for Leadership and Educational Equity during the 2019-2020 school year, SouthSide's families have unanimously agreed that our school needs to extend to middle school.

SouthSide is requesting expansion at this specific moment in time because we have reached a crossroad in our school's history, and we are being forced to find a new location for our beloved school. In the Spring of 2024, our landlord (Community Prep) informed us that our lease will not be renewed as of 2029. While it has been a tremendous challenge to find another building, we also view this daunting situation as an opportunity to better serve even more educationally and economically disadvantaged students in Providence and to broaden our impact on children who are currently underserved. If we were to remain in our current location, we would not have been able to expand our enrollment beyond sixth grade due to limited space.

As we expand our enrollment to grade 8, we expect to serve a target student population that mirrors our current demographics. For example, we will continue to grant an additional lottery ticket to students who are unhoused. We project that with our expanded student enrollment to grade 8, the percentage of students who are economically disadvantaged will reflect our current percentage which is 77%. Our current student population represents 32 different cultures, and we predict that with the expanded student enrollment, our school's diversity will increase even more. We currently serve 17



students who receive special education services, which equates to 11% of our total population and we expect this percentage to increase as our enrollment increases. Finally, our school's multilingual learner population has increased exponentially over the past 5 years, and we currently have 33 multilingual learners enrolled at SouthSide. We predict that the number of multilingual learners will also continue increasing as we expand to grade 8.

Enrollment Table

Charter	Grade Levels Served	Enrollment	Communities Served
Phase 1 (Expand 1 grade in current space) AY 25-26	K-6	168	Providence
Phase 2 (Expand to 7th and 8th grade at the SouthSide Boys & Girls Club) AY 26-27	K-8	216	Providence



5. Goals and Track Record of Academic Performance

The goals established in the original charter were not realistic nor attainable, and our school's founders did not take into consideration certain variables that negatively impact student achievement such as poverty, trauma, and teacher retention. For example, the original charter stipulates that 90% of students at SouthSide will perform at the proficient level on state assessments. There are no districts with 90% proficiency in RI and it was unreasonable to expect this school to achieve that goal. The charter acknowledges that SouthSide Elementary will serve students who had been previously served by underperforming public schools but does not provide guidance on scaling towards the 90% goal. Moreover, the passage of the Right to Read Act in 2019 and a new emphasis on research-supported methods of teaching literacy was necessary to set a stronger foundation to work towards such an ambitious goal. Therefore, SouthSide's Expansion and Relocation Team has determined that our Strategic Planning goals should replace the goals that were originally developed by our school's founders.

Below are SouthSide's Strategic Planning Goals: (Once our expansion is approved, the grade span for each goal will include grades 6, 7, and 8):

1. The percentage of students achieving proficiency in grades 3, 4, and 5 on the Math RICAS will increase between 5-10 percentage points annually.
2. The percentage of students achieving proficiency in grades 3, 4, and 5 on the English Language Arts RICAS will increase between 5-10 percentage points annually.
3. Based on SouthSide's End of Year Diagnostic scores, 60-70% of our students across K-5 will perform on grade level in Reading.
4. Based on SouthSide's End of Year Diagnostic scores, 60-70% of our students across K-5 will perform on grade level in Math.



5. Based on the Annual ACCESS results, SouthSide will exit between 3-5 students from its ESL Program and SouthSide will continue to surpass the state average on the ACCESS test.
6. Financial Management Goal: SouthSide will continue to meet or exceed expectations on all Financial Management Indicators/criteria (3.20-3.28) on the Charter School Performance Dashboard.
7. Organizational Performance Goal: SouthSide will continue to meet or exceed expectations on all indicators/criteria (2.2-2.5), pertaining to Organizational Performance on the Charter School Performance Dashboard.

SouthSide Elementary Charter School is committed to ensuring that our students meet their full academic potential. Since our last charter renewal cycle, SouthSide adopted all new, cutting edge, RIDE-approved curriculum which includes iReady for Mathematics and Literacy, Wonders for Literacy, Top Score Writing, UFLI for foundational readings skills, Building Blocks 3D for Science and Impact Social Studies. SouthSide's Program of Studies which is attached to this proposal provides a description of all our academic programs. Our classroom staff, including all teachers and learning partners - continue to receive annual professional development on how to best implement these curriculum programs with fidelity and how to motivate students to become invested in their own growth and development as learners.

We have partnered with Curriculum Associates for the implementation of iReady. iReady is an online curriculum, instruction and assessment program for reading and mathematics that empowers our teachers to identify our students' specific strengths and areas for growth. This state-of-the art platform provides our teachers with real-time data in mathematics and literacy as well as next steps for instruction and intervention.



After completing the Diagnostic test, students are assigned a personalized learning path which is specifically aligned to their unique needs. In addition to the direct, explicit instruction that is delivered by our diverse teaching team, students complete 20 minutes per day of iReady Mathematics and 20 minutes per day of iReady Literacy. The iReady platform also incorporates a wide array of teacher resources to further enrich instruction and family engagement letters in multiple languages are included for each lesson to keep our families informed. In addition to the diagnostic assessments, the iReady platform includes quizzes, unit tests and progress monitoring assessments that are administered in between the diagnostic windows. The iReady diagnostic data reports that are uploaded to this proposal clearly reflect the growth that our students have demonstrated throughout the past three years in reading and mathematics.

For example, immediately following the Pandemic, SouthSide started the 2020-2021 year off with 18% of our K-5 students reading on grade level and we concluded the year with 50% reading on grade level as evidenced by our beginning of year (BOY) and end of year (EOY) iReady Diagnostic Reading results. Our team worked tirelessly to close post Pandemic achievement gaps in mathematics as well. The 2020-2021 school year started off with 7% of our students on grade level in mathematics and we ended the 2020-2021 school year with 42% of our students on grade level in mathematics. When the 2020-2021 iReady data was drilled down by grade level, the following trends were revealed for reading from BOY to EOY: Kindergarten reading proficiency increased from 13% to 92%. First grade reading proficiency increased from 26% to 71%. Second grade reading proficiency increased from 9% to 40%. Third grade reading proficiency increased from 12% to 21%. Fourth grade reading proficiency increased from 9% to 42%. Fifth grade reading proficiency increased from 15% to 40%. The 2020-2021 iReady math data by grade level shows the following trends: Kindergarten math proficiency increased from 0% to 61%. First grade math proficiency increased from 5% to 71%. Second grade math proficiency



increased from 10% to 32%. Third grade math proficiency increased from 5% to 8%. Fourth grade math proficiency increased from 0% to 37%. Fifth grade math proficiency increased from 13% to 40%. The attached BOY and EOY iReady Diagnostic reports for the 2021-2022 school year also reflect a tremendous amount of growth in mathematics and reading. For example, SouthSide started the year with 19% of our students on grade level in reading and we concluded the year with 60% on grade level in reading. Similarly, we started the year off with 8% on grade level in mathematics and we ended the year with 58% on grade level in mathematics. Attached to this proposal, there is a Director's Report with a chart that reflects the 2022-2023 BOY versus EOY iReady percentages of students who were on grade level in mathematics and reading. Over the past three years since our last charter renewal, there was a clear increase in EOY proficiency levels in mathematics and reading as reflected in the attached iReady reports. For example, the trend in mathematical proficiency increased from 42% in 2021, 58% in 2022 and 65% in 2023. The EOY proficiency levels for literacy also increased each year with 50% in 2021, 59% in 2022 and 65% in 2023. This upward trajectory clearly reflects our school's proven track record with academic achievement and our staff's commitment to supporting students in closing achievement gaps.

Another piece of supporting evidence that is attached to this application is the comparison of the BOY and MOY student achievement data for the current academic year, 2023-2024. These iReady reports reflect the continuous growth that our students are making in both literacy and mathematics. The percentage of students reading on grade level increased from 21% to 43% and mathematics proficiency increased from 10% to 35%. Our students' performance will continue to improve throughout this current academic year, especially since we are offering even more academic supports and extended learning opportunities for our students. We recently hired a student success specialist/math interventionist to support our students in Tier 2 and Tier 3. This new member of the SouthSide team holds dual certifications in special education and ESOL and she provides push-in and pull-out support to



our Tier 2 and Tier 3 students in grades 3, 4, and 5. We are also offering intensive after-school tutoring for students who need to be challenged, and we are offering an optional weekend program called Saturday Studio to help prepare our students prepare for RICAS. Tutoring occurs in a small group setting with teachers during extended day time. Saturday Studio is a weekly program from January to May that is focused on practicing key grade-level skills in the context of meaningful and engaging project-based work.

Aside from our students' iReady diagnostic scores, we have other success stories to highlight about our struggling readers and the progress they are making. Our Reading Interventionist supports over 30 students across K-5 who are reading below grade level. Our partnership with CORE Reading has empowered our teachers and strengthened their ability to effectively close achievement gaps in reading and diagnose the root causes of low reading performance. A battery of research-based screeners and diagnostic assessments is used to identify our struggling readers' specific needs and tailor interventions. We have a particular student who is suspected of having dyslexia. At the beginning of the current academic year, this child read 45 words per minute on her Oral Reading Fluency Assessment, with 43% accuracy. By the mid-year point, this child was reading 103 words per minute, with 98% accuracy. This is a testament to the work that our staff is doing delivering high quality, research-driven instruction that directly and positively impacts student achievement.

Another SouthSide success story as mentioned above is the stellar performance of our multilingual learners on the ACCESS test. Last Spring, our school was recognized in the attached Providence Journal article for our students' English Language Proficiency. According to the 2022-2023 ACCESS scores, there were 16.7% of our students who were Bridging, and 25% of our MLLs who were Expanding compared to the state average of 2.7% Bridging and 16.7% Expanding. In addition to surpassing the state average, SouthSide has outperformed other urban charter schools which serve



similar populations of students. Each year, at least 4 students are discharged from our ESL program as a result of their outstanding ACCESS scores. Our MLL Specialist works tirelessly to support the 33 students on her caseload, and she provides targeted instruction both in the classrooms and within small strategic groups in her office. She is also a tremendous resource for the families of our MLLs and she serves as a parent ambassador for all our families. SouthSide's MLLs receive daily services with fidelity, and we have incorporated Imagine Learning and UFLI into our daily instruction for our MLLs. Our MLLs were also given gently used computers to take home where they can access the Imagine Learning platform to supplement what they are learning in school. Based on the Middle of Year (MOY) iReady Diagnostic testing, our MLLs continue to distinguish themselves as high performing students. For example, we have a second grade MLL who is reading on a third-grade level, and she achieved the highest iReady scaled score in reading in her class! Similarly, the top iReady score in reading for first grade is an MLL whose iReady reading score increased by 70 points from the first diagnostic. We also have a newcomer MLL in our fourth-grade class whose iReady math score increased by 36 points from the first diagnostic and this student has already reached her "typical" goal at the midyear point!

An additional indication of our school's relentless focus on student achievement is our fifth grade NGSA scores from 2022 and 2023. Even though the percentage of students Meeting or Exceeding Expectations is low, we continue to outperform other urban districts as well as charters that serve similar populations of students. During the 2021-2022 school year, 22.7% of our students met expectations on the NGSA and 4.5% exceeded expectations. During the 2022-2023 school year, we had 20% of our fifth graders meeting expectations on the NGSA. Even though the percentage decreased, the number of students taking the test decreased as well. Our students also outperformed many other urban districts as well as urban charters that serve a similar population of students.



Another piece of data that reflects our school's story about growth and academic achievement is our RICAS scores. Although our proficiency percentages are not as high as we would prefer, from 2022-2023, we increased ELA from 16.2 to 26.9 and we increased on Mathematics from 11.4 to 25.8. As a result of the 10-percentage point increase and the 14-percentage point increase, other charter schools reached out to us seeking guidance and support on how to prepare their students for RICAS and we were delighted to disseminate best practices! The above-referenced formative and summative data sources tell only part of the student achievement success story at our school.

At SouthSide, our team understands that diagnostic data from iReady and state-mandated assessments like RICAS do not reveal the whole story about a student's performance. Our team also values proactive screening to ensure teachers and students are adequately and appropriately supported. SouthSide's reading interventionist is responsible for universal reading screening in grades K-5. Students are screened at the beginning, middle, and end of the school year using a practical and brief measure of reading fluency - CORE's Oral Reading Fluency (ORF) assessments. (First graders and Kindergarten students are screened twice annually, starting in the middle of the year. This is a research-supported recommended practice by CORE. In addition, Kindergarten students are screened for letter naming fluency.) Universal screening is the best practice for a strong RTI program; this practice also bolsters the MTSS structure within our school. While ORF results do not tell us what specific skills students need to work on, this data source allows us to identify students who need further assessment to determine if there are deficits related to phonological processes, vocabulary, phonics, fluency, and/or comprehension. Universal screening also helps to ensure that students are not falsely identified for intervention services due to overreliance on anecdotal data. Furthermore, universal screening records allow us to celebrate the significant growth in every classroom in our building. Recently, a 4th grader on an IEP who tested very low at the beginning of the year on this universal screening measure made



significant, observable progress because of intervention. In this case, the student began the year reading 42 words correct per minute (WCPM) with just 43% accuracy, demonstrating significant deficits. This child read 103 WCPM in her mid-year ORF with 98% accuracy. Universal screening enabled this growth by prompting further assessment to make accurate instructional focus and support decisions. Universal screening is also motivating for students. At the start of the year/each screening cycle, a goal and purpose of universal screening are shared in a student-friendly manner. It is almost unheard of to notice a decline across screening periods, even though the benchmark is a moving target. Consistent growth across ORF screening periods speaks to the strength of Tier 1 instruction at SouthSide and the implementation of a high-quality quality curriculum supported by the science of reading. All the above-referenced success stories paint a picture of a school with a relentless focus on student achievement. At SouthSide, we understand how high-quality curriculum, research-based instructional strategies, culturally relevant instruction and a robust system of formative and summative assessments directly and positively impact student achievement.

Another important part of SouthSide's charter is the extended learning time. Our students' instructional day begins at 7:15 and concludes at 4:00. During our Extended Day Program which takes place from 3:15-4:00, students receive extra support with content that is taught during the day as well as enrichment. Our MLL Specialist, Reading Interventionist and Math Interventionist all provide targeted tutoring and intervention during the Extended Day Program. This year, our Third Grade Teacher launched a new Extended Day Program entitled "Poole's Pixel Playground." The primary goal of the extended learning opportunity is to empower young minds with the knowledge and skills needed to navigate the digital landscape reasonably and proficiently. During Poole's Pixel Playground, students embark on a dual mission that is focused on Digital Citizenship Discovery and Mastery of Tech Wizardry. Digital Citizenship Discovery instills values of online responsibility, respect, and ethical behavior.



Students are also educated on the importance of privacy, cyberbullying prevention, and the long-lasting impact of their digital footprint. The Mastery of Tech Wizardry equips students with hands-on experience in utilizing computer functions and software applications. Students also explore the magical realms of coding, digital design, and creative problem-solving, transforming them into tech-savvy wizards. The skills that SouthSide's students learn during Poole's Pixel Playground will undoubtedly prepare them for college and their chosen careers.

Beyond the content that is taught at SouthSide Elementary Charter School, our students' lives are further enriched by valuable and memorable experiences that will shape and mold their future as community leaders. We are intentional about providing invaluable real-world insights and inspiration for our students with the help of community leaders who visit our school throughout each year. These interactions not only broaden students' understanding of different careers and roles within society but also instill a sense of civic responsibility and leadership. We continue to invite community leaders into our building to teach our children about how they can make the world a better place. For example, Dr. Rudy Moseley visits our school on an annual basis to share his latest and greatest book with our students and to inspire them to pursue STEM-related careers. On February 26, 2024, Dr. Mosely spent the entire day in our STEAM class reading "Justus the Climate Engineer" to our students and each child received a copy of this spectacular book! Mayor Smiley also visited our school, and he taught our students about the responsibilities of serving as the mayor. To celebrate Read Across America Week, we invited a former newscaster/children book author, Courtney DeJesus to read her book aloud to our students. Ms. DeJesus's book was about a young girl who grew up pretending to be a newscaster and her dream eventually came true.

The engagement with community leaders doesn't just end with talks or presentations; it extends to collaborative discussions about the school's development and expansion, as seen with Mayor Smiley's



brainstorming session with SouthSide's leadership team. This hands-on approach gives students a tangible understanding of how decisions are made and how they can actively participate in shaping their environment. Senator Mack and Jim Vincent also visited SouthSide and both dignitaries were given a magnificent tour by our student ambassadors. Any time a community leader visits our school, this is an opportunity for our students to demonstrate the leadership skills they are learning in our classrooms. Our students are also afforded opportunities to shine in the community when they visit nursing homes, colleges, the Providence Public Library, Providence Performing Arts Center and the Rhode Island Food Bank. All these experiences inspire and motivate our students to be the best version of themselves and to achieve their maximum potential.

Another critical ingredient in helping our students achieve their full potential involves teaching the essential life skills they need to thrive within their chosen careers. For example, SouthSide has fully adopted Restorative Practices and we use the Second Step curriculum and Jesse Chooses Love Social Emotional Learning (SEL) curriculum to teach social skills and conflict resolution skills. Our entire staff, including all teachers, learning partners and administration have been trained in restorative practices. There was one instance where two students were involved in a conflict and were subsequently sent to the Principal's office. The Principal led the students in a Restorative Circle where each child was able to deliver an "I statement" describing how the other child's behavior made them feel. At the end of the Restorative Circle, the two students were empowered to accomplish something positive together as a team. They assembled a piece of furniture without any adult assistance. This task required them to use their problem-solving skills, critical thinking, communication and collaboration. These are the skills required to excel in any career.

SouthSide's emphasis on social emotional learning is another variable that directly impacts our students' academic success. Our School Social Worker provides 1:1 counseling to over 30 students each



week using cognitive behavior therapy, art therapy, music therapy, and pet therapy. Our emotional support dogs also have a profound impact on our students' lives. If there are students who arrive at school feeling sad, our pups turn their day around and help them get back on track. Our pups are also used to support literacy within our "Bark for Books" reading program in which struggling readers read aloud to the dogs while the Principal provides short doses of reading intervention and targeted support on a daily basis. To further enhance social emotional learning, our Social Worker conducts rounds in each classroom several times each day and she spends time with students in the cafeteria and on the playground helping to facilitate positive social interactions. SouthSide's Social Worker has also conducted family counseling sessions to help strengthen relationships and open the lines of communication and she of course connects our families with a plethora of community resources. All these actions contribute to the academic success of our students.

Students at SouthSide also learn first-hand about the significance of historical holidays such as Veteran's Day. We have two veterans on SouthSide's team, one who is a Vietnam Veteran and the other who served in the Navy and is also the mother of a fourth grader. On Veteran's Day, we bring in two parents as well as our own SouthSide Veterans to teach students about the importance of honoring our Veterans and the history behind Veterans Day. Our students also write uplifting letters of gratitude to residents of the RI Veterans Home and the Veterans Hospital in Providence.

Our students are also provided with access to a plethora of cultural and recreational opportunities that further enrich their lives. As a Feinstein Leadership school, we can offer whole school assemblies free of charge such as the Reptile Presentation and the Tai Chi Demonstration. Each year, our Physical Education teacher brings professional dancers to teach the students Bachata, Salsa and African Dancing. The CEO of Mastery Martial Arts also delivers karate instruction during a full week of physical education classes to instill discipline, self-control and confidence in our students.



Our Music Teacher invites professional musicians to inspire our students and African Drummers to engage our students in an authentic therapeutic drumming circle. Additionally, performers from the community such as the Rhode Island Black Storytellers, the Army National Guard Band and the Navy Band dazzle our students with their musical talents! All these collective cultural and recreational activities contribute to the holistic growth and development of our students. We are intentional about providing these experiences so our students can see their place for themselves in the community and in the world. The videos highlighted on SouthSide's YouTube channel paint a vivid picture of the skills and content that we are teaching our students at SouthSide. With the inspiration of their Music Teacher who is a well-known hip-hop artist who has performed globally, our students write their own raps about social justice issues, famous people from Black History and the Growth Mindset. The lyrics to these songs are powerful and the videography is vibrant. These videos are also a stellar example of dissemination of best practices:

<https://www.youtube.com/channel/UCFoFX4QYXucThaYLZ18TzSQ/videos>

We trust that viewers of the social justice videos showcased on our school's YouTube channel will be captivated and gain a comprehensive appreciation for the enriching experiences we offer our students. Through songs addressing pertinent global issues, we empower our students with a resonant voice and a means to articulate their feelings. These videos exemplify the impactful efforts underway at SouthSide, demonstrating our commitment to fostering transformative change. If our expansion to grade eight is approved, we would further develop our repertoire of social justice videos and our students would be provided with even more opportunities to showcase their talents in the community.



6. Community Need and Support for Expansion

There is a clear need for the expansion of charter school seats across the state and especially in underserved communities such as Providence. Based on the current year's charter school applicant data, there were 30,000 applicants for the 2024-2025 school year, yet only 2,500 seats were available. There were 17,108 applications to charter schools in Providence. Charter school applications increased 27% yet, only 9% of the applicants were accepted to Providence's charter schools. The 27% increase in applications indicates a high demand for charter schools in Providence. However, with only 9% of applicants gaining admission, it's clear that the current supply of seats falls short of meeting the demand.

Parental choice and preference is another compelling reason for expansion. Many families in Providence are opting for charter schools due to various reasons such as better academic performance, specialized programs, and/or a safer learning environment. The growing number of applications reflects the preference of parents for charter schools, indicating a need to expand their availability.

The expansion of charter schools and increase of charter school seats in Providence also addresses overcrowding in the Providence Public School District (PPSD). Many of PPSD's classrooms have 27 students with only one adult. SouthSide has 24 students with 2 or 3 adults supporting and extending the learning of our students. With a limited number of charter school seats available, many students who would otherwise attend charter schools are forced into overcrowded public schools. Increasing charter school seats can help alleviate this pressure and provide more options for families seeking alternatives to overcrowded public schools.

The increase of charter school seats is critically important in underserved urban communities such as Providence because charter schools are held to higher standards of accountability and charter schools such as SouthSide are known for improving educational quality and innovation. Charter schools



such as SouthSide offer innovative educational approaches and specialized programs that may not be available in traditional public schools. For example, SouthSide offers an extended day and an extended year with a low student to teacher ratio, 1:1 technology, wrap-around social emotional support and an abundance of community partnerships that further enrich the educational experiences of our children. An expansion of SouthSide's charter school seats, would result in SouthSide being able to further promote educational diversity and innovation, providing students with more opportunities for personalized learning experiences tailored to their needs and interests.

SouthSide also has a proven track record for closing achievement gaps, particularly amongst subgroups that are typically underperforming across the state. For example, SouthSide's Multilingual Learners were praised in the Providence Journal during the Spring of 2023 for having amongst the highest levels of English Language Proficiency in the state. SouthSide also serves a higher proportion of low-income and minority students and we have shown success in narrowing achievement gaps compared to sending districts. Expanding charter school seats at SouthSide can provide more students in Providence with access to high-quality educational opportunities that can help close these gaps.

The expansion of SouthSide's student enrollment will also foster healthy competition and increased accountability within the educational landscape of Providence. Competition can incentivize all schools, including traditional public schools and other Providence charter schools, to improve their performance to attract and retain students. Additionally, charter schools are held accountable for their performance through charter renewal processes, providing an additional level of oversight and accountability in the education system. SouthSide is currently undergoing its third charter renewal with more realistic goals. We are confident that given the positive trajectory of student achievement as evidenced by RICAS, ACCESS and our internal iReady diagnostic data, that our school will continue to demonstrate growth across all metrics that are used to determine our effectiveness including student



academic performance, financial viability and sustainability, organizational quality and legal and regulatory compliance.

Another important reason to expand the enrollment at SouthSide is the resounding support of all SouthSide's stakeholders. Board members, staff members, families and students have expressed the need for our school to expand its enrollment. During the 2021-2022 school year, the Center for Leadership and Educational Equity facilitated SouthSide's Strategic Planning Process. Based on the quantitative and qualitative feedback that was gathered from various groups of stakeholders, there was unanimous support to expand SouthSide's grades and overall enrollment, so SouthSide would be in a position to serve more students and families. A more recent Google Survey was distributed to SouthSide's families and staff during the fall of 2023, and the results of this survey paint a clear picture of our beloved school's future. The overwhelming majority of our family members, staff, and students wish to remain here at SouthSide until eighth grade. Stakeholders also indicated that we need two classes of each grade to expand the opportunities that we provide and build grade level teams. Currently, there is only one class in each grade and teachers would welcome the opportunity to co-plan and collaborate with a grade level counterpart.

The community need for additional charter school seats is also evidenced by SouthSide's extensive waiting list. Over the past two years, our waiting list consisted of over 650 students. This proves that there is a clear need for more charter school seats, especially in Providence, where there are chronically low performing schools. Even though SouthSide's post-Pandemic RICAS scores are not as high as we would prefer, our students continue to outperform students from our sending district, and they have demonstrated some of the highest RICAS growth from 2022-2023 across the state. For example, SouthSide increased its RICAS English Language Arts Proficiency by 10 percentage points from 2022-2023 and we increased our RICAS Mathematics Proficiency by 14 percentage points. As a result of



the statistically significant gains in student achievement, we needed to adjust our targets higher than the 2-3 percentage points that were recommended by RIDE. This is a testament to the tireless work of our staff, students and families and our commitment to high academic outcomes.

The proposed expansion of SouthSide's grades will have a positive impact on the surrounding community that the charter serves. Given the declining enrollment in Providence and the fact that several schools have been shut down, the SouthSide team will play an integral role in providing employment opportunities for PPSD teachers and teacher assistants who have been displaced and/or laid off due to school closings. SouthSide's recruitment team understands the value of hiring candidates whose cultural backgrounds are reflective of the students we serve, and we want to play a key role in providing rewarding and professionally stimulating employment opportunities for qualified educators coming from PPSD.

Upon our school's expansion to eighth grade, we will continue to sustain and expand our existing community partnerships and we will cultivate new partnerships that will enhance the educational and recreational opportunities for our children. For example, we recently partnered with PPSD to place aspiring teacher assistants with learning disabilities in classroom internships. With additional classrooms, we will be able to host more interns from The MET and the PPSD program for people with disabilities. These internships provide exceptional opportunities for the dissemination of best practices, particularly with regard to trauma-informed strategies that will be beneficial to everyone in our community and beyond.



7. Educational Program Guiding Principles:

There is a plethora of specific practices and guiding principles that have contributed to SouthSide's success, and our students sustained academic achievement and these practices would be strengthened as our school grows and expands its grades:

Empowering Students with Rigorous Academic Expectations:

At SouthSide Elementary Charter School, academic achievement isn't just a goal—it's a reality shaped by innovative practices and unwavering commitment to each student's success. Here, education transcends the traditional classroom, embracing a holistic approach that nurtures the whole child and fosters a culture of equity where every student gets what they need, and empowerment where our students have voice and choice in their learning.

Data-Driven Instruction:

Central to SouthSide's success is its commitment to data-driven instruction. Teachers meticulously analyze multiple sources of local and state data to identify strengths, areas for growth, and individual learning needs. Armed with this insight, educators tailor their instruction to meet students where they are, ensuring targeted support and personalized learning experiences for every child.

Student Goal Setting:

Empowering students as active participants in their educational journey, SouthSide prioritizes student goal setting. Through regular goal-setting sessions, students articulate their aspirations, reflect on their progress, and develop actionable plans to achieve their academic and personal objectives. This



practice cultivates a sense of agency, ownership, and perseverance, empowering students to reach their fullest potential.

Community Partnerships:

SouthSide understands that education extends beyond the school walls. Through strategic partnerships with local organizations, businesses, and community leaders, the school enriches its curriculum, expands learning opportunities, and fosters meaningful connections between students and their broader community. These partnerships provide students with real-world experiences, mentorship opportunities, and exposure to diverse perspectives, enriching their educational journey and broadening their horizons.

Family Engagement and Empowerment:

At SouthSide, families are valued as essential partners in the educational process. Through ongoing communication, workshops, and collaborative events, the school actively engages parents and guardians in their child's education, empowering them as advocates and champions for academic success. By fostering strong home-school partnerships, SouthSide creates a supportive ecosystem where families feel empowered to actively participate in their child's learning and development.

High-Quality RIDE-Approved Curriculum:

SouthSide's commitment to academic excellence is evident in its adoption of a high-quality, RIDE-approved curriculum. Grounded in rigorous standards and best practices, this curriculum provides



a strong foundation for student learning, ensuring alignment with state-mandated Common Core State Standards and the Next Generation Science standards. By delivering engaging, relevant, and culturally responsive instruction, SouthSide equips students with the knowledge, skills, and dispositions needed for success in an ever-changing world.

Low Adult-Student Ratio:

Recognizing the importance of personalized attention, SouthSide maintains a low adult-student ratio. This allows educators to provide individualized support, cultivate meaningful relationships, and address the diverse needs of each student. With smaller class sizes, students receive the attention and guidance they deserve, fostering a supportive learning environment where every child can thrive and achieve their full potential. Our various community partnerships with Inspiring Minds, The Met, and Ignition Volunteer also allows us to maintain a low adult-student ratio with student mentors assigned to each classroom.

Restorative and Trauma-Informed Practices:

SouthSide prioritizes restorative and trauma-informed practices to create a safe, inclusive, and supportive school culture. Through proactive interventions, restorative circles, and trauma-sensitive approaches, the school supports students' social-emotional well-being, builds positive relationships, and resolves conflicts in a constructive manner. By addressing underlying trauma and promoting resilience, SouthSide creates a conducive learning environment where all students feel valued, respected, and supported.

**Meaningful Professional Development:**

SouthSide invests in meaningful and relevant professional development aligned with teachers' professional needs. Through ongoing training, workshops, and collaboration opportunities, educators enhance their instructional practices, deepen their content knowledge, and stay abreast of emerging trends and research in education. By empowering teachers as lifelong learners and instructional leaders, SouthSide fosters a culture of continuous improvement and excellence. In the upcoming years, SouthSide entire staff will continue to receive high quality professional development on Culturally Competent Teaching, Restorative Practices, Structured Literacy, SIOP (Sheltered Instruction Observation Protocol) Strategies to Engage our Multilingual Learners, Teach Like a Champion, 3.0, and Differentiation of Instruction). This ongoing, professional development and coaching will result in an increase in pedagogically sound instructional practices, increased student engagement and higher academic achievement across all content areas.

Recruitment of Diverse Staff:

SouthSide recognizes the value of diversity and inclusion in its staff. Through intentional recruitment efforts, the school attracts a diverse team of educators with a variety of skills, talents, and backgrounds. This diversity enriches the educational experience, promotes cultural competency, and expands students' perspectives, preparing them to thrive in a global society. We are also committed to expanding the professional capacity of our team and providing opportunities for upward mobility and advancement. For example, we have allocated funds toward the tuition of teachers who wish to expand their certifications through our partnership with the Rhode Island School of Progressive Education. We are also encouraging our Learning Partners to pursue teacher certifications through alternative paths



such as the TA2BA Program at College Unbound. We predict that these community partnerships will have a positive impact on staff retention.

Collaboration with Community Leaders from Diverse Cultural Backgrounds:

SouthSide collaborates with community leaders from diverse cultures to enrich students' learning experiences and share life lessons pertinent to their areas of expertise. By inviting guest speakers, organizing panel discussions, and facilitating mentorship programs, the school exposes students to diverse role models, celebrates cultural heritage, and instills a sense of pride in their identity. On an annual basis, we invite Dr. Rudy Moseley to facilitate leadership workshops with our students using his published book, *The Playbook to Success* (2021). In the Spring of 2024, we invited a local Taino Chief, Joel Rosario Tapia to teach our fifth graders about environmental racism and raise awareness on how our students can play an active role in keeping their community safe and healthy. These partnerships inspire students to dream big, pursue their passions, and make meaningful contributions to their community and beyond.

Student-Centered Learning and Service Projects:

At SouthSide, learning is student-centered and purpose driven. Through service-learning projects that impact the surrounding community and beyond, students apply their knowledge and skills to real-world challenges, making a tangible difference in the lives of others. Whether it's organizing food drives, participating in environmental initiatives, or advocating for social justice causes, students at SouthSide are compassionate, engaged citizens who understand the power of collective action and service to others.



In essence, SouthSide Elementary Charter School's success is rooted in its unwavering commitment to high student learning outcomes, equitable learning opportunities, and empowering experiences that will unleash the potential of each student. By embracing innovative practices, fostering strong partnerships, and prioritizing the holistic development of every child, SouthSide prepares students not only for academic success but also for a lifetime of meaningful contributions to their communities and beyond.

The SouthSide community was engaged in the design of our expansion proposal by providing direct feedback during Strategic Planning Meetings, School Improvement Meetings and Expansion/Relocation Meetings. Stakeholders were also engaged by signing a petition and submitting letters of support.

Category:	Requirement: Charter School Regulations (200-RICR-20-05-2), Section 2.2.2
Guiding Principles	The above-referenced guiding principles will continue to exist within our newly proposed K-8 structure and these principles will be further strengthened with the recruitment of additional staff and instructional coaches to support evidence-based literacy and mathematics instruction across all grades. Our expanded staff will continue to be trained in pedagogically-sound practices that have been proven to have a deep impact on student learning outcomes. For example, our Curriculum Associates Consultant/Coach will continue to deliver job-embedded professional development to our entire staff and there will be ongoing coaching and peer observation of mathematics and literacy instruction in all of our K-8 classrooms. Furthermore, in April of 2024, SouthSide formed a new literacy partnership with Root Literacy which will result in an expansion of our staff's professional capacity to



	<p>more efficiently and effectively meet our students’ needs. This partnership will positively impact all our teachers across K-8 once our expansion is approved. Since our school already has adopted high quality curriculum programs, we will continue to make data-informed curriculum decisions and incorporate evidenced-based intervention programs that will help us close achievement gaps for subgroups in Tier II and Tier III including UFLI Intensive, Phonics for Reading, Reading Naturally GATE and Sound Partners. Given our proposed expansion to grade eight, we will also extend our robust system of assessment and intervention using our existing iReady platform. We will also continue to use a variety of formative assessments from our CORE literacy program to deliver literacy instruction that is specifically tailored to our students’ individualized strengths and needs.</p>
Curriculum and Coursework	<p>Given our proposed expansion to the Middle School grades, our instructional delivery model will need to change during each phase of our expansion process. For example, during Phase 1, fifth grade and sixth grade will be departmentalized. One teacher will teach literacy and social studies and the other teacher will teach science and math to both fifth and sixth graders. As we grow to seventh grade, sixth and seventh grade will be departmentalized. Once we add eighth grade, there will be a block schedule with one teacher teaching mathematics, another teacher teaching humanities, and the third teacher teaching science. SouthSide’s Middle School Model will also include Advisory and an exploratory wheel of electives. We will continue to use the following curriculum for content areas: Wonders for literacy and iReady for Math and Impact Social Studies. Since our current science curriculum (Building Blocks of Science 3D) has not been evaluated by Edreports, we would most</p>



likely shift to Smithsonian Science or Amplify Science. We would directly involve the staff in the curriculum adoptions process of either Carolina Science or Amplify Science for grades 6-8 since both programs received high ratings in EdReports. We would empower our Middle school team members to pilot both programs and make an informed decision based on usability and alignment to the NGSS standards. In support of our school's mission and our emphasis on college and career readiness, we will implement the AVID (Advancement Via Individual Determination) Program at the middle school level. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success. If our charter expansion is approved, all students in K-8 will have access to AVID. The AVID Program is focused on Equity, Teacher Effectiveness, Leadership, and Student-Centered Learning.

Additionally, in alignment with our school's mission, we will implement *The Leader in Me* Curriculum K-8. The *Leader in Me* curriculum is an evidence-based PK-12 model that provides schools with essential ingredients needed to build leadership and life skills in students and staff, create high-trust cultures and accelerate academic achievement. The *Leader in Me* curriculum is based on Stephen Covey's *Eight Habits of Highly Effective People* (Covey 1989):

- Habit 1 – Be proactive
- Habit 2 – Begin with the end in mind.
- Habit 3 – Put first things first.
- Habit 4 – Think win-win.
- Habit 5 – Seek first to understand.
- Habit 6 – Synergize



	<p>Habit 7 – Sharpen the saw.</p> <p>Habit 8 – Find your voice.</p> <p>The development, management and refinement of the K-8 curriculum across all content areas would take place on an annual basis through the school improvement process and a comprehensive needs assessment which includes the analysis of student achievement data, teacher evaluation data, and professional development surveys that are administered to the entire K-8 staff annually.</p>
Learning Environment and Pedagogy	<p>SouthSide currently has a lead teacher and two learning partners in each of our K-4 classrooms and fifth grade has one learning partner. As we expand to grades 6, 7, and 8, there will be one learning partner in each classroom to lower the adult to student ratio and provide opportunities for targeted intervention groups. During the first phase of the expansion, grades 5 and 6 will be departmentalized and in the second phase of the expansion, grades 6, 7, and 8 will be departmentalized with a block schedule that includes advisory and electives on an exploratory wheel. The structure and configuration of our grades 6-8 classrooms will be conducive to small groups which foster collaboration, communication and problem solving. Once we relocate to our new building during Phase 2 of the expansion, all our 21st Century learning environments across K-8 will be student-centered where the teacher functions as a coach and facilitator of learning. The Teach Like a Champion 3.0 framework will be used to train and calibrate our staff as to what pedagogically sound instruction looks like, sounds like and feels like to increase student engagement and student learning outcomes.</p>



Specific Populations	<p>SouthSide’s comprehensive and robust Multi-Tiered System of Student Supports (MTSS) will transcend K-8, so we are efficiently and effectively able to identify specific student populations that need additional social emotional, behavioral and/or targeted academic supports. The iReady intervention program and personalized path for reading and math will continue to serve all our learners K-8. The Imagine Learning platform will be implemented across K-8 to identify and support our multilingual learners. Multisensory Reading Intervention Programs such as Orton Gillingham will be used implemented across K-8 to support our Tier III students and our differently abled students who are struggling in reading.</p>
Assessment System	<p>The iReady diagnostic for reading and math will continue to serve as our universal system of formative and summative assessment. Additional progress monitor tools from our CORE Reading Resources as well as DIBELS 8 will continue to be used to determine the root cause of low performance in reading. For example, SouthSide’s Reading Intervention Team will administer an Oral Reading Fluency assessment thrice annually to track and monitor our reading fluency in Grades 1-8. Quizzes, Unit Tests and progress monitoring tools are all an integral part of our Wonders and iReady Math curriculum. Performance Assessments and student-designed simulations are key components of our Building Blocks of Science 3D assessments. All of these collective data sources will reveal the extent to which our K-8 learners have met grade level standards across all content areas. An additional measure of the extent to which standards are taught and met is included in our planbook.com platform that is used to enter and store teachers’ weekly lesson plans.</p>



Promotion and Graduation Policy	<p>SouthSide’s team uses a holistic approach to determine whether retention is a viable and developmentally appropriate option. The Lights’ Retention Tool, coupled with the student’s grades, family feedback and teacher feedback help our team make an informed decision regarding promotion versus retention. We recognize the variables such as chronic absenteeism that contribute to low academic performance and retention and we also acknowledge the risk of social promotion and how achievement gaps grow larger when students are advanced to the next grade without having mastered grade level content. Therefore, we employ a balanced approach when making such high-stakes decisions. SouthSide will continue to implement its current CCSS-aligned Report Card for Grades K-5. For Grades 6-8, we will expand our grading policy to include letter and number grades for each academic course in core content areas, electives, and enrichment courses. Templates of both Report Cards are included in the Appendices. An additional requirement for 8th grade graduation will be an impactful community service-learning project that has a direct impact on SouthSide Elementary Charter School. For example, an 8th grader might decide to initiate a buddy reading program to improve reading outcomes in one of our primary classrooms. Alternatively, an 8th grade student might design and deliver a presentation to our families on how to support their child at home with mathematics, etc.</p>
School Culture	<p>At SouthSide Elementary Charter School, our culture is the cornerstone of everything we do—a vibrant tapestry woven with clear expectations, compassionate support, and unwavering commitment to each other's success. Rooted in mutual respect,</p>



collaboration, and a shared sense of purpose, our culture fosters a nurturing environment where every member of our school community feels valued, heard, and empowered to thrive. Below are the essential ingredients that will continue to contribute to our strong and positive school culture once our school expands from K-8:

Clear and Explicit Academic and Behavioral Expectations: At SouthSide, clarity is key. We believe in setting clear and explicit expectations for academic achievement and behavioral conduct, ensuring that every student understands what is expected of them and how to succeed. Through consistent reinforcement, positive reinforcement, and constructive feedback, we empower students to take ownership of their learning and behavior, fostering a sense of responsibility and accountability.

Trauma-Informed Strategies: Recognizing the profound impact of trauma on student well-being and learning, we embrace trauma-informed strategies that prioritize safety, trust, and healing. Our approach is grounded in empathy, sensitivity, and understanding, creating a supportive environment where students feel seen, heard, and validated. By addressing the underlying needs of our students, we create the conditions for growth, resilience, and academic success.

Restorative Practices: Restorative practices lie at the heart of our approach to discipline and conflict resolution. Rather than punitive measures, we seek to repair harm, restore relationships, and promote accountability through dialogue, empathy, and reconciliation. Restorative circles, mediation, and community-building activities



provide opportunities for healing, growth, and understanding, fostering a culture of empathy, respect, and belonging.

Responsive Classroom Techniques and Rituals: Our classrooms are vibrant, dynamic spaces where learning comes alive through responsive classroom techniques and rituals. Morning meetings set the tone for the day, fostering a sense of community, connection, and belonging. Closing circles provide opportunities for reflection, gratitude, and closure, reinforcing positive relationships and fostering a sense of closure. Interactive modeling and collaborative development of class promises empower students to take ownership of their learning environment, fostering a sense of agency, responsibility, and pride.

Emphasis on Social-Emotional Learning (SEL): At SouthSide, we recognize the integral role of social-emotional learning in student success and well-being. Through direct, explicit instruction of SEL skills using evidence-based programs such as Second Step and Jesse Chooses Love, we equip students with the tools and strategies they need to navigate life's challenges, build healthy relationships, and make responsible decisions. SEL is woven into the fabric of our curriculum, ensuring that every student receives the support and guidance they need to thrive academically, socially, and emotionally.

Classroom Collaboration Across Grade Levels: Collaboration is the cornerstone of our instructional approach, extending beyond individual classrooms to encompass grade-level teams. Teachers collaborate regularly to share best practices, align



curriculum, and differentiate instruction, ensuring a seamless transition for students as they progress through each grade level. This collaborative spirit fosters a culture of continuous improvement, innovation, and shared accountability, enhancing the educational experience for every student.

Community Partnerships to Strengthen Relationships: We recognize that education is a collective endeavor, requiring the support and involvement of families, community organizations, and stakeholders. Through strategic partnerships with local businesses, nonprofits, and community leaders, we strengthen relationships, expand learning opportunities, and enrich the educational experience for our students. These partnerships provide students with real-world connections, mentorship opportunities, and exposure to diverse perspectives, reinforcing the importance of community engagement and civic responsibility.

Annual Training for Staff on Culturally Responsive Teaching: Cultural responsiveness is embedded in our DNA. Each year, our staff undergoes rigorous training on the importance of culturally responsive teaching, equipping them with the knowledge, skills, and strategies needed to create inclusive, affirming learning environments. By honoring students' diverse backgrounds, experiences, and identities, we celebrate cultural richness, promote equity, and empower every student to succeed.

A Small, Tight-Knit Family Environment: Above all, SouthSide functions like a small, tight-knit family—a warm, welcoming community where everyone looks out for each other and supports one another's growth and success. Love, kindness,



	<p>encouragement, and respect are the bedrock of our relationships, fostering a sense of belonging, safety, and trust. In this nurturing environment, students feel valued, supported, and empowered to achieve their maximum potential, knowing that they are part of a community that cares deeply about their well-being and success.</p> <p>In essence, SouthSide Elementary Charter School's culture is a testament to our unwavering commitment to academic achievement, equity, and empowerment. Through clear expectations, trauma-informed practices, responsive classroom techniques, and a strong emphasis on social-emotional learning, we create a nurturing environment where every student can thrive, grow, and succeed. Together, we are more than a school—we are a family, united in our dedication to helping each other reach our fullest potential.</p>
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8. Organizational Capacity

SouthSide has proven that it has the capacity to expand given its original expansion to grade 5. There is evidence of staff retention as the Director has served the school for 9 years and the School Social Worker has served for 8 years. Additionally, based on SouthSide’s 2022-2023 Dashboard, SouthSide has achieved stellar ratings. For example, we earned an “Exceeds Expectations” rating for Organizational Performance, School Environment, Dissemination of Best Practices, and Board and Leadership Quality. All these exceptional ratings are demonstrative of our school’s organizational capacity to expand to grade 8.

SouthSide's expansion into 6th, 7th, and 8th grades necessitates strategic adjustments to enhance our organizational capacity including the expansion of our school’s leadership team. The



current leadership team includes the Director, the Business Manager, the School Social Worker, the School Nurse, the Data Manager, the Director of Special Education, the Reading and Math Interventionists, the Multilingual Learning Specialist, an Early Childhood Teacher Representative, an Upper Elementary Teacher Representative, a Parent Representative and a Community Representative. Upon the approval of our school's expansion, the current Director position will be broken up into two separate leadership positions: Director of Teacher and Learning and Director of Operations. There will be additional key positions added as we expand gradually. These adaptations will be implemented progressively across three distinct phases.

In Phase 1, our focus is on recruiting adept personnel to lay a strong foundation. We will enlist a certified 6th grade teacher proficient in all core subjects and a certified Behavior Technician tasked with overseeing our Positive Behavior Support System. Additionally, stipends will be offered to existing teachers interested in assuming roles as instructional coaches for math and literacy. We will also recruit part-time enrichment instructors to diversify elective offerings.

Moving into Phase 2, our attention shifts to the expansion of faculty and support staff. This phase entails hiring 7th and 8th grade teachers, appointing a Dean of Student Culture, increasing support with additional math and reading interventionists, and securing a part-time athletics coach for our middle school intramural sports program.

In the final Phase 3, our expansion culminates with the recruitment of certified teachers to fill the remaining K-8 classroom vacancies. Furthermore, specialized instructors in Visual Arts, Performing Arts, Music, Physical Education, and Foreign Languages will be brought onboard. An Assistant Director will be appointed to oversee instruction, while the existing Director will manage operational aspects. Each phase's organizational structure is detailed in the provided Appendices, ensuring clarity and



alignment with our expansion goals. Simultaneously, as we broaden our school's scope, we recognize the need to fortify our Board of Trustees. To this end, we will actively seek individuals with expertise in fundraising, science and technology, and financial management to bolster our governance.

Engaging and empowering our school community is integral to our mission. We will designate a Family and Community Liaison to orchestrate engagement events and match family members' talents with school needs. Through proactive two-way communication, families will play an active role in school improvement initiatives, fostering a sense of ownership. Furthermore, we are committed to enhancing family capacity through informative workshops and services tailored to their needs, including ESL classes, financial literacy programs, and employment assistance. To further support our families with their basic needs, our new facility will also have a food pantry, a used clothing/uniform closet and a family resource center where families can visit throughout the day and during evening events. To assess the efficacy of our engagement strategies, we will meticulously track attendance, gather feedback through surveys in various languages, and utilize Panoramic Survey data to inform our decision-making process. In essence, as SouthSide realizes its expansion objectives, we remain steadfast in our commitment to fostering a collaborative and thriving school environment, supported by a robust organizational structure and engaged community.

Finally, we will continue to employ a variety of strategies to recruit a diverse and highly qualified staff including: sending a diverse representative from our school to the Annual RIDE Job Fair, continuing to post vacancies on Indeed.com, School Spring, partnering with Teach for America and College Unbound, utilizing hiring agencies such as Soliant to fill positions that require Department of Health licenses, hosting interns and student teachers from the local colleges with the goal of having these



candidates joining our team upon completion of their program and fulfilling the requirements for licensure.

9. Facilities

As previously mentioned, Phase 1 of SouthSide's expansion would take place in our existing building located at 135 Prairie Avenue, Providence, Rhode Island. There is one additional classroom that currently serves as the specialist room and would become our 6th grade classroom if our expansion proposal is approved. Phase 2 of our school's expansion will launch when we find the permanent space where we will relocate. SouthSide's Expansion and Relocation Team has a clear vision for the type of building that would meet our expansion needs. We are envisioning a welcoming and inviting space that includes at least 30,000 square feet, ample parking for staff and families, a field and basketball court for our intramural sports and enough land for a playground and walking trail or track. Preferably our new space would be located in close proximity to a recreation center that our students could use for physical education classes and/or after-school recreation. To support recreational activities, and before and after-school care, we are in the initial phases of formalizing a partnership with the SouthSide Boys and Girls Club. Both leadership teams are strategizing on how the two non-profit organizations can join forces, share resources and cultivate a mutually beneficial partnership.

To prepare for our inevitable relocation, we have taken several strategic steps:

1. We applied for financing with Building Hope Charter School Services, LLC and we were pre-approved for \$10,000,000.
2. We met with William Tremble from RIDE to receive training in the School Building Authorization Process.
3. We submitted two RFPs to occupy the following existing school buildings: Henry Barnard and Carl Lauro.



4. We are engaged in an ongoing search for commercial real estate on Loopnet and Crexi.
5. We have toured properties owned by Joseph Paolino.
6. We are investigating the possibility of 1144 Eddy Street as a school site once environmental issues have been remediated and resolved.
7. We were assigned a financial analyst by RIHBEC.
8. We are exploring alternative means of fund raising such as tax credits for non-profit organizations.
9. We have engaged the Director of Development from Amos House as a think-partner in launching a capital campaign.
10. We have entertained the idea of leasing property from Marathon Development, but this option was not financially viable, and we would not be eligible for Housing Reimbursement with a lease.
11. We have conducted outreach to the Mayor's Office and Senator Tiara Mack to garner support and advocacy.
12. We have changed banking institutions and invested some of our savings more strategically in higher yield CDs and Money Market accounts to earn more year interest.

The most daunting challenge that we face with our expansion and inevitable location is to find a property that not only meets our stakeholders' needs, but also fulfills the requirements of the Safe School Site Act. Most of the buildings that we have toured are not zoned for school nor would they meet the environmental standards for a school site given their close proximity to oil tanks, train tracks, the highway and/or toxic and hazardous materials. Commercial properties in Providence are scarce and this remains our most daunting challenge as we launch this expansion process.



10. Operations

As our student enrollment gradually expands to full capacity with 432 students, our operations will need to adapt through each of the three phases of expansion. The first phase of expansion will result in minimal changes to our school's operations since we will be hiring a teacher and learning partner for our sixth-grade team. It will also be critical during Phase 1 to hire a Fundraising and Development Coordinator to launch our capital campaign and raise the additional funds that are needed to purchase and maintain our own building. In addition to the purchase of the new building, we will need to take into consideration the additional costs associated with owning our own building such as secretarial and custodial services, maintenance and repairs, heating costs, electricity, Internet Services, Cleaning Supplies, Alarm Service, Pest Control, Trash Services, Snow Removal and Water/Sewerage. The estimation for these costs is approximately \$273,000 and these are costs that we are currently not incurring because we are renting space. All these additional costs will have implications for our budget.

11. Finance and Budget

As reflected in SouthSide's 2022-2023 Performance Dashboard, SouthSide received a rating of "Meets Expectations" on Financial Management and there are no unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance Indicator. The annual budget was submitted on time and was in full compliance with submissions requirements. The school complied with Quarterly financial reports. The school complied with required UCOA reports and the AUP Audit. The school received an unmodified single audit and the school's audit was unqualified/unmodified and did not identify any significant deficiencies.

The expansion of SouthSide's enrollment will have a positive impact on the 5-year budget projection. As previously mentioned in this proposal, SouthSide's landlord will not be renewing our lease as of 2029 and we have yet to locate a new building for our school. Therefore, as reflected in this



5-year projection and Phase 1 of our expansion process, we will initially only expand to sixth grade in our current space with the current facilities and operational expenses. This Finance and Budget narrative outlines a 5-year projected budget for SouthSide Elementary Charter School based on an expanded enrollment of 168. The initial projection reflects SouthSide's financial trajectory based on current enrollment, while the secondary projection, termed the Mock 5-year budget, factors in an anticipated expansion to include eighth grade. The initial 5-year projection with a student enrollment of 168 also reflects a surplus as follows: \$211,356 in FY25, \$282,043 in FY26, \$313,854 in FY27, \$292,309 in FY28 and \$157,149 in FY29. At the conclusion of each year, our finance team will ensure that the majority of the surplus funds are invested strategically in a higher yielding interest CD or money market.

Revenue sources encompass local aid, Department of Education state aid, grant funding, reimbursements, and donor contributions. Following advice from the school's auditor, SouthSide has transitioned to a new financial institution to optimize interest income on savings and diversified its investment portfolio. Moreover, SouthSide has initiated a capital campaign to secure resources for a new school facility by 2029 upon the expiration of its current lease.

Predominantly, expenditure allocation centers on salaries, constituting 63% of SouthSide's revenue in FY2025, with plans to mitigate costs by reducing 3 Teaching Assistant positions at the conclusion of the 2024 school year. Additionally, SouthSide aims to trim classroom supply budgets while maintaining a keen focus on expenditure relevance to student achievement. Typical expenses include rentals, transportation, and operational costs such as IT, food services, and special events. The five-year projected budget is included in the Appendices of this proposal.

The school remains committed to its existing curriculum to ensure consistency and quality in student education. SouthSide plans to bolster revenue by repurposing space to accommodate a sixth-



grade classroom, thereby facilitating the hiring of an additional teacher. By 2025, expansion to seventh and eighth grades is projected to augment revenue further. The expansion to seventh and eighth grade during the 2025-2026 school year is contingent upon the location of a building that is suitable to our needs and compliant with the requirements of the School Building Authority process.

12. Variances

The only variance being requested for the purpose of this charter expansion proposal pertains to student enrollment. If we can relocate to a new building during the 2025-2026 school year, we are requesting a lottery exemption for students who are currently attending SouthSide and wish to return as 7th graders during the 2025-2026 school year. We believe that our current fifth graders should be given preference to return to our school and finish out their middle school career at SouthSide, especially since they have attended our school for six years. By allowing this particular group of students to return to SouthSide as 7th graders, this would be a tremendous benefit to many of our families whose younger siblings still attend SouthSide. Furthermore, our staff has already cultivated positive, supportive relationships with these particular families that would have a direct impact on their success and achievement as 7th graders.



13. Charter School Program Grant Intent to Apply

If CSP Grant funding is available at the time of our charter school expansion, SouthSide will definitely be applying for these funds. Specifically, we will be requesting funding to expand our programming and purchase The Leader in Me Program and the AVID College and Career Program to supplement our existing curriculum. A large portion of the CSP funds will be allocated towards capital expenses associated with the purchase of a new building, the cost of furniture, updated technological infrastructure, and the installation of a playground, basketball court and soccer field.

Appendix A: Assurances Form

This Assurance Form enumerates the requirements and, when you submit this signed sheet as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair or the lead applicant for all applicants (new charters and expansions). These assurances should not be considered an exhaustive list, as RIDE may determine there are additional legal requirements for the board and school.

As the authorized representative of the applicant, I certify that if awarded a charter:

1. Curriculum must be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards. Additionally, curricular choices must align to state statutes regarding High-Quality Curricular Materials.
2. The school will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a differently abled student discipline policy.
3. The board will comply with all applicable laws and regulations.
4. The RIDE Office of School Opportunities will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements once a space has been identified.
5. The school will comply with the statutory and regulatory requirements for school health programs and school safety plans.
6. The school will develop school safety and emergency response plans.
7. The school will provide health services to all students, including a plan to hire a nurse taking into consideration the statutory requirements in the Rhode Island Rules and Regulations for School Health Programs.
8. The school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
9. The school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE.
10. The school will complete a fiscal audit each year with an independent firm, with a copy to RIDE.
11. The board and school will comply with all of the requirements in the RIDE Pre-Opening handbook.

Madeline Burke

Governing Board Chair, Charter School

5/25/24

Date

Alenky Randle

Lead Applicant, Charter School

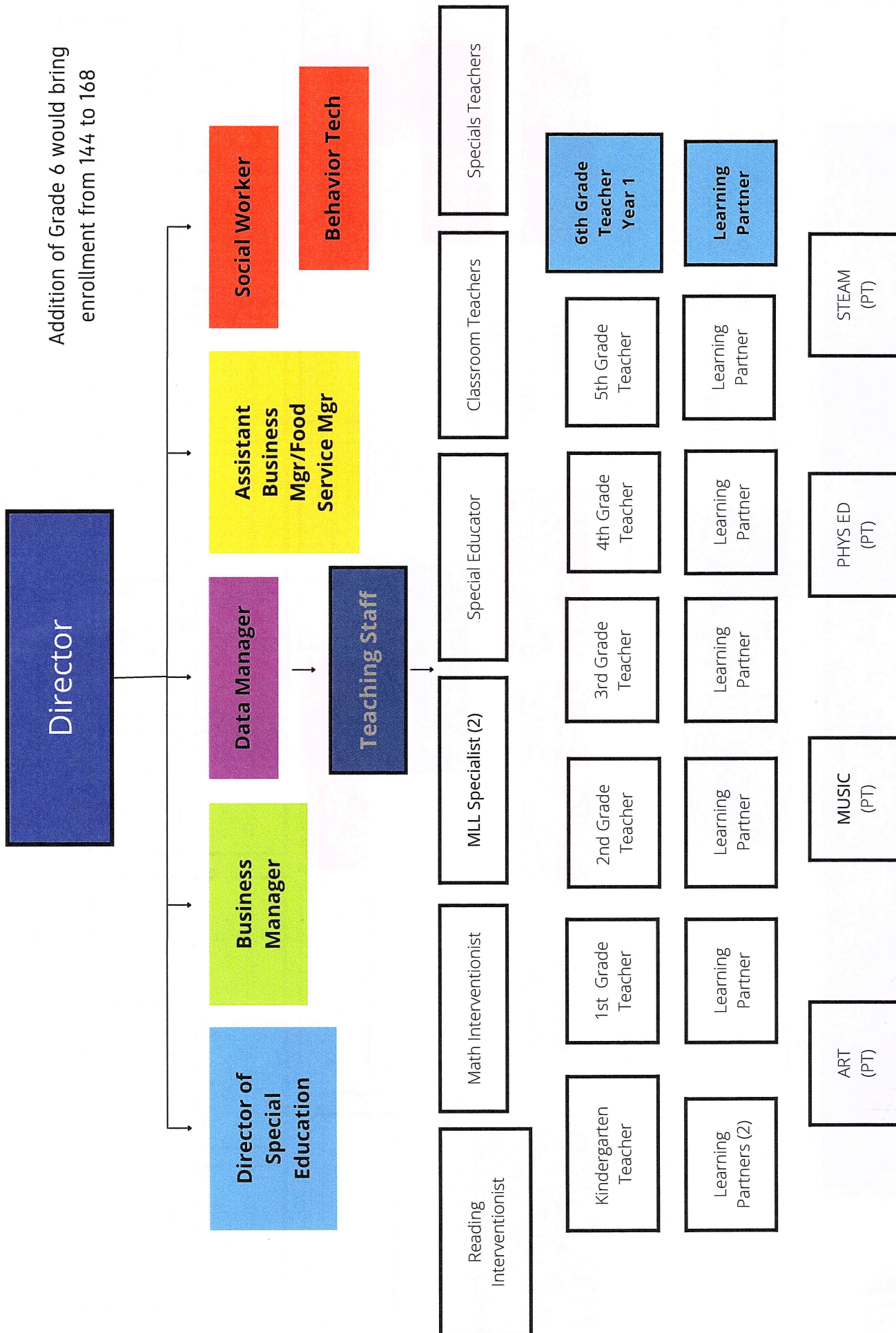
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Date

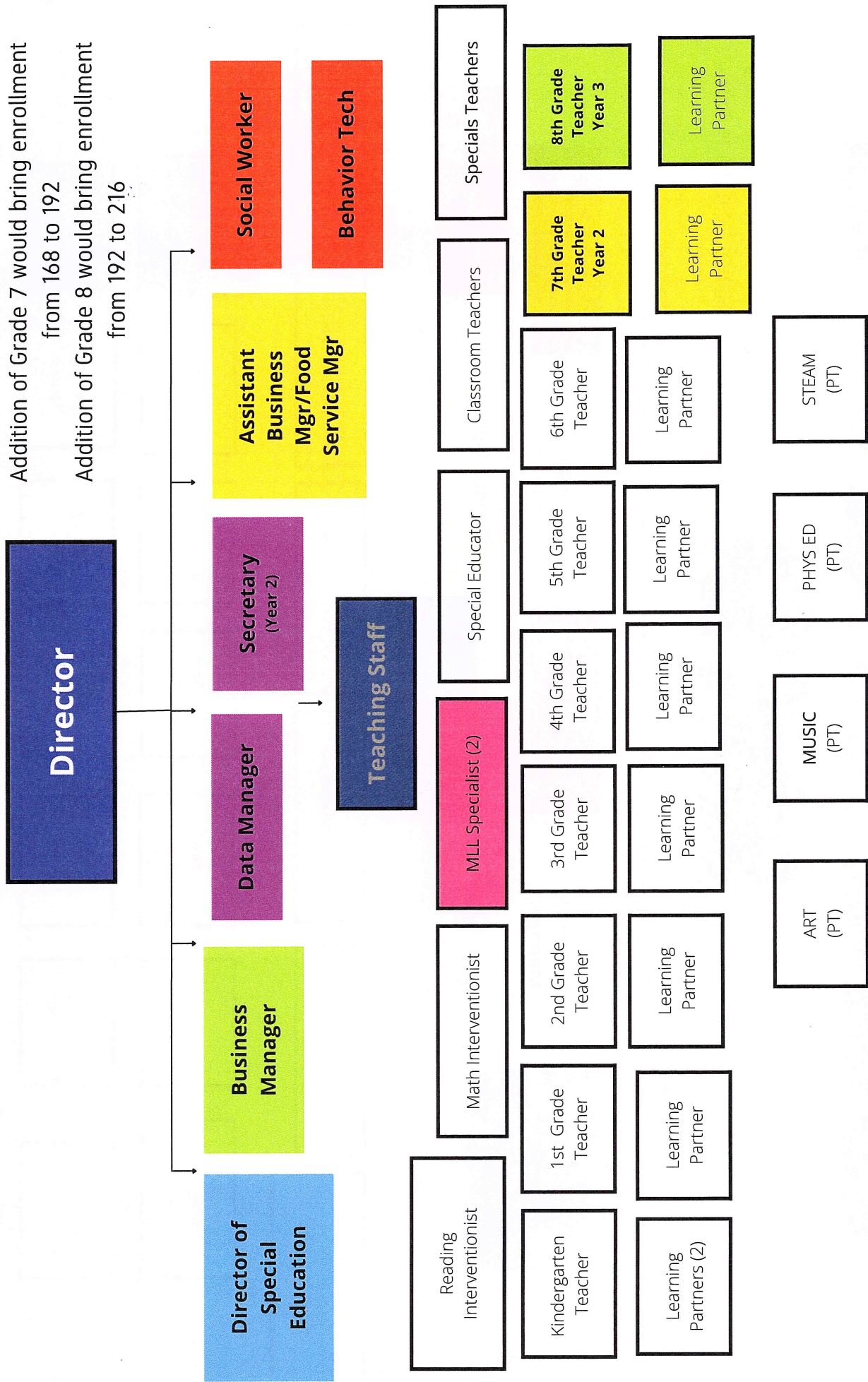
ENROLLMENT TABLE – PROJECTION

Charter	Grade Levels Served	Enrollment	Communities Served
Phase 1 (Expand to Grade 6 in current space) AY 25-26	K-6	168	Providence
Phase 2 (Expand to Grade 7th and 8th grade in the SouthSide Boys & Girls Club) AY 26-27	K-8	216	Providence

SouthSide Elementary Expansion Organizational Chart (Year 1)



SouthSide Elementary Expansion Organizational Chart (Year 2 &3 - post relocation)

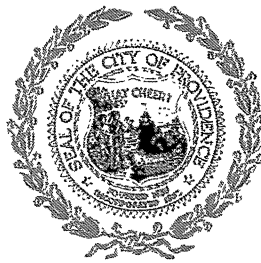


Southside Elementary Charter School
Profit & Loss

Net Surplus per Projection	\$ 152,114		\$ 275,352		\$ 283,672		\$ 277,085		\$ 164,462		\$ 77,406	
	FY 2024	0%	FY 2025	0%	FY 2026	0%	FY 2027	0%	FY 2028	0%	FY 2029	0%
Student Census Increase - #	0	0%	0	0%	24	0%	24	0%	24	0%	24	0%
Student Census Increase - %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Student Census	144	144	144	144	168	168	192	192	216	216	216	216
REVENUE:												
Inc Cities/Towns Tuition (Calculated based on RIDE Published data) Went up from \$614,592	663,940.00		638,096.00		744,912.00		851,328.00		957,744.00		967,321.44	
Interest Income												
Income Lunch Students (Calculated based on RIDE reports filed)	64,000.00		65,280.00		66,585.60		67,917.31		69,275.66		70,661.17	
State pension reimbursement (4% < 11 yrs; 5% > 10 yrs)	3,172.32		3,194.78		3,810.68		4,376.34		4,906.31		5,400.00	
Unrestricted Private Grants/Contributions	10,000.00		10,000.00		10,000.00		10,000.00		10,000.00		10,000.00	
Income Dept of Ed (Calculated based on RIDE published data) State Aid	1,898,007.00		1,970,593.00		2,009,933.06		2,060,111.32		2,097,113.55		2,132,935.92	
Inc Sch Breakfast Reimbursement (Calculated based on RIDE reports filed)	24,200.00		24,684.00		25,177.68		25,681.23		26,194.86		26,718.76	
Income Breakfast/Lunch Summer Program												
RIDE Nutrition Program - SNACKS	10,652.00		10,652.00		10,652.00		10,652.00		10,652.00		10,652.00	
Title I (Per RIDE Published Reports)	108,950.00		109,263.00		110,355.63		111,459.19		112,573.78		113,699.52	
Title II (Per RIDE Published Reports)	25,107.00		15,499.00		15,653.99		15,810.53		15,968.64		16,128.32	
Title III (Per RIDE Published Reports)			3,461.00		3,495.61		3,530.57		3,565.87		3,601.53	
Title IV (Per RIDE Published Reports) (Transferred to Title II)			10,852.00		10,960.52		11,070.13		11,180.83		11,292.63	
IDEA Part B (Per RIDE Published Reports)	41,105.00		41,524.00		42,354.48		43,201.57		44,065.60		44,946.91	
IDEA Special Ed (Per RIDE Published Reports)												
MIL Categorical	11,183.00		11,000.00		11,110.00		11,221.10		11,333.31		11,446.64	
21st Century Grant FY23												
ARTS Initiative												
ESSER Funds												
ESSER II Funds	3,506.00											
ESSER III Funds												
SEA - Supplemental Impact Education Aid (Per RIDE Published Reports)												
Income Medicaid (Calculated based on student census)	100,000.00		100,000.00		100,000.00		100,000.00		100,000.00		100,000.00	
Earning out Investments - Money Market Account	24,000.00		24,000.00		24,000.00		24,000.00		24,000.00		24,000.00	
Misc Income												
Transfer-in for meal program loss												
Total REVENUE	\$ 2,987,726.32		\$ 3,038,408.78		\$ 3,188,981.25		\$ 3,340,359.28		\$ 3,492,176.39		\$ 3,543,404.75	
EXPENSES:												
Personnel - Based on Published Step Schedule												
Salaries:												
Sal Teachers Spec Ed Certified	23,101.80		57,500.00		60,000.00		62,500.00		65,000.00		67,500.00	
Sal Teacher General Ed Certified	352,000.00		349,000.00		414,000.00		483,000.00		554,000.00		585,500.00	
Sal Physical Ed Teacher	30,500.00		31,750.00		33,000.00		34,250.00		35,500.00		37,000.00	
Sal Art Teacher	12,444.00		12,444.00		12,672.00		12,848.00		13,024.00		13,200.00	
Sal Music Teacher	29,500.00		30,750.00		32,000.00		33,250.00		34,500.00		36,000.00	
Sal Spanish Teacher					4,400.00		4,646.80		4,892.00		5,138.00	
Sal Teachers Aides Gen Ed Non Certified	426,300.00		333,380.00		342,700.00		351,220.00		360,000.00		369,000.00	
Sal Certified School Nurse			59,000.00		61,500.00		64,000.00		66,500.00		69,000.00	
Sal Teachers Spec Ed Certified - Academic Interventionist - TITLE I												
Sal Teachers Spec Ed Certified - Director - IDEA	38,053.32		37,640.00		38,018.50		1,022.71		-		-	
Sal Speech Pathologist												
Sal Occupational Therapist	11,440.00		13,200.00		13,200.00		13,200.00		13,200.00		13,200.00	
Sal Principal Gen Ed Super.	119,674.75		123,204.99		126,841.14		130,586.37		134,443.97		138,417.29	
Assistant to Principal - Data Manager	52,020.00		56,100.00		57,222.00		58,365.44		59,533.77		60,724.45	
Sal Reading Specialist - TITLE I	62,500.00		65,000.00		67,500.00		70,000.00		73,000.00		76,000.00	
Sal Math Interventionist												
Sal Outreach IT	8,800.00		8,800.00		8,800.00		8,800.00		8,800.00		8,800.00	
Sal Instructional Coach - TITLE II	22,444.88		37,640.00		38,018.50		1,022.71		38,018.50		38,018.50	
Sal Outreach Coordinator												
Sal Behavior Technician												
Sal Office Assistant Business Manager	23,400.00		60,000.00		74,210.00		75,694.20		77,586.56		79,536.22	
Sal Business Manager	76,485.50		29,900.00									
Sal Director of Food Service Program												
Sal After School Program	73,000.00		82,440.00		83,908.80		85,406.98		86,935.12		88,493.82	
Sal Social Worker	49,000.00		72,000.00		73,400.00		74,828.00		76,284.56		77,770.25	
Sal MIL												
Sal Day Porter	30,000.00											
Sal Subs Non Certified Gen Ed												
SUMMER CAMP - ESSER III Funds												
Stipends	10,000.00		10,000.00		10,000.00		10,000.00		10,000.00		10,000.00	
Total Salaries	\$ 1,450,364.25		\$ 1,469,800.99		\$ 1,541,430.94		\$ 1,604,641.41		\$ 1,777,818.47		\$ 1,837,276.53	

**Southside Elementary Charter School
Profit & Loss**

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Employee Benefits:						
Total Employee Benefits	\$ 406,207.82	\$ 398,266.12	\$ 439,456.94	\$ 503,427.43	\$ 562,490.81	\$ 603,289.83
Purchased Services: 5% Assumed Increase						
Finance Support & HR - Payroll, Business Manager, HR, etc.	35,000.00	36,750.00	38,597.50	40,516.88	42,542.72	44,689.85
Non-Popul Use IT, including hardware, software, and data processing	17,000.00	17,850.00	18,742.50	19,679.63	20,663.61	21,696.79
Professional Development - Business Office Training (Abila \$650), (Handle w/ Care \$2,400), (Various Local Conf 8@ \$200), (Unscheduled \$3,000)	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Professional Development - Mentoring, Coaching						
Legal Other Professional Services	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00
IT - Independent Contractor	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Psychologist - Independent Contractor	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Occupational Therapist/Speech Pathologist (SLP) - Independent Contractor	28,000.00	29,400.00	30,870.00	32,413.50	34,034.18	35,735.88
Student Services - Outreach, Recruitment/Advertising, including school website	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Assessments - Data Collection/Education Assessment (I-Ready)	7,293.04	7,657.69	8,040.57	8,442.60	8,864.73	9,307.97
Employees Medical Testing						
Shipping & Postage (annual postage meter lease + postage cost)	2,000.00	2,100.00	2,205.00	2,315.25	2,431.01	2,552.56
Catering (Board meetings, Staff Meetings, Staff Appreciation)	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Pest Control						
Maint & Repairs of Building	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Telephone - Cox \$385/mo; F21 \$398.97/mo;	5,000.00	5,250.00	5,512.50	5,786.13	6,077.53	6,381.41
Instructional Support Eq. Rent - Copier Lease	25,000.00	26,250.00	27,562.50	28,940.63	30,387.66	31,907.04
School Lease Rental	192,977.71	198,767.04	204,730.05	210,871.95	217,198.11	228,658.02
Breakfast/Lunch Program (Sodexo)	118,750.00	124,687.50	130,921.88	137,467.97	144,341.37	151,558.44
Snack Program (Roch's)	10,652.00	10,652.00	10,652.00	10,652.00	10,652.00	10,652.00
Student Transportation (Keep consistent for potential out of district costs)	157,500.00	165,375.00	173,643.75	182,325.94	191,442.23	201,014.35
Bus Operations/Property/Liability and Worker's Comp	16,000.00	16,800.00	17,640.00	18,524.00	19,448.10	20,410.51
Errors & Omissions - Dir. & Off						
Extended Day Enrichment	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Extracurricular Transportation for Classroom Fieldtrips (\$500 x 6 classrooms)						
Day Porter (\$40 * \$15 * 40) - Due to COVID-19 (Reclassified to employee Wages)	25,000.00	26,250.00	27,562.50	28,940.63	30,387.66	31,907.04
Receptionist - Community Prep	70,000.00					
Misc Expense - Students that attended CP Summerprep Program (2021) - Nursing Agency (Starting FY23)	\$ 763,172.75	\$ 720,289.23	\$ 745,670.75	\$ 779,877.09	\$ 811,470.90	\$ 848,861.85
Total Purchased Services						
Supplies and Materials: Assumed 5% Increase						
Instructional Material (\$1,500 per class @ 659,000) FY25 decrease budget to \$1,000	70,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Materials & Supp-Special Ed - Academic-Intervention-	4,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Supplies & Materials - Classroom Library (\$300 x 6 classrooms) FY25 decrease to \$200	1,800.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
School Office General Supplies	12,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
School Health Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Custodial Supplies	3,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Graduation Event	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
School Uniform						
Computer/Tech Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total Supplies and Materials	\$ 98,800.00	\$ 83,200.00	\$ 83,200.00	\$ 83,200.00	\$ 83,200.00	\$ 83,200.00
Property:						
Classroom Furniture & Fixtures	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Classroom, Tech Related Hardware & Software	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Depreciation - Building Improvement	80.00					
Depreciation - Furniture & Fixtures	25,751.01					
Depreciation - Equipment	645.54					
Depreciation - Equipment	114.14					
Total Property	\$ 49,590.69	\$ 23,000.00	\$ 23,000.00	\$ 23,000.00	\$ 23,000.00	\$ 23,000.00
Debt Service & Miscellaneous: Assumed 5% Increase						
School Office Dues & Fees - League of Charter Schools	10,476.51	11,000.33	11,550.35	12,127.87	12,734.26	13,370.97
Other Misc Expense (Budget Contingency for Out of District Family)	80,000.00	80,000.00	80,000.00	80,000.00	80,000.00	80,000.00
Total Debt Service & Miscellaneous	\$ 90,476.51	\$ 91,000.33	\$ 91,550.35	\$ 92,127.87	\$ 92,734.26	\$ 93,370.97
Total Operating Expenses	\$ 2,858,612.01	\$ 2,786,056.68	\$ 2,926,308.98	\$ 3,086,273.60	\$ 3,350,714.45	\$ 3,488,995.18
Contra Accounts						
	23,000.00	23,000.00	23,000.00	23,000.00	23,000.00	23,000.00
Net Revenue (Loss)	\$ 152,114.30	\$ 275,352.11	\$ 283,672.27	\$ 277,085.48	\$ 164,461.95	\$ 77,405.56



Mayor of Providence

Brett P. Smiley

May 24, 2024

Commissioner Angélica Infante-Green
Rhode Island Department of Education
255 Westminster Street,
Providence, RI 02903

Dear Commissioner Infante-Green,

I am writing to express my support for SouthSide Elementary Charter School's (SouthSide) proposal to expand its enrollment through the Rhode Island Department of Education's (RIDE) 2024 RFP for New Student Seats at public charter schools.

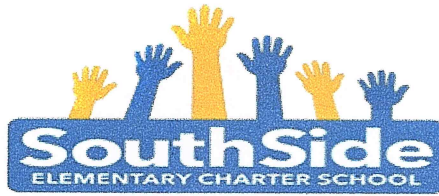
A few months ago, I toured SouthSide with student ambassadors. During this visit, students and educators' commitment to academic achievement was demonstrated in each classroom. I also observed concrete examples of student leadership development and it was evident that both educators and administrators at SouthSide are deeply committed to their students and seek to provide them with more opportunities through their education. *The Providence Journal* recently recognized SouthSide students' achievement in English Language Proficiency and the school has notable growth in achievement on the RICAS, with improvement on both the math and English Language Arts assessments.

As Mayor of Providence, I believe that families should choose schools that best meet their children's needs and work for them. High-quality charter schools provide families in Providence with better educational outcomes and more educational options for their children. Public charter schools are an integral component of our public education system as we work to offer high-quality and equitable educational options in every classroom and at every school in our city. The City of Providence continues to make investments in public charter schools so that more students may benefit from the smaller class sizes, individualized curriculum, and educational innovation these schools offer.

Across both Rhode Island and Providence, there is a high demand for public charter school seats – less than 10 percent of students statewide secured these seats for the 2024-2025 academic year. SouthSide is one of many public charter schools serving families in Providence and the expansion of any of these schools will allow more students in our city to benefit from small class sizes and innovative and personalized education from kindergarten through eighth grade.

Sincerely,


Mayor Brett P. Smiley
City of Providence



May 17, 2024

To Whom it May Concern:

I am honored to submit this letter on behalf of SouthSide Elementary Charter School in support of the school's expansion to eighth grade. For the past 9 years, I have poured my heart and soul into this school. I expanded the school from first grade to fifth grade and I led the school through three charter renewal processes. I also successfully secured over \$3,000,000 in federal grant funding and over \$100,000 in private funding from donors and corporations. Furthermore, I cultivated countless community partnerships which have made this school stronger and expanded our school's capacity to meet students' individualized needs.

Having watched the school grow and evolve over the years, a clear need to expand emerged during the strategic planning process. Our students and families deserve to have more opportunities and more programs to support learning and teaching. Now that our landlord (Community Prep) is not renewing our lease as of 2029, this is the perfect opportunity to find a new permanent home for our school where we re-establish our roots and grow.

Given our budding partnership with the SouthSide Boys and Girls Club that I recently cultivated, we not have a possible new home and a non-profit organization that can further support our school's facility needs and our family's needs for before and after school care. I am confident that this mutually beneficial, reciprocal partnership will further strengthen both non-profits and all us to flourish. For all of the above-referenced reasons and so many more, I am in full support of SouthSide Elementary Charter School's Expansion to eighth grade.

Sincerely,
Wendy Randle, Director

May 23rd, 2024

To Whom It May Concern,

My name is Molly Tracy-Harris, and I am the Reading Interventionist at SouthSide Elementary Charter School in Providence. As a member of SouthSide's team and community since 2021, I am pleased to write this letter in support of our school's proposal to expand to include grades 6-8.

Currently, SouthSide shares a building with a private school called Community Prep (CP), and they are considered our landlord. We are thankful for the classrooms and facilities made available by this partnership; however, our current building situation limits our school in a couple of important ways. First and foremost, our landlord informed us that our lease will not be renewed due to CP's plans to expand. Similarly, SouthSide is also hoping to expand to serve more students in Providence. Expanding SouthSide would help us find a building that is a good fit for us given that many available facilities are much too large for our current enrollment and model; at the same time, CP would have greater freedom to serve more students as well leading to greater impact on the community overall. Secondly, our students share all school facilities with the CP community, and as tenants, our school - and by extension our students - have limited access to facilities in/around our building including the turf, cafeteria, conference room, and gymnasium. It is time for SouthSide students to have facilities of their own: a library, a gym, a cafeteria, a playground, etc. SouthSide has had a tremendous impact on its students and their families as well as the greater community - our students deserve to have the same facilities and spaces that almost every other Rhode Island student is *guaranteed* access to. If granted the opportunity to expand, SouthSide could continue to make a larger impact on students, families and the Providence community as a whole.

While there are many pieces of anecdotal evidence weaved into my letter, I also want to share some important data that illustrates SouthSide's impact. Our most recent round of Panoramic data revealed that 91% of SouthSide families indicated that we have a positive school environment. The state average for this particular metric is 71%. Additionally, 90% of SouthSide families believe that our school emphasizes cultural awareness. The state average for this metric is a paltry 57%. These pieces of data demonstrate the value SouthSide brings to our students, their families, and the greater community. Students feel safe at our school, and that sense of belonging and security creates prime conditions for learning. This is further exemplified by the recognition SouthSide received earlier this year for the strength of our multilingual learner (MLL) program. In an April 2023 Providence Journal article entitled "Report: Poor English skills a hallmark of RI school districts. Who scored highest, lowest?" SouthSide was identified as one of only 2 charter schools in the state to achieve a high English proficiency score. While most other charter schools are failing to support MLLs, SouthSide is succeeding in this area. This is of particular importance in Providence given that nearly one third of all students in the city are classified as MLLs.

Our team is also eager to continue and expand our partnership within the community. Presently, SouthSide has partnerships with many Providence-based organizations and schools including Inspiring Minds, Restorative Justice RI, URI Snap-Ed, Rhode Island Black Storytellers, and Wheeler. With access to a larger facility for a school, we could expand our current partnerships and establish new ones.

On a personal note, I started my career at SouthSide in 2021 after working for Achievement First RI for several years. I gravitated towards SouthSide because it's a place where equity and cultural awareness aren't just promoted nominally. In our school, equity and cultural awareness are non-negotiables. SouthSide holds students to high expectations *without* using a "no-excuses" model that

has been proven to be harmful to children. Dr. Joanne Golann, a professor at Vanderbilt, found the following to be true in her research about “no excuses” schools: “these schools develop worker-learners—children who monitor themselves, hold back their opinions, and defer to authority—rather than lifelong learners” (Golann 2015). SouthSide manages to hold our students to high standards while simultaneously attending to their needs as whole people. SouthSide is a place where students both build and develop key skills, and learn to think critically, creatively and solve problems. SouthSide is the first school I’ve worked for in Rhode Island where the academic, social-emotional, and biological needs of students are a consistent priority. Certain network charters that use a no-excuses model have been granted opportunities to expand in Providence over and over and over again. While these network schools certainly serve a larger number of students, it is also critically important to elevate and showcase local brilliance by providing opportunities for homegrown schools the same opportunities to grow.

SouthSide stands out due to academic excellence, and the high levels of satisfaction among students and families. Expansion would be a dream come true for our existing community, and a boon for the community as a whole. I’ve never worked in a school with such passionate staff, and happy students. If granted expansion, we can strengthen the community of Providence by providing a rigorous, rewarding, and engaging educational experience to all students that walk through our doors.

I want to close with a quote that encompasses our collective vision for SouthSide: “Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.” These words from Atul Gawande, a surgeon and author, encapsulate the spirit of our school. In the context of the post-pandemic world, teaching is more challenging than ever, but our community works closely to innovate, support, and ultimately “do better” for Providence students and their families. If we are granted the opportunity to expand, our reach and positive impact will only increase.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Molly Tracy-Harris". The script is fluid and cursive, with the first letters of each name being capitalized and prominent.

Molly Tracy-Harris, MAT

Reading Interventionist

SouthSide Charter Elementary School

References

University of Pennsylvania and Henry C. Lea School to formalize partnership. (2022, February 8). University of Pennsylvania Almanac. <https://almanac.upenn.edu/articles/university-of-pennsylvania-and-henry-c-lea-school-to-formalize-partnership/>

May 23, 2024

Rhode Island Department of Education
255 Westminister Street
Providence, RI 02903

To Whom It May Concern:

I am writing to express my unwavering support for the renewal and expansion of Southside Elementary's charter. As a dedicated staff member of this institution, I have witnessed firsthand the profound impact our school has on the lives of our students and the broader community. Our commitment to providing a high-quality, equitable education is reflected in our students' academic achievements, social-emotional growth, and college, career, and community readiness.

Southside Charter Elementary is a welcoming, safe haven for the students and families it serves. Southside acts on its promise to provide academic rigor, social-emotional support, and a community-centered environment to a diverse group of Providence students every single day. Students at Southside not only achieve academic excellence, but also develop important skills like critical thinking, creativity, emotional awareness, and social responsibility. The following points highlight the reasons why a charter renewal and expansion for Southside would greatly benefit our community:

1. Academic Rigor and Excellence: Southside students achieved among the highest growth in the state on the 2023 RICAS test. In addition, in Spring 2023, our Multi-Lingual Learners were recognized in the Providence Journal for having among the highest English Language proficiency in the state. This is a testament to our rigorous and evidence-based curriculum, intentional use of interventions, commitment to serving Multi-Lingual Learners and differently-abled students, and the personalized attention we provide to each student. We are committed to continuous improvement, and our data-driven approach ensures that we meet the needs of all learners, as well as their teachers.

2. Social-Emotional Learning: Southside prides itself on its emphasis on supporting the whole child. Social-emotional learning is woven into the fabric of each day at Southside. Students receive evidence-based instruction on social-emotional development and mindfulness. Students have access to a wide range of social-emotional wellbeing at school, including calming corners in every classroom, one-on-one counseling, libraries of books highlighting multicultural experiences and social-emotional skills, a full-time social worker, and therapy dogs. Behaviors and student needs are addressed using restorative practices that honor the sanctity of each member of our community. Staff are trained in trauma-informed practices and are committed to practicing culturally responsive and anti-racist teaching. The culture of Southside is rooted in the values we expect each member of our community to practice: safety, helpfulness, appreciation, respect, and kindness.

3. Community Engagement: Our school is deeply rooted in the community, and our partnerships with local businesses, non-profits, and other educational institutions enrich the experiences Southside can provide to its students and families. These collaborations provide students with real-world experiences, opportunities to apply their learning in meaningful ways, and preparation and inspiration for college and career. Students engage in service learning projects, allowing them to gain a deeper understanding of the needs of their neighbors, to put their problem-solving skills into practice, and to develop empathy and compassion. By cultivating a rich, proud community at Southside, and modeling community engagement, we support our students in understanding how to be leaders in the many communities they are part of outside of school.

4. Supportive Environment: Southside deeply values creating a safe, nurturing environment where every student feels loved and supported. Our small school setting allows us to build strong relationships and provide individualized support, ensuring that every student is known by all. In addition, we offer our students more learning time with an extended school day and school year. This extra time allows us to maximize student growth and to provide rich learning experiences throughout the school day and year.

The proposed expansion of our charter will allow us to extend these benefits to more Providence students. Expansion will enable us to continue offering our proven educational model to students in grades six through eight. This will ensure that we can support as many students and families in our community as possible, all the way through their journeys to high school.

In conclusion, the renewal and expansion of Southside Elementary's charter are essential for continuing our mission and expanding our positive impact. I urge you to approve our request, confident that our school will continue to uphold the highest standards of education and contribute significantly to the betterment of our community.

Thank you for your time and consideration.

Sincerely,

Cayley Dorr

Cayley Dorr
Teacher
Southside Elementary Charter School
cdorr@southsideelementary.org

Yulisa Tavares
100 Mawney St
Providence, Rhode Island, 02907
Yulisatav@gmail.com
401-263-2458
May 23, 2024

Dear Members of the Board,

I am writing to express my enthusiastic support for Southside Elementary Charter School's proposal to transition into a K-8 educational institution. As a parent, I have witnessed firsthand the exceptional quality of education that Southside Elementary provides to our children. Expanding this excellence through the middle school years would be a significant benefit to our community.

Southside Elementary has consistently demonstrated a commitment to academic excellence, innovative teaching, and a nurturing environment. The dedicated faculty and staff have created a learning atmosphere that not only emphasizes strong academic foundations but also fosters social and emotional growth. Transitioning to a K-8 model will allow for a seamless continuity in education, providing students with stability and a consistent educational philosophy throughout their formative years.

One of the primary advantages of a K-8 model is the strengthened sense of community it promotes. Students will have the opportunity to build long-term relationships with their peers and teachers, which can significantly enhance their educational experience and personal development. This continuity is particularly beneficial during the critical middle school years, where students often face significant academic and social changes. A familiar environment can help ease these transitions, leading to better academic outcomes and overall well-being.

Moreover, Southside's commitment to small class sizes and individualized attention will be invaluable for middle school students, who require more tailored instruction to meet their evolving needs. The ability to maintain these standards through the 8th grade will ensure that our students are well-prepared for high school and beyond, equipped with the skills and confidence necessary to succeed.

I would also like to highlight the tremendous support the school has provided to my daughter, Lizbeth, throughout her challenging health issue. The empathy, understanding, and flexibility shown by the teachers and administration have been nothing short of extraordinary. They have worked tirelessly to accommodate her needs, ensuring she remains engaged with her studies and connected to her classmates. This unwavering support has made a significant difference in Lizbeth's academic and emotional well-being, and it is a testament to the school's dedication to every student's success.

Additionally, both of my children, Lizbeth and Lenny, would greatly benefit from this expansion. Lizbeth would have the continuity and stability she needs to thrive, especially given her health challenges. Lenny, who has flourished under Southside's nurturing environment, would also benefit from continuing his education in a familiar setting that caters to his individual learning style and social development. The K-8 model would provide them with a cohesive and supportive educational experience, allowing them to build strong, lasting relationships and develop a deeper connection to their school community.

Furthermore, a K-8 model can provide enhanced opportunities for mentorship and leadership development. Older students can serve as role models and mentors for younger ones, fostering a supportive and collaborative school culture. These interactions can help middle school students develop a sense of responsibility and leadership, further enriching their educational experience.

The transition to a K-8 model at Southside Elementary is a logical and beneficial step that aligns with the school's mission and values. It will provide our children with a cohesive and comprehensive educational journey, better preparing them for future academic challenges and personal growth.

I wholeheartedly support this initiative and am confident that it will have a profoundly positive impact on our students and the broader community. Thank you for considering this important transition.

Sincerely,

Yulisa Tavares
Parent of Lizbeth and Lenny Tavares

Justice Serena
Providence, RI
857-237-7564
justice.serena@gmail.com

5 May 2024

Rhode Island Department of Education
Providence, RI

To Whom it May Concern:

I would like to express gratitude for your consideration in granting SouthSide Elementary Charter School an expansion. As a proud parent of one of SouthSide's students, it is important to reach out in support of the school, to illustrate why SouthSide deserves to the opportunity to grow.

SouthSide Elementary School is a not just a learning facility- it is a place for both students and parents to feel at home. Day in and day out, its faculty incorporates diversity, respect, personalization, patience, and love into its scholarly teachings. Every day, the school's director is outside to greet her students one by one with a hug and a hello. It does not matter if it is sun, rain, sleet or snow, Ms. Randle is outside with an umbrella, and she might even sing you a song as she escorts the student to the door. The school's social worker is so adamant about her students attending class every day, that she will make direct calls to the parents to see why a child is absent. Not having a clean uniform is not a good enough excuse for Ms. Tamara, because she has clean, freshly laundered backup clothing in her office. This type of environment exalts a welcoming feeling, which is what our young people need to go to school. Home away from home is the atmosphere that the faculty promote and accomplish every day.

Once they are in class, they are pushed to do their best both academically and socially/emotionally. My son has been in a scholarly setting since he was 3 years old. This is the first place he has attended that emphasizes the importance of social and emotional awareness, and it tremendously helps both at home and in school. As a public servant to the Commonwealth of Massachusetts, more specifically, the juvenile justice system and the youth who have been committed to the state of Massachusetts, I can personally attest to the importance of emotional intelligence and how learning to navigate one's feelings in a positive way can help solve so many issues. SouthSide is teaching the youth the importance of problem solving without resorting to negativity. The school calls this Restorative Justice. Providing a dedicated space for the students (and teachers alike!) to participate in Restorative Justice would be a dream come true for the school. SouthSide would use this room to further groom its students to becoming emotionally aware adults, who can problem solve with words instead of violence, keeping kids out of the juvenile justice system and into places like the workforce and college.

Granting an expansion to SouthSide would be granting more kids around the city of Providence the chance to experience such a vibrant, diverse, and safe institution. Additionally, it will allow our current students the ability to remain in a school that already feels like a safe haven for them.

I write this letter because of how deeply and strongly I believe in SouthSide Elementary Charter School's ability to mold young people into tomorrow's leaders. This is a school that believes in the well-being and future of its students. This is a school who has provided Stop & Shop gift cards and boxes of food for my household when I had no money to do so. This is a school that believes in recycling older uniforms to provide for families who may not have the money to buy new clothes for the school year. This is a school that believes in the youth of our community, Providence's community, and that there should be no barrier between Providence youth and success in life. I thank you for your time, and I hope that you share SouthSide's vision of creating a stronger society through growth and expansion.

In Community,

Justice S. Serena

Dear Mrs. Randle,

This year has been nothing short of amazing. We deeply appreciate the acceptance of our children into the school's community, from the moment our children stepped foot in the doors at SouthSide, their experiences have been great. From the kind staff members to the great teaching staff that you possess we love everything about the school. I've noticed tremendous change in my children's learning abilities from my youngest whom is in kindergarten coming home telling me how proud she was to learn about Rosa Parks and African American culture to my son in fifth grade excelling in math. Me and my family are forever grateful to have the chance to represent our neighborhood and the name SouthSide Charter School

The school community has really stood up and helped my family in times of need where it may have been a call home to check on children to providing my children with a school uniform when we could not. To see the school expand would be an asset to our city as well as our community. SouthSide is what I like to call a blue collar hands on environment where they lead by example and always act with actions. I wouldn't want my kids attending any other school for their adolescence academic years

Thank you.

Sincerely

The Miller Family

Support for expansion letter

1 message

Sujei Da Silva <Sujeiww0514@hotmail.com>

Wed, May 22, 2024 at 5:20 PM

To: Wendy Randle <wrandle@southsideelementary.org>

To whom may this concern

I am writing to express my support for the proposed expansion of SouthSide Charter School to include 8th grade. As a dedicated parent and active member of this school community, I have witnessed firsthand the exceptional educational environment and unique culture that SouthSide Charter School offers. Expanding our school to encompass 8th grade would bring substantial benefits to our students, families, and the community at large.

Extending to 8th grade would provide continuity in the academic and social development of our students. Currently, our students face a significant transition when they leave SouthSide after 5th grade to attend a different school. This transition can be challenging, as it disrupts established routines, friendships, and the strong teacher-student relationships that are foundational to our students' success (this happened to one of my own children) . By extending our school to 8th grade, we can offer a seamless educational experience that supports students through this critical stage of their growth, ensuring they are better prepared academically and emotionally for high school.

Moreover, SouthSide Charter School is renowned for its all-inclusive approach to education, which emphasizes not only academic excellence but also character development, leadership, and community involvement. Our school's values and mission are integral to shaping well-rounded individuals. Extending our program to 8th grade would allow us to reinforce these values during a pivotal year when students are forming their identities and making important decisions about their futures. Our experienced and dedicated teachers are uniquely equipped to guide students through this important phase, maintaining the high standards and supportive environment that define SouthSide charter school.

Thank you.

SUJEI DA SILVA.

Support for expansion letter from Samirr Da Silva

1 message

Sujei Da Silva <Sujeiww0514@hotmail.com>
To: Wendy Randle <wrandle@southsideelementary.org>

Wed, May 22, 2024 at 5:24 PM

My name is Samirr DaSilva, and I am a proud alumnus of SouthSide Charter School having attended from kindergarten to 5th grade, I am writing to express my strong support for the expansion of SouthSide to include 8th grade. My experiences at SouthSide were very positive, I loved there, and I firmly believe that extending the school to cover 8th grade would provide immense benefits to current and future students including my little brother.

During my time at SouthSide Charter School, I experienced an environment that was positive and supportive of academic excellence, personal growth, and a strong sense of community. The dedicated teachers and staff provided a nurturing environment where I felt supported and challenged to reach my full potential. However, transitioning to a new school after 5th grade presented challenges for me. I had a really bad time, it disrupted the continuity of my education and social life, and it took time to adjust to a new environment. Had SouthSide offered an 8th grade, I believe this transition would have been much smoother, allowing me to continue to excel academically.

Please take under consideration this letter.

Letter of support for academic expansion (Johniel And Liam Sami)

1 message

Bryant Sami <CySa.Sami@hotmail.com>

Mon, May 20, 2024 at 3:42 PM

To: "wrandle@southsideelementary.org" <wrandle@southsideelementary.org>

To
Whom It May Concern,

I am writing to express my heartfelt gratitude and support for South Elementary School, where my two children, Johniel Sami and Liam Sami, have been thriving both academically and socially. Johniel, a 10-year-old currently in the 4th grade, and Liam, a 6-year-old in the 1st grade, have experienced significant positive growth during their time at this wonderful institution.

Academically, both of my children have shown remarkable improvement. Johniel has developed a strong foundation in mathematics and literacy, which has been evident in his increasing confidence and performance in these subjects. His critical thinking skills have been nurtured through the school's innovative and engaging curriculum, which fosters a love for learning. Liam, although younger, has made impressive strides in his reading and writing abilities. The individualized attention he receives has been instrumental in his early educational development. The dedicated teachers at South Elementary School have created an environment where both my children feel challenged yet supported, allowing them to reach their full potential.

Socially and emotionally, Johniel and Liam have also flourished. The inclusive and nurturing atmosphere at South Elementary School has encouraged them to develop meaningful relationships with their peers. Johniel has become more adept at working in teams and is learning the importance of empathy and cooperation. Liam, on the other hand, has gained confidence in expressing his feelings and communicating effectively with both his classmates and adults. The school's emphasis on social-emotional learning has been pivotal in helping them navigate their emotions and develop healthy interpersonal skills.

As a family, we deeply appreciate the open communication and engagement from the school staff. Regular updates on our children's progress, combined with the availability of teachers and administrators for discussions, have made us feel truly involved in their education. The school's commitment to fostering a partnership with parents has created a supportive community where our children can thrive.

Given the exceptional experiences we have had, we strongly believe that South Elementary School should be given the opportunity to expand its education program to include grades up to

the 8th grade. Extending the grade levels would allow more students to benefit from the high-quality education and supportive environment that the school provides. It would offer continuity for students like Johniel and Liam, who have already built strong foundations and relationships within the school. An expansion would ensure that students continue to receive the same level of academic excellence and emotional support as they transition into their teenage years.

In conclusion, South Elementary School has had a profoundly positive impact on my children's academic and social-emotional development. The school's commitment to excellence and community engagement is evident in the success and happiness of its students. We wholeheartedly support the expansion of South Elementary School to include higher grade levels, confident that it will continue to provide an exceptional educational experience for many more students.

Thank you for considering this request.

Sincerely, The
Sami Household.

Get Outlook for iOS

From: Bryant Sami <CySa.Sami@hotmail.com>
Sent: Monday, May 20, 2024 11:10 AM
To: wrandle@southsideelementary.org <wrandle@southsideelementary.org>
Cc: Rose Goris <rosegoris2013@gmail.com>
Subject: Letter of support for academic expansion (Johniel And Liam Sami)

To Whom It May Concern,

I am writing to express my heartfelt gratitude and support for South Elementary School, where my two children, Johniel Sami and Liam Sami, have been thriving both academically and socially. Johniel, a 10-year-old currently in the 4th grade, and Liam, a 6-year-old in the 1st grade, have experienced significant positive growth during their time at this wonderful institution.

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As a family, we deeply appreciate the open communication and engagement from the school staff. Regular updates on our children's progress, combined with the availability of teachers and administrators for discussions, have made us feel truly involved in their education. The school's commitment to fostering a partnership with parents has created a supportive community where our children can thrive.

Given the exceptional experiences we have had, we strongly believe that South Elementary School should be given the opportunity to expand its education program to include grades up to the 8th grade. Extending the grade levels would allow more students to benefit from the high-quality education and supportive environment that the school provides. It would offer continuity for students like Johniel and Liam, who have already built strong foundations and relationships within the school. An expansion would ensure that students continue to receive the same level of academic excellence and emotional support as they transition into their teenage years.

In conclusion, South Elementary School has had a profoundly positive impact on my children's academic and social-emotional development. The school's commitment to excellence and community engagement is evident in the success and happiness of its students. We wholeheartedly support the expansion of South Elementary School to include higher grade levels, confident that it will continue to provide an exceptional educational experience for many more students.

Thank you for considering this request.

Sincerely, The Sami Household.

To whom it may concern,

I am writing to express my strong support for Southside School and to advocate for its continued operation and success. As a parent deeply invested in the education and well-being of my children, I have been part of the Southside community since 2018, and I have witnessed firsthand the invaluable impact this school has had on my family.

My journey with Southside began when my eldest child entered school, and since then, I have seen remarkable growth and development in their academic, social, and emotional skills. As my youngest child embarks on their educational journey in Kindergarten, I am filled with hope and anticipation for the enriching experiences and opportunities that await them at Southside.

It is my sincerest desire to see both of my children flourish within the nurturing environment provided by Southside, finishing in their graduation from 8th grade as confident, compassionate individuals ready to tackle the challenges of high school and beyond. Furthermore, I am eager to enroll my other child back into Southside, knowing that this institution holds the key to unlocking their full potential.

The prospect of Southside School closing is deeply troubling to me and countless other families who rely on its exceptional educational standards, dedicated staff, and supportive community. Losing such a vital educational resource would be a profound loss not only for my family, but for current students and families and for future generations.

Therefore, I urge you to consider the invaluable contributions that Southside School makes to our community and to explore every possible avenue to ensure its continued operation and sustainability.

Thank you for your attention to this matter, and please do not hesitate to reach out if I can provide any further assistance or support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nofret Sierra', written over a horizontal line.

Nofret Sierra

May 17th, 2024

To Whom It May Concern:

My name is Schae Karla Lewis, a registered nurse who was recently employed as the school nurse at SouthSide Elementary Charter School. As an experienced nurse of 8 years, I have worked in many sectors, including medical/trauma/emergency care at East Side Urgent Care and Miriam Hospital's Emergency Room, behavioral health/psych at Saint Mary's Home for Children, along with many other facilities throughout the state. I have invested my time, talents, education, and skills in many establishments throughout Rhode Island during my time as a nurse in this state. However, after learning of the open position at SouthSide Elementary Charter School, I grew interested in learning more about what this establishment had to offer not only to their students, but also the surrounding community as a whole.

From the moment of my interview, I was met with such great authenticity from the school's Principal Wendy Randle, whose burning passion for student and family upliftment and involvement was more than evident just by how she spoke. I learned of the great diversity that this school has to offer, which resonates so deeply with me as a native from another country and state. To learn of the variety of different cultures, ethnicities, languages, lifestyles, and countries that were represented by the faces of each student and staff at SouthSide, had my heart set on wanting to be a part of such a movement. I, too, wanted to provide students that looked, sounded, and experienced life similar to how I may have, with that same unique and genuine experience that I had during my interview.

I was motivated to play my part alongside the SouthSide team once learning of how staff desire to go above and beyond for each student, most times extending their services way past the classrooms. The members of SouthSide Elementary School possess such empathy and

compassion, extending their love and care to each family and student. The familiar and intimate settings, allow staff a closer glimpse of student's household living and needs, learning of some of the socioeconomic challenges, along with some of the trauma and mental strain that some of our students are birthed into and experience once they leave the classrooms for the day. Families become one with the school, trusting that their needs will be heard, respected, prioritized, and met in any and every way possible. Although I have seen great work come from many prestigious establishments, both here in RI and in NYC where I am originally from, I have never once come in contact with a school that promotes such a warmth of inclusivity, wellness, purpose, and hope for our upcoming generations.

Upon entering the building, you can feel the rush of school pride and spirit, coming from every staff and student as they walk the halls, smiling and interacting with such enthusiasm and excitement. In the classrooms, you are able to see each teacher and learning partner patiently work with each student, ensuring that not one is left behind in the process of learning. To be one of the newer staff, outside of the classroom and educational portion of the learning experience, I was so touched to see classroom aids, bending down near students' desks to meet them at their eye level, allowing them the ability to feel comfortable in expressing their frustrations or confusions about their school work. The classrooms erupt with praise of affirmations and positive reinforcements that are promoted throughout each grade, giving me comfort in knowing that each student leaves here knowing that they are more than capable than any odd that has been set before them. I am blessed to be able to witness the creativity and innovation of the staff and school leaders, who constantly meet and brainstorm about new and fresh ideas, activities, and resources that could be offered to our students and families to enhance their learning experience during the time they spend with us. I am comforted in knowing that our staff are equipped with a

variety of different languages and cultures to provide for the needs of those students who, like me, may not necessarily be native to this country, culture, or language, allowing them the space to make the most of their time in school as well. The statistics of the school's success alone speaks volumes to the amount of effort and investment that is placed throughout the halls of our school. Some of our accomplishments include the following:

1. SouthSide's Panoramic Survey that was administered last Spring, which reflected the school's commitment to equity, diversity and inclusion.
2. Based on SouthSide's family responses to the Panoramic Survey, the school outperformed the state average on all of the following areas: Cultural Awareness and Action, Family Engagement, Family Support, School Climate, School Safety, Social Emotional Learning, and State Initiatives.
3. School Leadership increased 20 points from last year and 90% of the responses about school leadership were favorable.
4. Based on our student responses to the survey, we outperformed the state average on the following categories: College, Career, and Life Readiness, Risk/Protective Outcomes, School Belonging, School Engagement, Rigorous Expectations, School Safety, Teacher/Student Relationships and Valuing our School.
5. Based on the family responses, we outperformed the state average on all of the above-referenced categories as well as social emotional learning.
6. 91% of the family respondents indicated that we have a positive school climate versus the 71% state average.
7. 90% of our family respondents indicated that our school emphasizes cultural awareness compared to the state average of 57%.
8. 91% of our staff respondents indicated that our students are given opportunities to learn about people from different races, ethnicities, and cultures.
9. 80% of our family respondents indicated that our school provides a wide array of family supports versus the state average of 69%.
10. In April of 2023, our school was praised in the Providence Journal for having some of the highest English Language Proficiency rates in the state, based on our multilingual learners' progress on the ACCESS test. Our MLL Specialist was RIC Alumni.
11. In 2021, our very own, Hannah Resseger's, SouthSide Superheroes social justice video was featured at the RI State of Education Showcase. Hannah continues to empower our students to create original raps and videos about social justice issues. These videos are featured on our school's website and YouTube channel.
12. Along with Hannah, our school's social worker, Tamara Diaz was recently featured on PBS as a local artist and she continues to disseminate best practices within the

community on topics such as Self-Care and trauma-informed strategies to support students in educational settings.

I can extend this letter to many pages, giving you so many reasons as to why SouthSide Elementary Charter School is one of the most unique and extraordinary school experiences that I have seen offered in RI since moving here. SouthSide Elementary Charter School has been built on the strong foundation based on the motivation and desire to see our students reach their highest potential to ultimately become catalysts for change, not only in our local communities, but again for many generations to come. SouthSide Elementary is the safe haven and a flourishing pot of soil that our children have been planted in to grow and thrive to their highest capabilities. I, Schar Karla Lewis, am a proud advocate for this school to not only remain as a driving force for our current students, but I believe that we deserve the opportunity to expand our love and passion to children of all grades! At this time we serve the Kindergarten to 5th grade populations. I would love to see this school grow to not only provide our resources with students from grades 6-8, but to even one day reach to those in high school! The threat of not being able to have such a powerhouse in this state is one that I cannot fathom or imagine. I write this letter in full support of SouthSide being granted the privilege and opportunity to expand their walls and access to our youth and community of Providence, RI. I know without a shadow of a doubt that this school will stand as an example for what the ideal school experience should be for all those providing care and education to our most vulnerable souls. I thank you so much for your time and consideration in reading this letter and hope that the fervor and dedication that many of us possess in the SouthSide family is felt as you read the words of this heartfelt letter.

Thankfully,
Schar Karla Lewis BSN, RN

Dear Members of the Rhode Island Department of Education,

I am writing to express my wholehearted support for the expansion of Southside Elementary Charter School to include grades 6 through 8. As a Southside Special Education Teacher who is newly MLL certified, I have seen firsthand the transformative impact our school's inclusive and supportive environment has on students with diverse linguistic and learning needs. Extending our program through middle school is a critical step that will greatly benefit our students and their families.

Southside Elementary Charter School's mission is to provide a diverse group of Providence students with a foundation towards college readiness and community leadership. We emphasize academic rigor, excellence, and community engagement, which are essential components for preparing our students for future success. Our approach is particularly beneficial for MLL students, as it integrates language development with academic learning, ensuring that every student can achieve their full potential.

Our school's philosophy centers on personalized learning, where each student is known and valued. This individualized approach allows us to address the unique needs of each child, including those who are learning English as a second language and those with special education needs. Small group instruction and personalized support have been instrumental in helping our MLL students develop both their academic and language skills.

Currently, Southside Elementary prepares students up to 5th grade, providing a strong foundation in both academic and social skills. However, the transition to middle school can be particularly challenging for MLL students who require continuous language support and specialized instruction. Expanding our program to include grades 6 through 8 will ensure that these students continue to receive the consistent and comprehensive support they need during this critical developmental period.

Moreover, Southside Elementary is committed to building strong family-school partnerships, recognizing that families play a vital role in their children's education. This is especially important for our MLL families, who often face additional challenges in navigating the educational system. By expanding to 8th grade, we can maintain these crucial relationships and continue to provide a supportive community for our students and their families.

Our dedicated team, which includes experienced educators and community members, is well-prepared to extend our successful model to middle school. The collaborative efforts of our staff and the strong community ties we have built are key factors in our students' success. An expansion will allow us to build on this foundation, providing even greater opportunities for our students.

In conclusion, I strongly believe that expanding Southside Elementary Charter School to include grades 6 through 8 will provide significant benefits to our students, particularly

those who are multilingual learners with special education needs. This expansion will ensure continuity in their education, maintain our high standards of academic rigor, and continue fostering community engagement and leadership.

Thank you for considering this important proposal. I am confident that this expansion will allow us to further our mission and positively impact the educational landscape of Providence.

Sincerely,

A handwritten signature in black ink that reads "Kirsten Murphy". The script is fluid and cursive, with the first letters of each word being capitalized and larger than the rest of the letters.

Kirsten Murphy

MLL certified Special Education Teacher
Southside Elementary Charter School

LIZA A. ROACH

670 Ives Road
East Greenwich, RI 02818
(401)864-1622

April 28, 2024

To the Charter School Expansion Committee,

Southside Elementary Charter School is an excellent choice for expanding to include grade 6. Our school has a proven track record of success, outperforming the state average in critical categories such as college, career and life readiness, school belonging, and teacher/student relationships. Our families have also reported that our school provides exceptional cultural awareness and a wide array of family support. With a waitlist of over 600 students, it's evident that Southside Elementary is a highly sought-after institution.

Although our school has only 144 students, we have received several prestigious awards, including two Golden Teacher Awards, a Susan B. Wilson Award, and a video that was featured in the Rhode Island State of Education Showcase. We prioritize students with housing challenges in our lottery selection process by awarding them two slots, emphasizing our commitment to providing opportunities for all.

By allowing Southside Elementary Charter School to expand to grade 6, we can continue to provide the highest quality education to our students as they get older, support our families, and make a positive impact on our community. Southside Elementary offering grade 6 will continue our tradition of excellence and provide even more opportunities for students to succeed.

Thank you for your consideration.

Sincerely,



Liza A. Roach
Board Member

To Who It May Concern:

I am writing to express my wholehearted support for the proposed expansion of Southside Elementary School . As a devoted parent of three students currently enrolled at the school, I believe that this project will significantly enhance the educational experience for all students and contribute positively to our community.

With the increasing student population, additional space is essential to maintain a conducive learning environment. The expansion will allow for smaller class sizes, personalized attention, and improved student-teacher interactions.

As a parent, I have witnessed firsthand the benefits of a close-knit school community. The expansion will help preserve this sense of community .

Southside Elementary has seen a steady increase in student enrollment over the past few years. The expansion will provide much-needed space to accommodate this growth with smaller class sizes and improved facilities will foster better learning outcomes for our students.

Southside Elementary is not just a school; it's the heart of our community and As a board member, I am committed to ensuring that this project aligns with our community's values and needs.

As a mother of three students, I have witnessed the positive impact of Southside Elementary firsthand. The expansion will enhance their educational journey and create lasting memories.

I am confident that the expanded facilities will attract more families to our area, contributing to its growth and vitality.

In conclusion, I wholeheartedly endorse the expansion of Southside Elementary School. Our collective efforts will shape the future of our children and contribute to a vibrant community.

Thank you for your dedication to providing an exceptional educational experience for our children.

Sincerely,
Alba Peralta

May 7, 2024

To Whom It May Concern:

I am writing this letter in support of SouthSide Elementary Charter School's bid to expand to Grade 8. I have been employed as the Data Manager and Admissions Coordinator at SouthSide Elementary for almost 2 years but also worked for SouthSide as a consultant prior to that. Having worked in other schools/districts, I have found that this school has something special. The community feels like a family that truly cares about each other. I am happy and proud to be part of this community.

Last spring, SouthSide's Panoramic Survey results were excellent. Our school outperformed the state average in many areas, including Family Engagement, Family Support, School Safety and School Climate, to name a few. About 90% of families who responded to the survey indicated that we have a positive school climate, and that our school emphasizes cultural awareness.

Also in the spring of 2023, we were commended in the Providence Journal for having some of the highest English Language Proficiency rates in the state, based on the progress of our Multilingual Learners on the ACCESS test, thanks to the care and hard work of our MLL specialist, a RIC alumna.

Each year, applicants to our school far outnumber the seats we have available. This year alone, we had over 650 applicants with less than 30 seats to fill. An expansion to grade 8 would not only give us more seats to fill but would also give parents of our current students an option they don't currently have -a school that their children can attend until they're ready to move on to high school.

In closing, I would like to say that this expansion would allow all current and future SouthSide Elementary Charter School students and staff to grow and flourish in so many positive ways. Being able to expand our enrollment would allow us to serve more Providence students and offer many more opportunities for our students and their families.

Sincerely,

Christina Hawksley

Christina Hawksley
Data Manager/Admissions Coordinator
SouthSide Elementary Charter School



May 1, 2024

To Whom it May Concern:

Academic growth and development can only be measured by academic results. The school principal can easily provide the academic growth by providing the yearly test results from each school year to the next school year.

Social and emotional growth is supported by the caring of the classroom teacher and teaching partners for each student in the classroom. This coupled with daily communications from the school to the home reinforces the needed classroom support.

Outside the classroom is the outstanding staff support available for each student as well as the staff support available for the teaching staff alike. To continue on support available for the students, the Extended Day Program is available to those families needing after school activities for their child. Other programs are offered throughout the school year to students and families.

Outside the school year is the summer school program available for students needing additional academic support to ready them for progressing to the next grade level.

Expanding enrollment is recognized by the number of families on a waiting list to come to this school. As the school population grows, so will the need be of providing expansion of grade levels from our present grades K -5 to grade levels of six (6), seven (7), and eight (8). Though expansion may be one grade level at a time, thought has to be given on building expansion and increase of the teaching staff, support staff, and custodial staff.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Desjardins". The signature is fluid and cursive, with a large, stylized 'D' at the beginning.

David Desjardins, First Grade Team Member

May 07, 2024

Mrs. Wendy Randle
Principal
SouthSide Elementary Charter School
135 Prairie Avenue
Providence, RI 02907

Dear Mrs. Randle:

My family wants to write a letter in support for the Charter School Expansion. We need our children to continue their education at SouthSide Elementary Charter School.

As a parent of a current and existing student at this school since 2015. I would like for my kid and new kids coming soon to the school to have a school building they can call their own.

SouthSide Elementary Charter School has been so great and supportive through all these years. They provide quality education that meets the standards. They are also a great community for the families, teachers, and students.

To continue to provide all the support to the students, SouthSide Elementary Charter School needs their own building and expand to higher grades. We don't want to be push-out of any other building. The goals of SouthSide Elementary Charter School are to improve the learning environment for the students.

Our students will greatly appreciate.

Adriana De la Cruz

05.05.2024

Nicholas J. Condon
SouthSide Charter Elementary School
Learning Partner
135 Prairie Avenue
Providence, RI 02905

To Whom It May Concern:

I am writing to express my wholehearted support for the proposal to expand SouthSide Charter Elementary School. As a steadfast advocate for education and a believer in the power of nurturing environments, I am convinced that the expansion of our school is not only necessary but also essential in fulfilling our mission and ensuring the success of future generations.

SouthSide Charter Elementary School's mission to provide a diverse group of Providence kindergarten through fifth-grade students with a solid step towards college and community leadership resonates deeply with me. By emphasizing academic rigor, excellence, and community engagement within an extended day and year, our school is uniquely positioned to empower students to excel academically while also developing the leadership skills and civic responsibility necessary for success in our rapidly evolving world.

The proposed expansion of SouthSide Charter Elementary School is crucial in fulfilling our mission and enabling us to better serve our students and community. With our population growing steadily, it is imperative that we have the capacity to accommodate more students and provide them with the resources and support they need to thrive. By expanding our facilities and offerings, we will be able to provide future generations with even greater opportunities for academic, social, and emotional growth.

One of the greatest strengths of SouthSide Charter Elementary School is its dedicated faculty. Our teachers, administrators, and staff exemplify the values of our mission and demonstrate unwavering commitment to the success of our students. Through their tireless efforts, our students are not only learning to read, write, think logically, and problem solve on grade level, but they are also receiving the support and encouragement they need to develop into confident, compassionate leaders.

The expansion of SouthSide Charter Elementary School will enable us to build upon the foundation of excellence that we have established and provide even more students with the opportunity to thrive academically, socially, and emotionally. By investing in the future of our school, we are investing in the future of our community and ensuring that every child has the chance to reach their full potential.

In conclusion, I urge you to approve the proposal for the expansion of SouthSide Charter Elementary School. By doing so, we will be taking a significant step towards fulfilling our mission and creating a brighter future for our students and community. Thank you for your dedication to the success of our school and for your consideration of this critical matter.

Most Sincerely,
Nicholas J. Condon

Sandra M Noyola

62 Laurel Hill Ave

Providence, RI 02909

213-514-1328

allahyarianmompvd@gmail.com

May 13, 2024

To whom it may concern:

I am writing to express my heartfelt appreciation for the remarkable educational journey that Southside Elementary Charter School has provided for my three children. Transitioning from Providence's public school system, our family was hopeful yet uncertain about the new opportunities that awaited. It brings me immense joy to share that our experience has exceeded expectations, setting my children on a path of success and discovery.

The dedicated staff and nurturing environment at Southside have not only offered a robust curriculum but also a personalized approach to learning that has catered to the unique needs of each of my children. One of my children, in particular, faced challenges in the public-school setting, and it was with the support and attention from the exceptional educators at Southside that we saw a significant turnaround in their academic performance and self-confidence.

The school's commitment to fostering a love for learning and encouraging intellectual curiosity has opened doors to opportunities we had not imagined possible. From the engaging classroom experiences to the extracurricular activities designed to enhance their skills, my children have been equipped with the tools necessary for a bright and promising future.

I am truly grateful to Southside Elementary Charter School for its role in shaping the lives of my children. The school's influence has been pivotal in instilling a strong educational foundation, and I am confident that the values and knowledge they have gained will guide them throughout their academic careers and beyond.

Thank you for your unwavering dedication to providing a quality education and for helping my children find their rightful path.

Cordially,

Sandra M Noyola

May 7th, 2024

To whom it may concern,

My name is Christopher Avila and I have been an IT Consultant for Southside Elementary Charter School since 2019. Being born in South Providence, I find it is a privilege to be able to contribute to the community that helped raise me and assist the next generation of Providence residents succeed by fulfilling their educational technological needs.

I am writing this letter to wholeheartedly recommend Southside Elementary Charter School to expand its current educational offering from grades K-5 to grades K-8. This will open an opportunity for Southside to purchase and relocate into to a new building that can accommodate all students comfortably. In my role as an Information Technology Specialist with expertise in infrastructure and educational technology, I fully understand the need for a larger space to support an inclusive and diverse educational institution that caters to students of multiple races, religious beliefs, and identities.

Wendy Randle, Director of Education, has demonstrated a remarkable commitment to promoting inclusivity and diversity within Southside's educational programs. Her dedication to providing an enriching learning experience for students from diverse racial, religious, and cultural backgrounds is truly commendable. To ensure that Wendy and the rest of the Southside staff continue to deliver on this commitment, it is imperative that the school has adequate physical space to accommodate its growing population of community leaders.

With the rapid advancement in educational technology, a more spacious environment would facilitate the integration of cutting-edge tools and digital resources that can enhance the learning process for all students, ensuring they are well-prepared for a technology driven world.

Southside Elementary Charter School's mission to provide an education that prepares students to be active and engaged global citizens aligns seamlessly with the potential offered by a possible expansion. This expansion would undoubtedly support their vision by creating a more inclusive, diverse, and technologically advanced learning space to accommodate our growing population.

In conclusion, granting Southside Elementary Charter School with the opportunity to expand is a decision that aligns with the objective fostering inclusivity and leveraging technology to enhance education. I am confident that this move would significantly contribute to the school's mission of preparing students for a diverse and interconnected world.

Should you require any further technical insights or have additional inquiries, please feel free to reach out to me.

Best regards,

Christopher Avila

Christopher Avila

IT Consultant

chris.avila@southsideelementary.org

5-7-24

To Whom it may Concern,

I am writing this letter on behalf of my beloved school, SouthSide Elementary Charter School. I have been the school social worker for SouthSide for 8 years and it has been the best professional decision I have ever made! Being a little bit older, I have experienced many different schools and working environments in my lifetime. I think this is partly why I am so impressed and passionate about expanding our school and finding a new home for us. Because our landlord is not renewing our lease, we continue to look for a new space. While this can feel like something negative or stressful, there would also be benefits to having our own space, such as being able to expand and offer more seats to more students.

We are a small school, 144 students, that serves K-5th grade in Providence. It is hard to narrow down all the things I love about our school but since I want you to understand why I feel it is critical that we expand. First, I have never seen a school that is as much of a community as SouthSide. It is very student and family focused and if we learn that there is a need with one of our families, we step in to help with resources and caring that is greatly appreciated by our families. Some examples are when our school purchased a new bed for a student who did not have one and was sleeping on his desk and demonstrating behavior issues. Other times we have gone grocery shopping and delivered them to a pregnant parent who did not have food or transportation to get to a store. Another time we realized that a chronically absent child was not coming to school due to the parent's car not working. We were able to pay for the parent's car to be fixed. I could go on and on about how we make a difference in the lives of so many however I will leave it at those few examples. If we have the opportunity to expand to the 8th grade, we will be able to serve so many more students with an amazing education and therefore facilitate the right direction to a successful future.

Other highlights about our school: We are a progressive school that is not afraid to talk to our students about real life situations they are facing. Through morning and closing meetings, we provide spaces where our students can talk about relevant topics that are going on in the classroom, homes and our community. We have a strong focus on Social Emotional Learning, Restorative Justice, Trauma-Informed practices and Diversity, Equity and Inclusion. While all of those may sound like "buzz words," I feel that our school has worked hard to train our staff and create a positive environment for our students and adults. Also, as a social worker, it means a lot to me that our school places such a strong emphasis on these things as we know that the world needs to be better and our students being equipped with life skills and strategies can only make our present and future world a much better place.

Many of our students stay from K all the way to 5th. While they are with us, they become a part of our Southside family. We wrap around our students and their families with love and support. Once surveyed, most students and families stated that they would love the opportunity for their child to continue up to middle school. I understand that middle school transition is a big one and

parents have expressed their concerns with their child potentially not having the same level of care that they have gotten used to.

While we put a lot of attention to helping families apply for the Charter lottery and private/public schools, many do not get into a charter or private school. If given the choice, the families have indicated that they would want their child to continue in Southside to 8th grade with the same community, love, support and rigorous academics that they have had since Kindergarten.

Some favorite collaborations included when we invited 10 medical professionals and engineers of color to come meet with our 4th and 5th graders for a special lunch in which they read the motivational book by a local leader, Dr. Rudy Mosely. As our student population is 99.9% students of color, it is of the utmost importance that they see themselves everywhere in life. Similarly, we have worked hard to defy the national statistics by having a diverse staff, again, so that our students can see that they also can aspire for greatness. Almost any visitor that comes to our school comments about the colorful and multicultural art murals, the inclusive vibe and the warm feeling and kindness that they see the students and adults extending to each other. Our therapy dogs only make the school even better by providing emotional support to our humans (and even the local mail carrier comes in to visit frequently!) These are just a few things that our students and families cherish about our school and expanding our seats would allow for more students to be exposed to all of the above..

Sincerely,

Tamara Diaz, LICSW
School Social Worker
SouthSide Elementary Charter School

May 9, 2024

To Whom It May Concern:

I am writing to express my enthusiastic support for the expansion of SouthSide Elementary Charter to include grades 6-8. As a 4th-grade teacher at SouthSide Elementary Charter, I have witnessed firsthand our school's positive impact on students' academic, social, and emotional development.

SouthSide's mission is to provide students from the Providence community with a solid foundation leading toward college and community leadership. SouthSide focuses on social-emotional learning and social justice advocacy. Our faculty and staff are committed to equity, diversity, and inclusion. We strive to ensure that all our students have the support they need to be successful leaders in their community.

Based on SouthSide's family responses to the Panoramic Survey, 91% of the family respondents indicated that we have a positive school climate versus the 71% state average. 90% of our family respondents indicated that our school emphasizes cultural awareness compared to the state average of 57%. 91% of our staff respondents noted that our students have opportunities to learn about people from different races, ethnicities, and cultures. 80% of our family respondents indicated that our school provides many family supports versus the state average of 69%.

One of the key strengths of SouthSide Elementary Charter is our commitment to fostering a supportive and nurturing learning environment. Our dedicated staff members work tirelessly to create engaging lessons and provide individualized support to meet the diverse needs of our students. Through a combination of innovative teaching methods, small class sizes, and personalized attention, we empower students to reach their full potential and develop a lifelong love of learning.

Expanding SouthSide Elementary Charter to include grades 6-8 would allow us to build upon the strong foundation we have established in the elementary grades and provide a seamless transition for our students as they progress through their education. By offering a comprehensive middle school program, we can continue to challenge students academically, nurture their social and emotional growth, and prepare them for success in high school and beyond.

Furthermore, expanding to grades 6-8 would enable us to serve a broader range of students in our community and meet the growing demand for high-quality education options. By maintaining our commitment to excellence and innovation, we can continue to positively impact our students' lives and contribute to our community's overall success.

On a personal note, I started my career at SouthSide in March 2022. I have worked in public and private schools in various districts in Rhode Island. My educational growth and development since starting at SouthSide have been insurmountable. SouthSide is the only school I have been a part of where teachers get the support they need from admin and other staff. We are a team at SouthSide, and all have the students as our top priority. The faculty and staff are passionate about lifelong learners and growing as educators. We work together to implement best practices and meet the students at their level while holding them to high standards. The community we have built with our staff, students, and their families is exceptional. I become a better educator every day because of the admin and staff.

In conclusion, I wholeheartedly support the expansion of SouthSide Elementary Charter to grades 6-8. I am confident that with our staff's dedication, our families' support, and our community's continued partnership, we can provide an outstanding educational experience for students in the middle grades. Thank you for considering this important initiative.

Sincerely,

A handwritten signature in black ink that reads "Jessica Quenga". The signature is written in a cursive style with a large, stylized "Q" and "u" in the last name.

Jessica Quenga
Fourth Grade Teacher
SouthSide Elementary Charter School

Letter of support

1 message

Jennylee Mejia <jennyleemejia3@gmail.com>
To: Wendy Randle <wrandle@southsideelementary.org>

Sun, May 5, 2024 at 5:56 PM

To whom it may concern:

It is with great pleasure and passion and love that my family supports South Side Elementary Charter we have been part of the South Side family for nine strong years. Three of my children have been part of this family they have brought love support education and lots of memories to my children and family. I hoped south side would have expanded while my oldest where still attending but they opportunity was not available now that we are looking to expand it. Its well deserved. The teachers staff and especially Wendy Randle are well decicated to the students and families. They deserve there own place to call there home and expand. To keep bringing the children the support and Exceptional education they are provided here at the school. Please help us build and expand for bigger and better opportunities and future for our children. We are a beautiful community South Side deserves the opportunity to help other children and families as well .

Jennylee Mejia

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Penelope and I am a student in the fifth grade at Southside Elementary. I am writing to you about expanding our school.

I believe Southside should expand to a middle school. One reason why I think that is so that the kids can stay at Southside longer and not have to move schools. That is my opinion because I am a fifth grader and I'm getting ready to go to a new middle school, but I wish I could stay at Southside longer. For example, I'm going to miss my best friends and teachers. Another reason Southside should expand is because that would allow more kids to come to this school. Right now our school is small, so when we expand, more parents are going to want to bring their kids to Southside. This is important because more and more kids with unique talents would like to come to this school. Then we could have different kinds of clubs like karate, math, science, and learning about different kinds of animals and bugs. I am certain Southside should expand to middle school and get a new building.

I hope new kids can have a chance to make new friends and have a great time at this school. This is why you should allow Southside to expand.

Sincerely,

Penelope Fernandez

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

Hi, my name is Luis J and I'm a student at Southside Elementary. I am writing to you about expanding our school.

I believe we should get a new building and expand our school. To start with, it's hard to move schools. If we get a new building and expand, we can build a middle school so we wouldn't have to switch schools. This would also mean that more kids can come to school here and more kids can learn. Another reason we should expand is that expanding and getting a new building would make even more people want to come to our school. For instance, we already have 32 cultures represented in our school. If we get a bigger school, there could be even more cultures at Southside. As you can see, Southside should expand.

I hope you liked my letter and I hope you will consider letting us get a new building and expand. Thank you for reading.

Sincerely,

Luis J Taveras

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminister Street
Providence, RI 02903

Dear RIDE:

My name is Adonis and I am a student at Southside Elementary. I think Southside should expand.

One reason why Southside should expand is that we could have more space, more teachers, more programs, and more classes. For example, if we had more space, we can have more classes and more grade levels. Maybe we could have a Greek Mythology class. I would love that because Greek mythology is really interesting and cool. Right now, we are learning about Greek mythology in ELA and I am enjoying it so much. I wish we could have a whole class on it, and maybe if we had more space and more teachers, we could. Another reason why Southside should expand is that we can have even more diversity than we already do. That would be great because more diversity means more talent and more culture at our school.

As you can see, this is why Southside should expand. Please let Southside expand to a middle school and a high school.

Sincerely,

Adonis Brown

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Chyna and I am a fifth grade student at Southside Elementary. I am writing about Southside's expansion.

I believe Southside should expand to a middle school. I think Southside should expand because more kids can come and see how nice our school is. For example, we have a lot of diversity, so we get to learn about different cultures and languages. Another reason why is we could have more space, more teachers, and more programs. For instance, we can do more specials classes to explore different interests and learn about more college majors and careers. In my opinion, these are some reasons why our school should expand.

As you can see, Southside should expand to a middle school. Thank you for reading my letter.

Sincerely,

Chyna Perkins

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Nathan and I am in fifth grade at Southside Elementary. Please let Southside expand to be a middle school.

In my opinion, Southside should expand and get to be a middle school. We would have more kids come here and the school would become more popular. This would attract talented kids who could bring a lot to benefit our school. Also, if we expand, we could have more programs and classes. For example, we could have a soccer club, a karate club, and more. Those are some reasons why I think Southside should expand.

Please consider allowing Southside to grow to a middle school. Thank you for your time and for reading this letter.

Sincerely,

Nathan Reynoso

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

Hello. My name is Kenny and I am in fifth grade at Southside Elementary. I feel that Southside should expand to a middle school.

I believe Southside should expand to a middle school for many reasons. First of all, Southside has an abundance of students. Additionally, a lot of kids want to join the lottery to come to our school. There are over 150 kids on the waitlist. Specifically, bilingual kids want to come here because there are 32 cultures represented at Southside. The kids who are here were lucky to be selected, and we love our school. There is no doubt that we need to move buildings and expand our school.

I hope you will consider expanding Southside to a middle school. Thank you for your time.

Sincerely,

Kenny Peguero

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Jesus and I am a fifth grader in Southside Elementary. I am writing to you about Southside's expansion to a middle school.

I believe Southside should expand. To start with, there could be more space, more teachers, more classes, and more programs. For instance, we could have sports which would build teamwork and help prepare us for college. Another reason why Southside should expand is to enhance our reputation. That is, expanding would make more kids want to come to our school and would help us gain and keep student talent. In conclusion, Southside should expand.

I hope you will allow Southside to expand to middle school. Thank you for reading my letter.

Sincerely,

Jesus Burgos

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Elisa and I am a student at Southside Elementary. I am writing to you about Southside expanding to a middle school.

I believe Southside Elementary should expand. One reason I think that is because more nice teachers and students with talents and diversity would come to this school. For example, if we expand, more teachers and students would bring their special skills, so we could learn about different cultures and hobbies. Another reason we should expand is that then we could fit more students. There would be more classes and grades for students to go in. This would allow more students in our community to get a great education. Southside is free, and having a bigger school would give more kids the opportunity to take advantage of our school.

Please allow Southside to expand into a middle school. Thank you for your time.

Sincerely,

Elisa Torres Matos

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Jesus and I am in fifth grade at Southside Elementary School. I am writing to you today to say why I think Southside should expand to a middle school.

I believe that Southside should expand. One reason why is that then we could have more people come and be a part of our school community. That would be good because when more people come and see how great our school is, they will spread the word to their friends which would help build our community even more and make Southside's reputation even better. Most importantly, if Southside expands, we will have bigger and better space. For instance, we could have a bigger cafeteria, bigger classrooms, and our own playspace. This would make us feel happier and prouder of our school. These are some reasons why Southside should expand.

Please consider allowing Southside to expand. Thank you for your time.

Sincerely,

Jesus Ovalle

A handwritten signature in blue ink that reads "Jesus" followed by a large, stylized capital "O" that loops around.

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

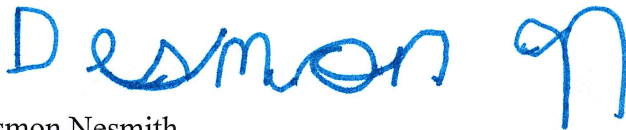
Dear RIDE:

My name is Desmon. I am in fifth grade at Southside Elementary. I want to tell you about why Southside should expand.

I believe Southside should move to get a bigger building and expand to be a middle school. One reason why I think that is because more kids could come and see how great our school is if we have a middle school. For example, kids should come so they can be exposed to new cultures and learn languages. This is possible because of our large diversity of students. They will also get to see how nice the teachers are. In addition, if we expand, we will have more space, teachers, and classes to learn. Maybe we could even have more programs after school since we would have more space and staff. For instance, we would have enough space to do sports so we can build teamwork. In conclusion, I think Southside should move to a bigger building and add a middle school.

I hope you will consider allowing Southside to expand. Thank you for your time.

Sincerely,

A handwritten signature in blue ink that reads "Desmon" followed by a stylized symbol resembling a lowercase "n" or a checkmark.

Desmon Nesmith

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Pablo and I am a fifth grader at Southside Elementary. I am writing to you for an expansion for Southside.

In my opinion, Southside Elementary should expand to have more opportunities for students. One reason Southside should expand is because more people can see how nice Southside is and how special our school is. Specifically, one great thing about our school is that we have a great deal of diversity, which makes our school culture richer. Another reason why Southside should expand is because that way, people could stay here beyond fifth grade. For instance, I am a fifth grader at Southside, and I wish I could stay here so I don't have to transition to a new school next year. I also have a younger sister here at Southside and I wish I could stay here and be a good role model for her. Lots of other students would also like to stay at Southside past fifth grade. As you can see, Southside Elementary should expand.

Thank you for reading this letter, and I hope you will consider that we should expand Southside Elementary.

Sincerely,


Pablo Escobar Garcia

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

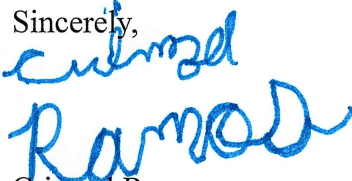
Dear RIDE:

My name is Crimzel and I am from Southside Elementary Charter School. I believe Southside should expand to middle school.

One reason why I think Southside should expand is because we need it. Specifically, we could really use the space to keep and get more kids. For example, at the moment, we have kindergarten through fifth grade, but if we expand, we could have kindergarten through eighth grade. This would allow more students to come here and would make it possible for kids in fifth grade to stay into middle school. Another reason why I think Southside should expand is because if we expand, more kids will get a better education. For example, kids can learn to make others feel like they belong. At first, when I first came to Southside, I felt nervous. But now, I have a lot of friends I play soccer with every day! I learned to make new friends and to be kind to others here at Southside. These are just a few reasons why I think Southside should expand.

Please allow Southside to expand. Thank you for your time reading this letter and for visiting our school. Farewell and travel safe!

Sincerely,


Crimzel Ramos

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Jordan and I am a fifth grader at Southside Elementary. I am writing to you about Southside expanding to a middle school.

I feel that we should expand our school. To start with, many kids are waiting to get into this great school. Specifically, there are over 150 kids on the waiting list. Most importantly, if we get to expand, we will have a bigger building for more classes. For example, we can have a science lab and we can add more grades. In conclusion, Southside should be expanded.

That's why I believe Southside should expand to a middle school. Thank you for your time.

Sincerely,



Jordan Costa

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Jason and I am a fifth grader at Southside Elementary. I am writing to you about Southside expanding to a middle school.

I believe Southside should expand. This is my opinion because there are many kids on the waiting list and lottery to get into Southside. If we expand there will be more kids that can come here. There would be even more cultures represented here. Also, if we expand to middle school, we will get more teachers who have lots of different talents. Then we could have more clubs. For example, we could have clubs like karate and breakdancing. In conclusion, this is why Southside should expand to a middle school.

If Southside gets to expand, we will get to have more nice things and we can grow our achievements even more. I hope you will consider expanding Southside to a middle school.

Sincerely,



Jason Towah

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Dariel and I am a fifth grader at Southside Elementary. I am writing to talk about why Southside should expand to a middle school.

I believe Southside should expand. To start with, more kids would be able to come here and see how nice our school is. Then, we could learn about more languages and cultures since there would be more students in our community. Another reason why Southside should expand is so we can have more space and more staff. For instance, then we could have different specials classes, after school sports, and clubs. That's why I believe Southside should expand.

Thank you for taking the time to read this letter and thank you for considering expanding Southside to be a middle school.

Sincerely,



Dariel Ramos

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Derrick and I am a fifth grade student at Southside Elementary. I am writing to ask you to expand Southside.

In my opinion, I think Southside Elementary should expand to a middle school. One reason is we could have more grades at our school. This would let us stay at Southside a little longer to continue with the same friends and teachers and not have to transition schools. Another reason is this would make getting to school easier for students at Southside. For example, we could keep our same school bus and schedule. We could also have the same schedule as our younger siblings at Southside, which would make things easier for us and for our parents. These are some reasons why Southside should expand.

If you agree with what I said, please allow Southside to expand. Thank you for reading.

Sincerely,



Derrick Chach Ixcuna

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Leyoni and I am a student at Southside Elementary Charter School. I am writing to you about expanding our school.

In my opinion, we should expand our school. First of all, if we expand our school, we can have more students. Then other kids would want to come to Southside. For example, we only go up to fifth grade, so if some students don't want to leave then we would have a middle school for them to stay. Another reason we should expand is we can add to our great amount of diversity. For instance, we have 32 cultures here already, and if we expand our school then we can have even more cultures here at Southside. As you can see, that's why we should expand our school.

I hope you will allow Southside to expand. Thank you for your time reading my letter.

Sincerely,


Leyoni Hairston

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear RIDE:

My name is Lizbeth. I am in fifth grade at Southside Elementary. I am writing to ask you to allow Southside to expand to a middle school.

I think Southside should expand. This is my opinion because a lot of people want to come here to this school. For example, there are hundreds of kids on the waiting list. If we expand, we can allow more kids to come here and experience our great school. Another reason we should expand is that there is not a lot of space at our current school. If we expand, we would get more space. We could have more kids come here, and there would be enough space for everyone. We could have bigger classrooms and more room for specials and other activities. These are the reasons why I think Southside should expand.

Please consider allowing Southside to expand to a middle school. Thank you for reading my letter.

Sincerely,



Lizbeth Tavares

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

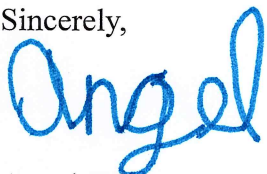
Dear RIDE:

My name is Angel and I'm a fifth grader at Southside Elementary. I'm writing to you about why Southside should expand into a middle school.

In my opinion, Southside should expand to a middle school. One reason why is because we can have a lot more space and students. For example, we could have a gym and a stage to perform. This would help recruit more students. Additionally, having more students and staff would bring different talents to our newly expanded school. For instance, we can have students of different backgrounds to bring in new cultures and languages to teach us about. And having more teachers would allow us to have more types of classes and clubs, since different teachers have different skills and talents to share. There is no doubt that Southside should expand into a middle school.

I hope you will consider letting Southside expand to a middle school. It would make everyone happy to have a bigger building. Thank you for your time reading my letter. Thank you for all your help and supporting our school.

Sincerely,



Angel Brito

135 Prairie Avenue
Providence, RI 02909
May 29, 2024

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear reader:

My name is Steven and I am a student here at Southside Elementary Charter School. I am writing to you about Southside expanding into a middle school.

In my opinion, Southside should expand our school. One reason is because we could have more students, teachers, and space for more classes and activities. For example, we could have clubs like boy scouts and karate. We could also have more specials classes so we can explore different interests, build teamwork, and prepare for college. Another reason why Southside should expand our school is because that way more kids can come and see how special our school is. One example is that our student body is very diverse, which allows us to learn about other cultures and languages. This is why I think Southside should expand our school.

I hope you will consider expanding Southside Elementary to a middle school. Thank you for your hard work supporting our schools.

Sincerely,



Steven Hernandez

May 21, 2024

To Whom It May Concern:

Please accept this letter of support for the expansion to 8th grade at SouthSide Elementary Charter School. As a proud parent of a current student (Justice West 26') and alum (J.T. West 23') we've been a part of the SouthSide family for the past 7 years. SouthSide is more than a school, it is a community. The staff are extension of our family getting to know our children as individuals and cater to their individual learning needs to help them succeed. The school teaches and celebrates diversity and culture. Having one grade per class allows the students to build lasting relationships with their teachers and peers. Driving to two different schools during morning traffic can be stressful for both the children and the parents. Expanding the school to 8th grade would help families with siblings in different grades stay together longer and would help with attendance and commuting concerns.

Sincerely,

MWest

Markeata West

(401) 623--1813

Keata24@gmail.com

To whom it may concern:

My name is Melanie Ducharme and I am the art educator at Southside Elementary Charter School. I have been with Southside for seven years. I have seen many students grow and go beyond Southside. Many of these students I had from Kindergarten through fifth grade.

Unfortunately, many of our students leave the school prior to fifth grade because they go on to another middle school. I think it would be an advantage to Southside if students were able to attend grades 6-8 at Southside. We are a small school and there is a feeling of community amongst the students, staff, and families. It would be a fantastic opportunity for our Southside community to grow. It would be a wonderful opportunity to see the school have more grades. Our students would benefit from staying with their community school longer and by having their school grow.

Sincerely,
Melanie Ducharme



SouthSide Elementary Charter School is petitioning to expand our enrollment up to Grade 8 over the next few years.

If you are in support of our expansion plan, please sign our petition!

Thank you!

I support SouthSide Elementary Charter School's petition to expand their enrollment up to Grade 8.

FULL NAME (PRINT)	SIGNATURE	CONTACT #
Aldana Delacruz	<i>[Signature]</i>	401-419-2892
Chris F. Warr		401-426-8095
Sagrario Tovar		
Wendy Randle	<i>[Signature]</i>	401-871-3878
Ana Ixcuna		
Chabely Ancho	<i>[Signature]</i>	401-654-9286
Lilipern Banste		401-837-2422
Mariela Vasquez	<i>[Signature]</i>	401-339-0934
Yemelah Jacob	<i>[Signature]</i>	401-450-8525
T. Quoi John	<i>[Signature]</i>	401-632-5636
Nicole Jean Goulet	<i>[Signature]</i>	401-481-5443
David F. Desjardins	<i>[Signature]</i>	401-464-6772
Tenny Taveres	<i>[Signature]</i>	401-999-9716
Kim Nicol	<i>[Signature]</i>	508-221-6684
Danna Gomez	<i>[Signature]</i>	401-626-9232
Deion Haughton	<i>[Signature]</i>	617-708-9923
Samantha Poole	<i>[Signature]</i>	619-279-4444
Deanna Garcia	<i>[Signature]</i>	401-572-9776
Jessica Quenga	<i>[Signature]</i>	401-586-7363
Crystal Gonzalez	<i>[Signature]</i>	401-639-4753
GLADIST. MILEZ	<i>[Signature]</i>	401-654-1957
JANINE LEE	<i>[Signature]</i>	401-369-5356
ANTHONY SENIOR	<i>[Signature]</i>	401-834-5422
CHRYLEY DORR	<i>[Signature]</i>	978-476-4731
SCHAE KARLA LEWIS BSN, RN	<i>[Signature]</i>	929-526-7994
Yamilette Tavaréz	<i>[Signature]</i>	401-282-0563



SouthSide Elementary Charter School is petitioning to expand our enrollment up to Grade 8 over the next few years.

If you are in support of our expansion plan, please sign our petition!

Thank you!

I support SouthSide Elementary Charter School's petition to expand their enrollment up to Grade 8.

FULL NAME (PRINT)	SIGNATURE	CONTACT #
Justice Serena	<i>[Signature]</i>	857 237 7564
SCHAR KARLWA LEWIS	<i>[Signature]</i>	929-526-7994
Kamiko Baez	<i>[Signature]</i>	401-616-8390
Marcus David	<i>[Signature]</i>	401-523-9794
Caprice Jackson	Caprice Jackson	401-369-0546
Ivory Johnson	<i>[Signature]</i>	401-563-8681
Liara T Lopez	<i>[Signature]</i>	401-696-4355
Kyle Lee	<i>[Signature]</i>	461 660-787
Ydanny Baez	<i>[Signature]</i>	401-832-4177
Mollie Monnig	<i>[Signature]</i>	605-690-3262
Deanna Garcia	<i>[Signature]</i>	401-572-9776
Tammy Taveras	<i>[Signature]</i>	401-999-4716
Alexandria Cerro	Alexandria Cerro	609-5082490
Debra Morimoto	Debra Morimoto	401-651-8277
Christopher Avila	<i>[Signature]</i>	401-419-4767
Kenneth Hamburger	<i>[Signature]</i>	425-778-8498
Jennifer Vicente	<i>[Signature]</i>	401-442-3597
Joe Mason	<i>[Signature]</i>	404-567-7010
Samir Da Silva	<i>[Signature]</i>	401-533-2549
Samir Da Silva	Samir Da Silva	401-885-0831
Aleli de la Cruz	Aleli de la Cruz	401-572-8966
Moises Elvira Trinidad	<i>[Signature]</i>	959-226-2309
Angelina Brito	<i>[Signature]</i>	401-255-1435
Rachel Campbell	Rachel Campbell	401 470 8911
Isabella Delacruz	<i>[Signature]</i>	401-419-2892



SouthSide Elementary Charter School is petitioning to expand our enrollment up to Grade 8 over the next few years.

If you are in support of our expansion plan, please sign our petition!

Thank you!

I support SouthSide Elementary Charter School's petition to expand their enrollment up to Grade 8.

FULL NAME (PRINT)	SIGNATURE	CONTACT #
Wendy Randle	Wendy Randle	401-871-3878
Claudia Garcia	C. Garcia	401-473-8508
Natalia Vanegas	Natalia Conley	401-521-9696
Jimmy Brown	Jimmy Brown	401-481-0080
Sandra Noyola	Sandra Noyola	213-514-1328
Abel Abduyan	Abel Abduyan	401-692-8847
MARIA TORRES	Maria Torres	401-572-0570
Vincent Rosario	Vincent Rosario	401-699-5667
Nofret Sierra	Nofret Sierra	401-479-7575
Rosa Hernandez	Rosa Hernandez	401-868-7600
Ju Rivas	Ju Rivas	(628) 230-4441
Jorge Rosario	Jorge Rosario	401-347-7539
Robert Perry	Robert Perry	401-347-9788
Escarley Moral	Escarley Moral	401-578-4488
Dina Agbekun	Dina Agbekun	401-528-9700
Ughan Olan	Ughan Olan	401-391-213
Priscilla Murphy	Priscilla Murphy	828-545-0116
Hannah Rossegger	Hannah Rossegger	401-473-4372
Rocky Torres	R. M. E. E.	347-984-7747
Stephenie Marsh	Steph Marsh	401-347-9476
Alexandra Carr	Alexandra C.	609-508-2490
Boneho Oulai	Boneho Oulai	34-904-6991
ANTHONY SENIOR	Anthony Senior	401-834-5430
Molly Tracy-Harris	Molly K. Tracy Harris	401-297-8740
TAMARA DINE	Tamara Dine	401-527-5037
Crystal Gonzalez	Crystal Gonzalez	401-639-4753



Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Approaches Expectations	2-star school	The school's star rating was 2 stars
1.A.2 <i>Academic School-Specific Goals</i>	Not Applicable		The school did not submit Academic School-Specific Goals

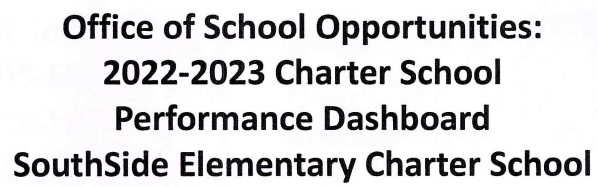
Primary Indicator: Academic Performance – Further Academic Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meeting Expectations	For A.2, B.2 and B.3 no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND B.1 is rated as "Meets" or "Exceeds."	All criteria meet expectations and 1.B.2 exceeds expectations.



**Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School**

<i>1.B.1 Proficiency Compared to Enrolling Districts</i>	Meeting Expectations	The weighted average proficiency rate of enrolling districts in both Math and ELA is lower than the percent of students proficient at the charter school minus the error value.			
			SouthSide	ELA	Math
			Charter School Proficiency Rate	26.90	25.80
			Charter Proficiency Error Value	7.27	7.17
			Charter Proficiency Range Low End	19.63	18.63
			Charter Proficiency Range High End	34.17	32.97
			Enrolling district average	15	13.0
<i>1.B.2 English Language Proficiency</i>	Exceeds Expectations	The school earned 4 ELP Progress points as measured by school index score published in the statewide school accountability system.	The school earned 4 ELP points as measured by the statewide accountability system.		
<i>1.B.3 Growth</i>	Meets Expectations	The school earned at 2 points for growth in ELA and earned at 2 points for growth in Math as published in the statewide school accountability system.	The school earned 2 points for growth in ELA and 2 points for growth in Math		





**Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School**

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria meet expectations	Calculations are determined using the results of most recently available audited financial statements. This means that the measure utilizes the <i>previous</i> fiscal year's audited financial statements unless otherwise noted.
<i>1.1 Current Ratio</i>	Meets Expectations	Current ratio is equal to or greater than 1.	Current ratio was 7.28
<i>1.2 Unrestricted Days of Cash</i>	Meets Expectations	School has over 60 of unrestricted cash on hand	Unrestricted days of cash on hand was 124.92
<i>1.3 Debt to Asset Ratio</i>	Meets Expectations	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.13
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	Meets Expectations	Aggregated three-year total margin is positive, and the most recent year total margin is positive.	The most recent year's total margin was 0.05, The three-year aggregate margin was 0.10.
<i>1.5 Debt Service Coverage Ratio</i>	Not Rated	Not Rated: the charter did not have principal or interest payments.	Not Rated: the charter did not have principal or interest payments.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
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**Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School**

Annual Rating	Exceeds Expectations	<p>For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Meets" and all other criteria are rated as "Exceeds."</p> <p>AND 2.3 is rated as "Meets."</p>	All criterions exceeds expectations and 2.3 meets expectations.
2.1 Organizational School-Specific Goals	Not Applicable		The school did not submit Academic School-Specific Goals
2.2 School Environment	Exceeds Expectations	<p>There is evidence that the school regularly engages parents and families.</p> <p>At least 80% of students in non-break grades return to school the next year OR Less than 80% of students in non-break grades return to school the next year</p> <p>The school's waitlist does have at least 50% of available seats for the current school year.</p>	<p>Family engagement: The charter provided assurances of family engagement in the School-Prepared Annual Report. The school reports that SouthSide continues to employ a multi-faceted approach for two-way communication with families. Families engage in daily face-to-face communication with administration during drop-off and pickups. The Principal and Social worker also conduct home visits and wellness checks throughout the year, especially when there are children who are excessively absent and/or families who are experiencing food insecurities. The Director and teaching staff communicate with families daily through phone calls, face-to-face conversations, texts, Class Dojo and emails.</p> <p>Student Retention: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year.</p> <p>Waitlist: The school's waitlist does comprise more than 50% of seats available.</p>



**Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School**

<p><i>2.3 Equity and Access</i></p>	<p>Meets Expectations</p>	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations.</p> <p>There is/is not evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district PLUS the school is on the EnrollRI Common Application</p> <p>AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.</p>	<p>Attrition Data: The charter provided assurances of attrition data analysis in the School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data through the CSAR.</p> <p>This school is part of the EnrollRI Common Application</p> <p>Applicant Pool: The school's applicant pool as submitted from the CSAR from the lottery shows applicants from its sending districts.</p>
<p><i>2.4 Dissemination and Practice Sharing</i></p>	<p>Exceeds Expectations</p>	<p>There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices</p>	<p>Sharing and Partnership: The charter provided assurances and descriptions of work related to sharing resources and practice.</p> <p>For example, SouthSide continues to share curriculum and instructional resources with our community partners. For example, both Community Prep and SouthSide employ the Responsive Classroom Approach. Teachers</p>



**Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School**

			across both schools share resources and best practices in implementing these programs. SouthSide's community partners and our interns from the MET were provided with access to the Responsive Classroom professional development presentations that are posted on the SouthSide website. By providing our partners with this access, we were able to ensure that all adults in the building are using consistent language that is in alignment with the Responsive Classroom philosophical approach.
<i>2.5 Board and Leadership Quality</i>	Exceeds Expectations	<p>The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to student academic success, priorities that are aligned with the school's mission, and educational philosophy.</p> <p>The board and school leader have a clear and well-understood systems for decision-making and communication processes.</p> <p>There is evidence that the Board holds the school leader accountable.</p>	<p>Board & School Leader Continuous Improvement: The charter provided assurances of continuous improvement activities in the School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>Board & School Leader Have Systems for Decision-making/ Communication: The charter provided assurances of decision making and communication systems in the School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>Board Holds School Leader Accountable: The charter provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>Board Composition: There is evidence from the School-Prepared Annual Report that members of the board are comprised of a wide range of expertise and shows alignment to school mission.</p>



**Office of School Opportunities:
2022-2023 Charter School
Performance Dashboard
SouthSide Elementary Charter School**

		There is evidence that the board represents a wide range of expertise and shows alignment to school mission.	
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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	<p>All criteria associated with Federal law and regulation are rated as "Meets."</p> <p>AND no more than one criterion not associated with state law and regulation is rated as "Does Not Meet."</p>	All Criteria of this indicator have been rated "Meets Expectations."
<i>Student Rights (3.1 - 3.5)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance indicator.	<p>3.1: Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.2: IDEA: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.3: English Language Learners: No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.</p>



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			<p>3.4: Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>3.5: Enrollment Procedures: The school used the EnrollRI Common Application.</p> <p>The school submitted the CSAR/School Applicant report on time</p> <p>The school has policies in place for conducting fair and equitable school lottery.</p>
Employee Management (3.6 - 3.8)	Meets Expectations	No unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance indicator.	<p>3.6 Educator Certification: A review of certification compliance did not identify any outstanding issues</p> <p>3.7 HR Procedures: The charter did provide assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>3.8: Educator Evaluation: A review of educator evaluation data identified no outstanding issues.</p>



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<p><i>Health and Safety</i> (3.9-3.12)</p>	<p>Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance indicator.</p>	<p>3.9: Facility Documentation & Assurances: The charter did provide assurances of facilities inspections and documentation in their School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>3.10: School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p> <p>3.11: Food Service: No outstanding issues were identified.</p> <p>3.12: Behavior & Safety Policies: The charter did provide assurances of behavior and safety policies in their School-Prepared Annual Report (charters) or document submission (non-charters)</p>
<p><i>Educational Program</i> (3.13-3.16)</p>	<p>Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance indicator.</p>	<p>3.13: Educational Program: The charter has provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>3.14: Curriculum Standards: The charter has provided assurances that curriculum meets the criteria for High-Quality in math and reading as set forth in EdReports, and is on track to adopt high-quality curriculum in Science by state-mandated timelines-</p> <p>3.15: Data Reporting: No outstanding issues were identified in educational program related reporting OR There are outstanding issues were identified in educational program</p>



**Office of School Opportunities:
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			<p>related reporting</p> <p>3.16: School Day/Length Policy: The school has provided assurances of these policies in their School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>The school has submitted a school calendar to the state on time.</p>
<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance indicator.	<p>3.17: Open Meetings and Ethics Policy: The charter has provided assurances of these policies in their School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>3.18: Board Bylaws: The charter has provided assurances of these policies in their School-Prepared Annual Report (charters) or document submission (non-charters)</p> <p>3.19: Conflict of Interest/Complaint Management: The charter provided has assurances of these policies in their School-Prepared Annual Report (charters) or document submission (non-charters)</p>



**Office of School Opportunities:
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SouthSide Elementary Charter School**

<p><i>Financial Management (3.20 - 3.28)</i></p>	<p>Meets Expectations</p>	<p>No unresolved material violations of law, regulation, rule, or requirement as described in the Compliance Performance indicator.</p>	<p>3.20: Annual Budget Submission/ Revisions: School complied with budget submissions.</p> <p>3.21: Quarterly Financial Reporting: School complied with Quarterly financial reports.</p> <p>3.22-3.23: UCOA Reporting: School complied with required UCOA reports and AUP Audit.</p> <p>3.24-3.27: Annual Financial Audit: The school's audit was unqualified/unmodified and: Did not identify any significant deficiencies</p> <p>3.28 Single Audit: The charter received an unmodified single audit</p>
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SouthSide Elementary Charter School's Literacy Action Plan

District / School Name:	SouthSide Elementary Charter School		
Grades:	K-5		
Dates Developed:	Draft created June 2024 by Molly Tracy-Harris		SY: 2024 - 2025
Dates Reviewed:			

TERMS USED IN THIS DOCUMENT DEFINED:

Literacy Leadership Team: Wendy Randle, Molly Tracy-Harris, referred to as “LLT” in this document.

Literacy Committee: SouthSide’s School Improvement Team (SIT), which includes special education and all specialists, will serve as our Literacy Committee. It is referred to as “SIT” in this document.

Classroom Staff: SouthSide’s general education teachers will be referred to as “Teachers,” and Learning Partners will be referred to as “LPs.”

FORMAL LAP STATUS REVIEW PROCESS

For each action, update the status: complete, in progress, or not yet started

- a. IF Complete, under “notes” record evidence of completion.
- b. IF In Progress, under “notes” write what has occurred and what’s next.
- c. IF Not Yet Started, under “notes” share the action/activity that needs to be completed for this action to start OR share existing barriers preventing this action from beginning. As needed, revise persons responsible, start-completion date, resources, or check activity timeline (workplan) for scheduled activities to support this action

Priority Goal #1: Leadership

Develop teams and install systems and processes to increase collaboration and support the implementation of a multi-tiered assessment and instructional framework.

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	Action	Owner of Task	Date Started	Date Completed	Resources	Appraisal/ Outcome	Status Complete In Progress Not Yet Started	Notes
1.1 a & b	a. Support the literacy coach via regular check-in meetings. b. Offer individual coaching options with Heather.	LLT	June 2024	Ongoing	Root Literacy Student Focused Coaching (Hasbrouk and Knight)	Meeting Agenda/ Notes	In Progress	Connect with Heather to determine how we will work together. Connect with Wendy re: how to frame the individual coaching option. (Costs \$2k. Scholarships available, and anyone who does the program will get a \$1200 tutoring stipend to the final cost is around \$800.)
1.2	Determine date/time to review the literacy action plan with SIT.	LLT	June 2024		Literacy Action Plan	Literacy Action Plan	In Progress	Connect with Wendy to see if we can roll out the plan to SIT during the EOY.
1.3	Determine the looking at student work (LASW) protocol for TIPS meeting.	LLT	June 2024		RIDE LASW protocol document	Develop a set of steps for LASW	In Progress	Connect with Wendy to learn more about the TIPS schedule next year. Center word recognition and spelling for LASW.
1.4	Determine dates to review the literacy action plan with the whole team during summer PD/prep for the 24-25 school year.	LLT	June 2024		Literacy Action Plan	Literacy Action Plan PD Calendar/ Master sched. Scarborough's Rope	In Progress	Connect with Wendy to see where the LAP overview can fit into summer training. Center Scarborough's Rope and the Simple View of Reading to provide rationale for word recognition and spelling focus.

1.5 133	Determine a clear purpose for every group working on the LAP (LLT, Literacy Coach, SIT, Teachers and LPs.)	LLT	June 2024		Literacy Action Plan, SIT resources R&R one pager from Compass	One pager that explains the R&Rs for the LAP.	In Progress	Define roles for the leadership team. Resources to consult include the Compass School's R&R's document and SIT resources.
1.6	Create a protocol for unit/standard unpacking, and reflection.	Literacy Coach	July 2024		Solution Tree standards unpacking protocol	Solution Tree standards unpacking protocol	Not Yet Started	Review the walkthrough tool to develop unpacking and reflection prompts. Center word recognition and spelling in the unpacking process.
1.7	Develop system & materials for progress monitoring (Tier 2-Monthly, Tier 3-biweekly)	SIT *Literacy Coach do in pre-work to prepare in June 2024	August 2024		National Center for Intensive Intervention prog. monitoring/ DBI resources	Create a space (digital and/or physical) for prog monitoring materials. Create a schedule for prog monitoring frequency connected to MTSS.	Not Yet Started	Review existing progress monitoring materials, and create a bank (EasyCBM, UFLI, Wonders, iReady, 95 Percent . Delineate who will own which type of progress monitoring. Reference iReady diagnostic groupings as starting place for
1.8	Train staff in the coaching cycle process so the path of learning is clear.	Literacy Coach	August 2024	Ongoing	Student Focused Coaching (Hasbrouk and Knight)	Coaching resources and setting initial goals aligned to walkthrough tool. Generate "I Can" statements	Not Yet Started	Dive into Student Focused Coaching (Hasbrouk and Knight) to get started here.
1.9	Train/acclimate staff to the walk through and observation feedback tools for evaluators of instruction.	LTT	August 2024		Walkthrough tool from Root Literacy. UFLI and 95 percent manuals, routines manual from Wonders.	Staff have copies of the walkthrough tool/gain clarity around how each component will fit into their instruction	Not Yet Started	Heather suggested having staff annotate the walkthrough tool to highlight/circle what resonates and what is confusing. Consider providing a tool to returning teachers so they can reference it if they plan during the summer.
1.10 a & b	a. Create a K-2 training for UFLI Foundations.*	Literacy Coach	June 2024		UFLI Resource Hub	Training modules, presentations and materials;	Not Yet Started	Utilize UFLI YouTube and resource hub

134	<p>b. Implement training modules from 95 Percent for grades 3-5.*</p> <p>* connect both back to the overall focus on word recognition and spelling.</p>				Materials from 95 Percent Group	dates and times for PD.	<p>Review the 95 Percent Training modules and determine the best method of delivery.</p> <p>Create materials/visuals to connect PD back to our LAP and shared goal (word recognition and spelling)</p>
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Priority Goal #2: Assessment

Enhance the shared assessment calendar and process using screeners and diagnostic assessments for using measures of student performance to inform decisions at the district, school, grade, classroom and individual student levels.

	Action	Owner(s) of Task	Date Started	Date Completed	Resources	Appraisal/ Outcome	Status Complete In Progress Not Yet Started	Notes
2.1	Enhance shared assessment calendar (incl. progress monitoring, unit assessments, prog. monitoring, spelling, vocabulary, diagnostics through iReady, Imagine Learning, IXL.)	Literacy Coordinator starts, brings for SIT for feedback	June 2024		Sample assessment calendar resource	A one page assessment calendar that provides an overview of assessments throughout the school year.	In Progress	Find an example that can be easily replicated.
2.2	Identify TIPS meeting dates dedicated to reviewing assessment data based on the shared assessment calendar.	SIT	August 2024		Master schedule and 24-25 calendar	Create a physical master calendar of TIPS and other meetings for the office area. Also, calendar out as many TIPS meetings as possible - try to automate.	Not Yet Started	Sit down with Wendy to discuss the following: establish diagnostic windows for 24-25; determine progress monitoring periods; determine intervention cycle length;

2.3 135	Teach teams the DataWise approach to looking at data (notice vs. wonder, problem of practice, and learner centered problem.)	Literacy Coach	August 2024			Everyone has access to the DW spiral and class.	Not Yet Started	Begin to prep; focus on using existing resources rather than creating new ones for PD.
2.4a	Share DataWise spiral with staff (general overview, not the nitty gritty)	SIT	August 2024		DW Spiral	Steps 1-3 are embedded into the LAP; TIPS Agendas can include further steps. Email with link and instructions. Follow up with folks as needed if they decide to complete the class - opportunities for teacher leadership.	Not Yet Started	Consider creating a shared drive or hyperdoc for resources like this so there isn't a loss of printed material.
2.4b	Share free DataWise class with staff (optional, not required.)	Literacy Coach	August 2024	Ongoing	EdX Harvard	Create a quick (30-45 min) PD to teach and practice notice/wonder	Not Yet Started	Draft email with precise, helpful instructions for accessing the class for free, estimated time for completion, offer copy of book for copies/book study.
2.5	Train staff to use notice/wonder strategy from DataWise in the context of data analysis, LASW, etc.	SIT	August 2024		DataWise book and EdX course.	Assessment flowchart to succinctly and effectively summarize the what/why/when of universal screening.	Not Yet Started	Connect with Dr. J to brainstorm what this could look like.
2.6	Reconsider universal screening battery/create an assessment flowchart to make the process transparent (digital and printed)	Literacy Coach	June 2024		CORE assessment flowcharts, resources from Root Literacy	Newly defined R&Rs as it relates to assessment. The entire team implements our assessment system, and all	In Progress	Start by reviewing existing assessment flowcharts from CORE and Root Literacy.
2.7	Revisit R&Rs as it relates to assessment. Train Teachers and LPs to administer quick literacy prog. monitoring and screening.	LLT SIT	June 2024		CORE, EasyCBM, tools from iReady, 95 Percent and UFLI. Also, Jump Start and		Not Yet Started	Focus on this task after revising the shared assessment calendar.

						Abecedarian	staff understand their role.		
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Priority Goals #3 and #4: Tiered Instruction & Professional Learning

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Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically. (Word Recognition & Spelling Focus)

	Action	Owner(s) of Task	Date Started	Date Completed	Resources	Appraisal/ Outcome	Status Complete In Progress Not Yet Started	Notes
3.1	Design and provide PD that gives clarity about how to use all the programs we have throughout a lesson and/or week. (Wonders, UFLI, 95 Percent)	Literacy Coach	July 2024		Wonders S&S UFLI S&S 95 Percent S&S Root Literacy Walkthrough Tool	PD slides and materials	In Progress	This could be built into Heather's refresher PD - check in with her.
3.2	Design and provide training that focuses on the non-negotiables of the lit block, and how we can use our curriculum tools to serve students distributed across instructional tiers.	Literacy Coach	July 2024		Wonders S&S UFLI S&S 95 Percent S&S Root Literacy Walkthrough Tool	PD slides and materials Teachers understand how to serve students distributed across tiers with the instructional tools we have.	In Progress	This could be built into Heather's refresher PD - check in with her.

3.3a 137	Deliver systematic, cumulative, and explicit evidence-based literacy instruction for at least 120–150 min. daily in word recognition and spelling to all students in grades K–2. Tier 1, 2 and 3 interventions are provided to students across all grades and content areas. In addition, students who are above grade level receive daily extended learning opportunities or acceleration as needed.	Teachers, SIT, LLT	August PD	Ongoing	Student data I Can Statements (observations & feedback)	Teachers reach proficiency of I Can statements. Evidence of student growth / progress.	Not yet started	
3.3b	Deliver systematic, cumulative, and explicit evidence-based literacy instruction for at least 90–120 min. daily in word recognition and spelling to all students in grades 3–5. Tier 1, 2 and 3 interventions are provided to students across all grades and content areas. In addition, students who are above grade level receive daily extended learning opportunities or acceleration as needed.	Teachers, SIT, LLT	August PD	Ongoing	Student Data I Can Statements (observations & feedback)	Teachers reach proficiency of I Can statements. Evidence of student growth / progress.	Not yet started	
4.1	Teach the team to use the unit unpacking approach (identified in 1.6) to plan differentiation across instructional tiers.	Literacy Coach	July 2024	Ongoing	Wonders S&S UFLI S&S 95 Percent S&S Root Literacy Walkthrough Tool RIDE Materials	Unit unpacking checklist and look fors	Not yet started	Item 1.6 needs to be completed before starting on this action step.
4.2	Train teachers in how to write a PLP (Personal Literacy Plan), update and	Literacy Coach, SIT	August PD			SouthSide PLP document template and exemplars.	Not yet started	

	refer to PLPs to track student growth and form instruction.											
4.3 138	Establish the purpose, format, and use of PLPs and determine frequency of use.	Literacy Coach, LLT	June 2024			RIDE Materials	PLP document that structures purpose & use (timeline)	In Progress	Consult PLP example and other supporting docs as a starting place.			
4.4	Design a document that addresses which curriculum materials are to be used across and within each tier, at each grade level (for word recognition & spelling).	Literacy Coach	June 2024			Compass School example (RTI Tier Menu)	Tiered instructional methods document	In Progress	Start by making a copy of Compass School's RTI menu. Have SIT give input on the final draft.			
4.5	Monitor and give actionable feedback regarding literacy implementation to all staff across content areas regarding tier 1 instruction. <ul style="list-style-type: none"> - Admin will monitor and give feedback at least 3 times/year. - Literacy Coach will provide frequent, non-evaluative coaching & feedback as per teacher request. 	LLT and Literacy Coach	August PD	Ongoing (individual coaching, evaluations, observation feedback, PLC, team level meetings)	Walk through tools Coaching tools Formal evaluation tools	Feedback from Coach Teacher Evaluations		Not yet started	Refer/complete to items 1.1b and 1.8 before starting this action step.			
4.6	Select and implement evidence-based materials for word recognition & spelling for use within tiers 2 and 3.	LLT and SIT	June 2024	Ongoing	Consider what we already have to build an intervention library with materials accessed in one place.	Library of research supported materials for intervention in tiers 2 & 3.		In Progress	Inventory our current tier 2 and tier 3 programs we have for intervention. Review evidence base and peer-reviewed studies about each program and/or approach.			
4.7a	Continually check in with staff to communicate literacy professional learning needs/wants of teams/ staff members.	SIT	August PD	Ongoing				Not yet started				
4.7b	Support the literacy leadership team in selecting, designing, and/or delivering professional learning opportunities.	SIT	August PD	Ongoing				Not yet started				

5.5	Communicate the individual students' literacy goals to families at Tier 2 and Tier 3.	Teachers, SIT, Literacy Coach	Fall 2024	Ongoing	Create a template for literacy progress reports – potentially could be general but provide specific insight on spelling and word recognition. Determine what prog. measures will be used for the report.	Families with students receiving Tier 2 and Tier 3 interventions will receive regular reports about their student's progress. The reports will be clear, concise, accessible and sent out with a specific cadence/schedule based on progress monitoring periods for students in these tiers.	Not Yet Started	Item 1.7 is related.
5.6	Design and conduct workshops (in dominant languages as needed) that inform families of evidence-based reading practices to conduct at home to support students' reading growth.	SIT	Fall 2024	Ongoing	Results of survey (what do families want to know the most?) Scheduled date for delivery of information	Workshop Information Flyer Attendance Sheet Family Survey Data	Not Yet Started	Complete 5.1-5.4 before tackling this action item.

Priority Goal #5: Family Engagement

Employ an asset-based family engagement model to support student academic growth at both school and home.

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	Action	Owner of Task	Date Started	Date Completed	Resources	Appraisal/ Outcome	Status Complete In Progress Not Yet Started	Notes
5.1	Communicate the literacy vision to families.	Teachers, SIT, LLT	August PD	Ongoing	Documented vision statement; Schedule date for delivery of information	Continually talked about and utilized - built into the start of family workshops.	Not Yet Started	Consider seeking out professional translation services for the vision statement document - we want the language as precise as possible.
5.2	Look for resources that would help with a Sci. of Reading workshop series for families.	Literacy Coach	June 2024		A list of topics for workshops and/or examples of what other schools have done. Resources that explain SoR concepts in a way intended for a general audience.	As we begin discussing the workshop with SIT,	In Progress	This task must be completed prior to starting action steps 5.3 and 5.4
5.3	Work with SIT to brainstorm sci of reading subtopics for PTO meetings.	Literacy Coach, SIT	August PD		List/pre work done in step 5.2.	A refined list of topics and ideas for workshops and the family survey.	Not Yet Started	
5.4	Create a family survey (translated) to learn more about what families would like to learn about early literacy.	Literacy Coach, SIT	August PD		Seek out existing resources created by other schools and/or districts.	A survey that is both easily accessible in Google forms (English and Spanish) and available on paper in both languages as well.	Not Yet Started	Consider seeking out professional translation services for the vision statement document - we want the language as precise as possible.

Report: Poor English skills a hallmark of RI school districts. Who scored highest, lowest?

Only one district and two charters received strong scores in English language learning.



Amy Russo

The Providence Journal

The Rhode Island Department of Education has released its first-ever district accountability report, underscoring major struggles across the state in English language proficiency and a sluggish recovery from pandemic-induced learning loss.

The Local Education Agency Accountability report – required by the state Education Accountability Act of 2019 – offers scores in a range of matters, including student performance, graduation rates and school quality. Districts and charter schools are evaluated. To see the report, go to reportcard.ride.ri.gov and navigate using district report card drop down menu.

Here's what's in it:

Which districts had the lowest and highest scores

Among the districts with the lowest scores are Central Falls, Newport, Providence and Pawtucket, all of which are lacking in multiple areas including English proficiency, graduation rates and achievement, which was measured using the SATs, the Rhode Island Comprehensive Assessment System and other tests.

Barrington was the highest-rated district in the most criteria.



Thirty-one districts and charters receive poor English proficiency scores

Overall, English proficiency among multilingual learners, or MLLs, was staggeringly low. Only one district, Barrington, earned a high score for proficiency, while RISE Prep Mayoral Academy and SouthSide Charter School were the only charters to receive a high score.

Overall, 31 districts and charters received poor scores in English proficiency. Ten fell in the middle range.

More: Cap on class size, education as a right: How these new bills could change RI education

"I'm most worried about our multilingual learner population," state education Commissioner Angélica Infante-Green said in a call with reporters on Thursday. "I think it's a population that has been really impacted, that really needs the support, and in all districts across the state, they need more support."

Only two days prior, lawmakers and advocates for multilingual learners held a news conference in the State House library, where they called for more focus on students' native languages, rather than solely a focus on English.

Infante-Green said more bilingual programs need to be established, because "we do know that if the student is bilingual, they're going to learn English a lot faster."

Several charter schools underperforming

Most charters in the state received a poor-to-middling assessment.

More than half a dozen of the state's charters received generally poor scores, including Highlander and Nuestro Mundo, while several others, including Achievement First and Paul Cuffee, also received lackluster scores.

However, Infante-Green described the effects of COVID-19 as having had an "impact across the board," adding that it "depends on the students that they serve."

How is this different from existing state evaluations?

The new report differs from star ratings given to individual schools – an assessment the state launched in 2018 as part of its effort to track performance in accordance with federal law. The district-by-district report is meant to provide "in-depth snapshots" that "show more detail," the commissioner said.

"Data is central in our efforts [to] move Rhode Island's state education system forward and better serve our students," said K-12 Council Chair Patti DiCenso in a statement. "The council remains committed to ensuring students, families, and school staff and leaders have the tools and resources to improve academic achievement."

Could pandemic's toll last longer than expected?

Though the Department of Education predicts it will take three to five years for schools to recover from the pandemic's impact on education, the commissioner expressed a measure of uncertainty.

"It's hard to know," Infante-Green said. "Those are our projections. We'll see this year. This is not going to be a straight line. We're hoping that it'll be a straight line, but we don't know."

Congratulations! BH Impact Shine Brighter Award Winners

1 message

Building Hope <info@bhope.org>
Reply-To: Building Hope <info@bhope.org>
To: wrandle@southsideelementary.org

Fri, Mar 8, 2024 at 12:32 PM

[View this email in your browser](#)



Building Hope is proud to announce two winners for its third annual Shellie-Ann Braswell Shine Brighter Award. The award was established and named as a tribute to the committed volunteer leader Shellie-Ann Braswell, who led with love and enhanced the radiance of everything around her; it acknowledges charter school volunteers and their unwavering dedication to creating a brighter future for students and communities.

The two winners were nominated by the public charter schools they support. At Building Hope's 2024 IMPACT Summit and Awards, they will each receive a \$5,000 individual grant award in recognition of their extraordinary service. The 2024 Shellie-Ann Braswell Shine Brighter Award winners are:

- **Sujei DaSilva**, from SouthSide Elementary Charter School and

- **Danielle Sell**, from Adeline Montessori School

Finalists for the Building Hope IMPACT Grant Awards in Community Engagement, Student Empowerment, Educational Innovation, and the S. Joseph Bruno Charter Leadership Award will be announced on March 18, 2024.

The third annual IMPACT Summit takes place April 23-25, 2024, at the Kimpton EPIC Hotel, Miami, FL, and is open to charter school leaders across the U.S. To buy tickets or for additional information about the IMPACT Summit and Awards, visit: www.buildinghope.org/impact/awards.

[Learn More](#)

Thank you to our 2024 IMPACT Sponsors



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iReady EOY Proficiency

	2020-21	2021-22	2022-23	2023-24
MATH	42%	58%	65%	53%
ELA	50%	59%	65%	61%

iReady Proficiency – 2023-24

	BOY	MOY	EOY
MATH	10%	35%	53%
ELA	21%	43%	61%

School

SOUTHSIDE ELEM CHARTER SCHOOL

Subject

Reading

Academic Year

2023 - 2024

Diagnostic

Diagnostic 3

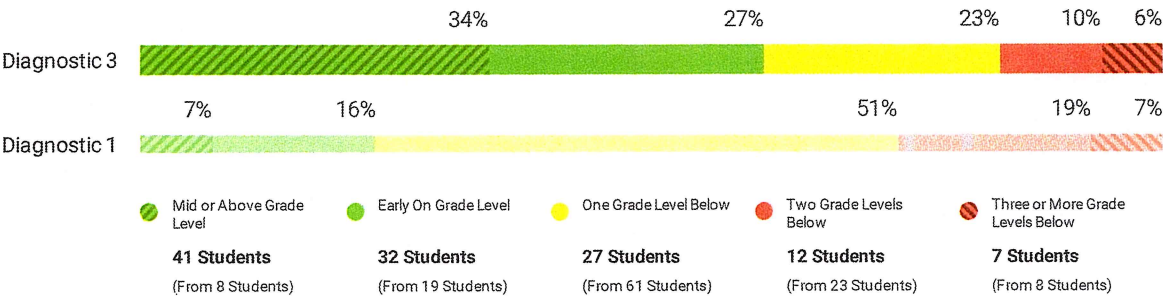
Prior Diagnostic

Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 119/143



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	Diagnostic 3	<div></div>	59%	29%	12%	0%	0%
	Diagnostic 1	<div></div>	6%	24%	71%	0%	0%

Diagnostic Results

School
Subject
Academic Year
Diagnostic
Prior Diagnostic

SOUTHSIDE ELEM CHARTER SCHOOL
Reading
2023 - 2024
Diagnostic 3
Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Diagnostic 3		57%	14%	21%	7%	0%	14/26
	Diagnostic 1		7%	0%	86%	7%	0%	
Grade 2	Diagnostic 3		39%	26%	30%	4%	0%	23/25
	Diagnostic 1		9%	17%	39%	35%	0%	
Grade 3	Diagnostic 3		33%	38%	8%	17%	4%	24/24
	Diagnostic 1		13%	33%	25%	17%	13%	
Grade 4	Diagnostic 3		18%	14%	41%	5%	23%	22/25
	Diagnostic 1		5%	5%	59%	14%	18%	
Grade 5	Diagnostic 3		11%	37%	21%	26%	5%	19/22
	Diagnostic 1		0%	11%	47%	37%	5%	

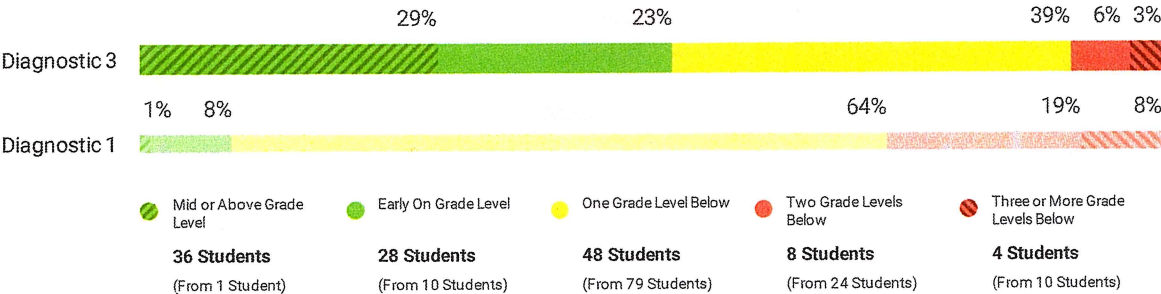
School
Subject
Academic Year
Diagnostic
Prior Diagnostic

SOUTHSIDE ELEM CHARTER SCHOOL
Math
2023 - 2024
Diagnostic 3
Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 124/143



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Diagnostic 3	<div></div>	47%	47%	6%	0%	0%	17/21
	Diagnostic 1	<div></div>	6%	12%	82%	0%	0%	
Grade 1	Diagnostic 3	<div></div>	52%	19%	29%	0%	0%	21/26
	Diagnostic 1	<div></div>	0%	10%	86%	5%	0%	

Diagnostic Results

School
Subject
Academic Year
Diagnostic
Prior Diagnostic

SOUTHSIDE ELEM CHARTER SCHOOL
Math
2023 - 2024
Diagnostic 3
Diagnostic 1

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Diagnostic 3		22%	9%	70%	0%	0%	23/25
	Diagnostic 1		0%	4%	52%	43%	0%	
Grade 3	Diagnostic 3		21%	25%	33%	17%	4%	24/24
	Diagnostic 1		0%	4%	67%	21%	8%	
Grade 4	Diagnostic 3		24%	14%	38%	14%	10%	21/25
	Diagnostic 1		0%	5%	52%	19%	24%	
Grade 5	Diagnostic 3		11%	28%	50%	6%	6%	18/22
	Diagnostic 1		0%	17%	44%	22%	17%	



Summary

Topic Description	Results	Comparison
Absenteeism	76% ▲ 21 since last survey	69% Rhode Island
Building Leadership Perceptions of the school leadership's effectiveness.	83% ▲ 24 since last survey	63% Rhode Island
Cultural Awareness and Action (Adult Focus)	70% ▲ 17 since last survey	38% Rhode Island
Cultural Awareness and Action (Student Focus)	84% ▲ 2 since last survey	49% Rhode Island
Educating All Students Faculty perceptions of their readiness to address issues of diversity.	91% ▲ 14 since last survey	76% Rhode Island
Frequency of Professional Learning Activities	69% ▲ 44 since last survey	36% Rhode Island
Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.	81% ▲ 26 since last survey	50% Rhode Island



Resources

Perceptions of the adequacy of the school's resources.

48%

▼ 7

since last survey

32%

Rhode Island

School Climate

Perceptions of the overall social and learning climate of the school.

82%

▲ 9

since last survey

61%

Rhode Island

Social-Emotional Learning (SEL)

58%

▲ 13

since last survey

43%

Rhode Island

State Initiatives

77%

58%

Rhode Island

21 responses



Summary

Topic Description	Results	Comparison
Absenteeism	67% ▲ 13 since last survey	57% Rhode Island
Cultural Awareness and Action	74%	51% Rhode Island
Family Engagement The degree to which families become involved with and interact with their child's school.	37% ▲ 1 since last survey	23% Rhode Island
Family-School Communication	77% ▼ 7 since last survey	58% Rhode Island
School Climate Perceptions of the overall social and learning climate of the school.	86% ▲ 2 since last survey	71% Rhode Island
School Improvement	58%	34% Rhode Island
School Safety Perceptions of student physical and psychological safety at school.	69%	54% Rhode Island
Social-Emotional Learning (SEL)	71% ▼ 11 since last survey	65% Rhode Island
Special Education Services	85%	72% Rhode Island



State Initiatives

52%

45%

Rhode Island

45 responses



Summary

Topic Description	Results	Comparison
Absenteeism	55% ▼ 2 since last survey	46% Rhode Island
College and Career Readiness	39%	16% Rhode Island
Risk / Protective Outcome	74% ▲ 3 since last survey	71% Rhode Island
School Belonging	56% ▼ 8 since last survey	59% Rhode Island
School Climate Perceptions of the overall social and learning climate of the school.	64% 0 since last survey	61% Rhode Island
School Engagement How attentive and invested students are in school.	49% ▼ 7 since last survey	51% Rhode Island
School Rigorous Expectations How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	77% ▼ 9 since last survey	77% Rhode Island
School Safety Perceptions of student physical and psychological safety at school.	75% ▲ 8 since last survey	66% Rhode Island



School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

71%

▼ 8

since last survey

74%

Rhode Island

Social-Emotional Learning (SEL)

60%

0

since last survey

65%

Rhode Island

State Initiatives

24%

38%

Rhode Island

Valuing of School

How much students feel that school is interesting, important, and useful.

65%

▼ 7

since last survey

65%

Rhode Island

68 responses

School

Subject

Academic Year

Diagnostic

Prior Diagnostic

SOUTHSIDE ELEM CHARTER SCHOOL

Math

2022 - 2023

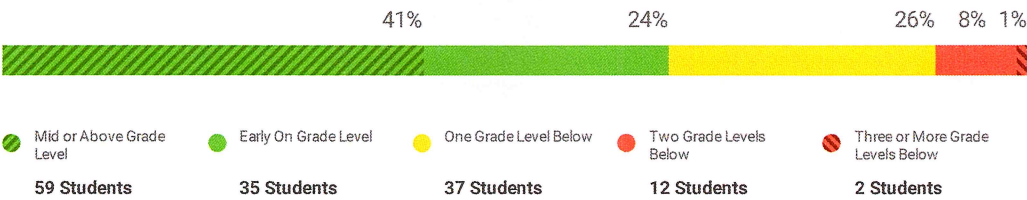
Final Diagnostic

None

Criterion Referenced

Overall Placement

Students Assessed/Total: 145/150



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 3 of 3

All	Overall Grade-Level Placement						Students Assessed/Total
Yes - Economically Disadvantaged		40%	23%	26%	10%	2%	126/127
No - Economically Disadvantaged		22%	56%	22%	0%	0%	9/9
Not Reported		70%	10%	20%	0%	0%	10/14

Diagnostic Results

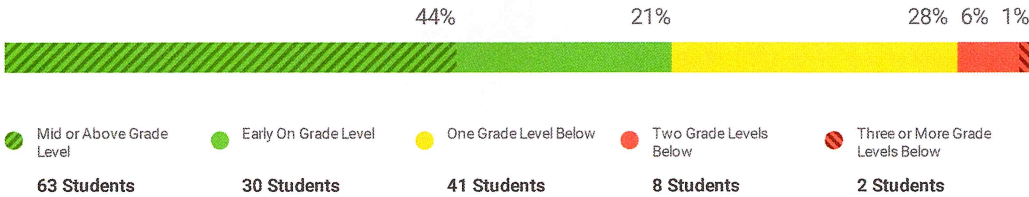


School	SOUTHSIDE ELEM CHARTER SCHOOL
Subject	Reading
Academic Year	2022 - 2023
Diagnostic	Final Diagnostic
Prior Diagnostic	None

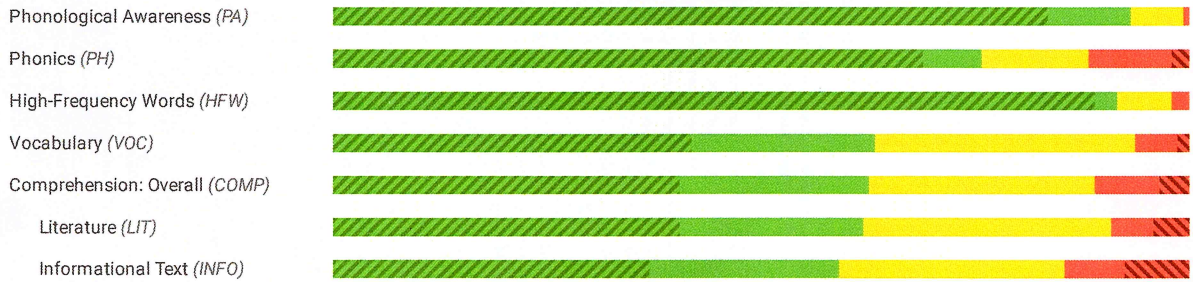
Criterion Referenced

Overall Placement

Students Assessed/Total: 144/145



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 3 of 3

All	Overall Grade-Level Placement						Students Assessed/Total
Yes - Economically Disadvantaged		44%	19%	29%	6%	2%	125/125
No - Economically Disadvantaged		33%	33%	33%	0%	0%	9/9
Not Reported		50%	30%	20%	0%	0%	10/11

School

Subject

Academic Year

Diagnostic

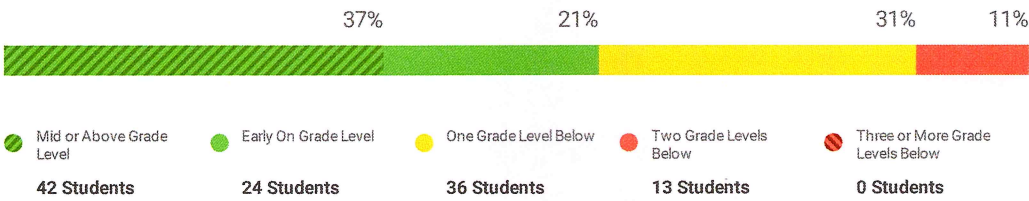
Prior Diagnostic

SOUTHSIDE ELEM CHARTER SCHOOL
Math
2021 - 2022
Final Diagnostic
None

Criterion Referenced

Overall Placement

Students Assessed/Total: 115/115



Placement by Domain



Switch Table View

Choose to Show Results By

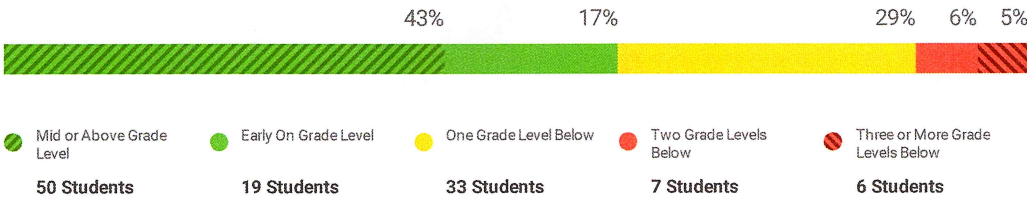
Placement Summary		Economically Disadvantaged					Showing 3 of 3
All	Overall Grade-Level Placement						Students Assessed/Total
Yes - Economically Disadvantaged		35%	18%	33%	13%	0%	99/99
No - Economically Disadvantaged		40%	30%	30%	0%	0%	10/10
Not Reported		50%	50%	0%	0%	0%	6/6

School	SOUTHSIDE ELEM CHARTER SCHOOL
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Final Diagnostic
Prior Diagnostic	None

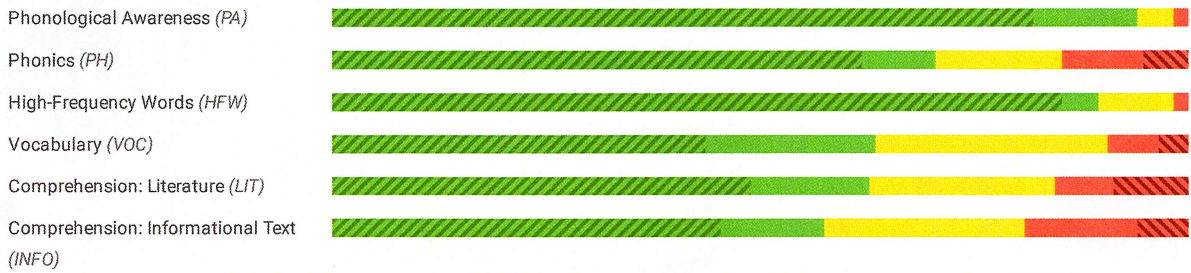
Criterion Referenced

Overall Placement

Students Assessed/Total: 115/115



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 3 of 3

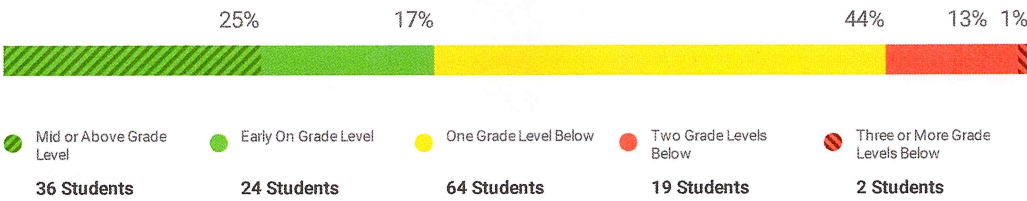
All	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Economically Disadvantaged		42%	14%	30%	7%	6%	99/99
No - Economically Disadvantaged		50%	30%	20%	0%	0%	10/10
Not Reported		50%	33%	17%	0%	0%	6/6

School	SOUTHSIDE ELEM CHARTER SCHOOL
Subject	Math
Academic Year	2020 - 2021
Diagnostic	Final Diagnostic
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: 145/145



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 1 of 1

All	Overall Grade-Level Placement						Students Assessed/Total
Not Reported		25%	17%	44%	13%	1%	145/145

School

Subject

Academic Year

Diagnostic

Prior Diagnostic

SOUTHSIDE ELEM CHARTER SCHOOL

Reading

2020 - 2021

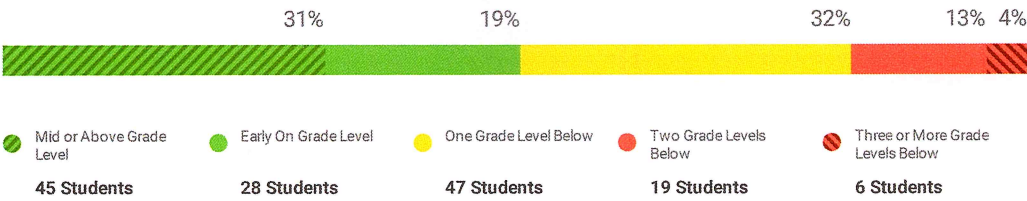
Final Diagnostic

None

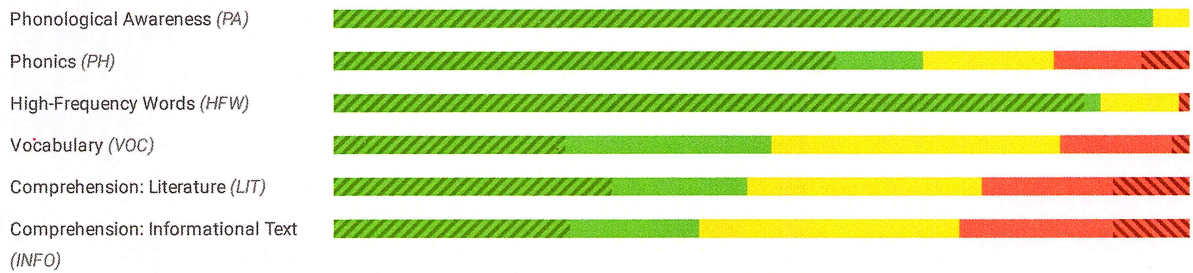
Criterion Referenced

Overall Placement

Students Assessed/Total: 145/145



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

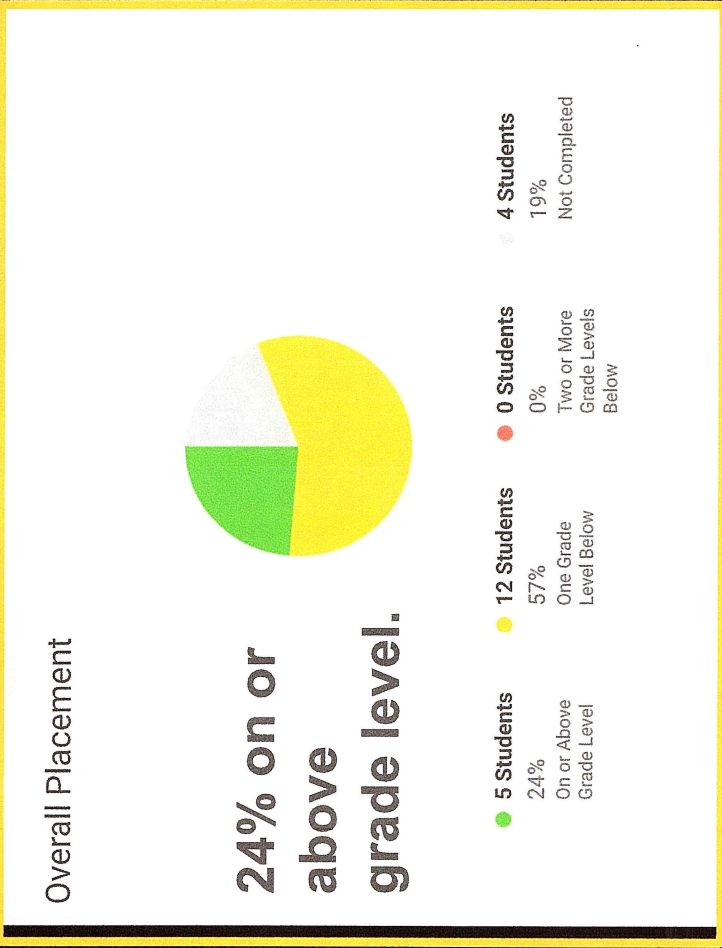
Showing 1 of 1

All	Overall Grade-Level Placement						Students Assessed/Total
Not Reported		31%	19%	32%	13%	4%	145/145

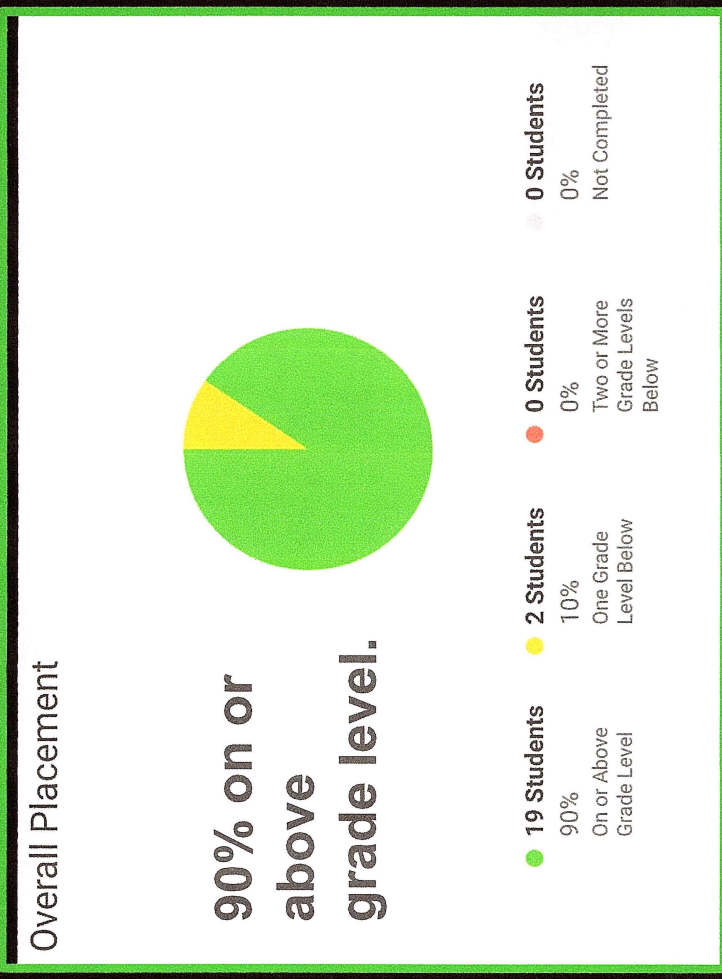
Reading Data Slides

(BOY vs. EOY)

Kindergarten Grade iReady Data (Reading)



Beginning of the Year

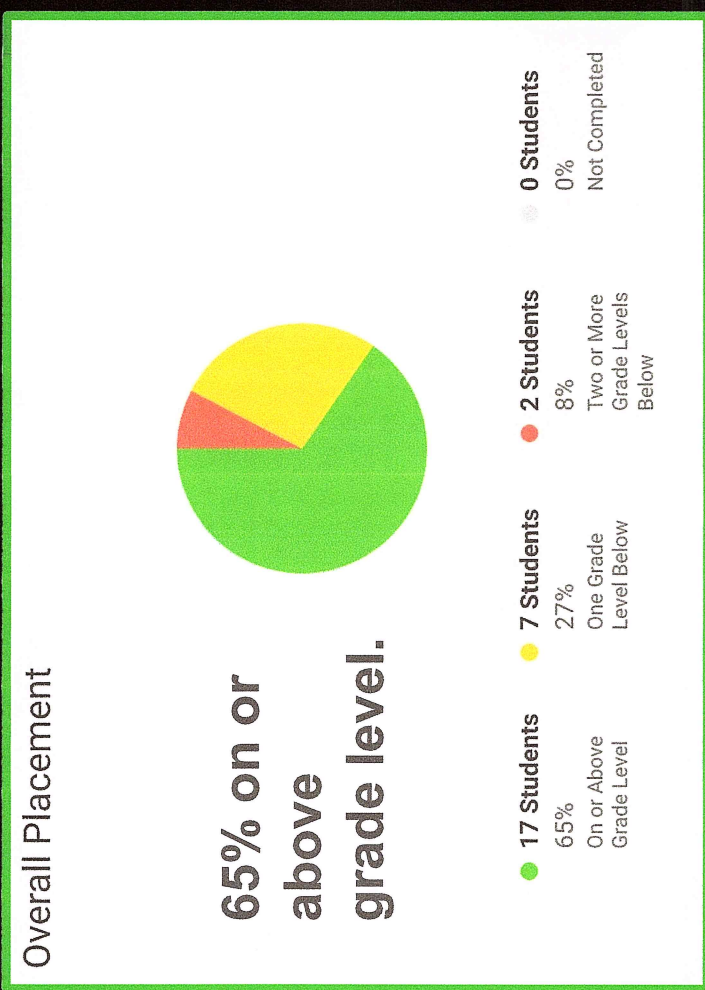


End of the Year

1st Grade iReady Data (Reading)



Beginning of the Year

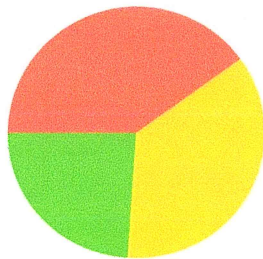


End of the Year

2nd Grade iReady Data (Reading)

Overall Placement

24% on or above grade level.



● **6 Students**
24%
On or Above
Grade Level

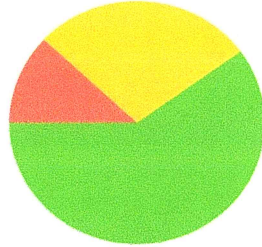
● **9 Students**
36%
One Grade
Level Below

● **10 Students**
40%
Two or More
Grade Levels
Below

● **0 Students**
0%
Not Completed

Overall Placement

60% on or above grade level.



● **15 Students**
60%
On or Above
Grade Level

● **7 Students**
28%
One Grade
Level Below

● **3 Students**
12%
Two or More
Grade Levels
Below

● **0 Students**
0%
Not Completed

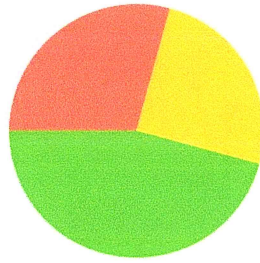
Beginning of the Year

End of the Year

3rd Grade iReady Data (Reading)

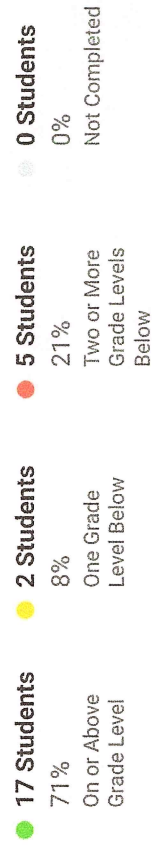
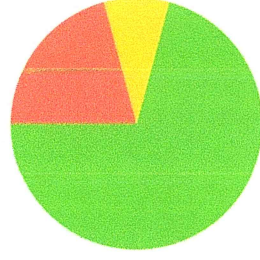
Overall Placement

46% on or above grade level.



Overall Placement

71% on or above grade level.



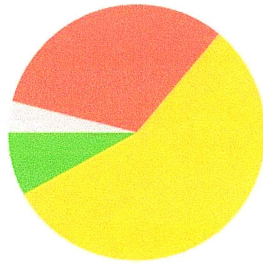
Beginning of the Year

End of the Year

4th Grade iReady Data (Reading)

Overall Placement

8% on or above grade level.

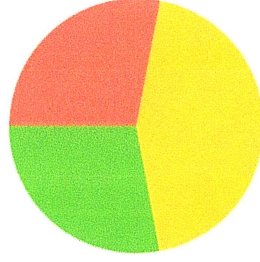


- 2 Students
8%
On or Above Grade Level
- 14 Students
56%
One Grade Level Below
- 8 Students
32%
Two or More Grade Levels Below
- 1 Student
4%
Not Completed

Beginning of the Year

Overall Placement

28% on or above grade level.



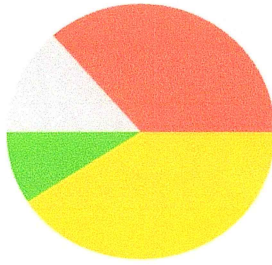
- 7 Students
28%
On or Above Grade Level
- 11 Students
44%
One Grade Level Below
- 7 Students
28%
Two or More Grade Levels Below
- 0 Students
0%
Not Completed

End of the Year

5th Grade iReady Data (Reading)

Overall Placement

9% on or above grade level.



2 Students
9%
On or Above
Grade Level

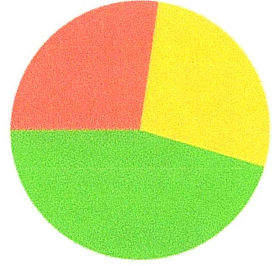
9 Students
41%
One Grade
Level Below

8 Students
36%
Two or More
Grade Levels
Below

3 Students
14%
Not Completed

Overall Placement

45% on or above grade level.



10 Students
45%
On or Above
Grade Level

6 Students
27%
One Grade
Level Below

6 Students
27%
Two or More
Grade Levels
Below

0 Students
0%
Not Completed

Beginning of the Year

End of the Year

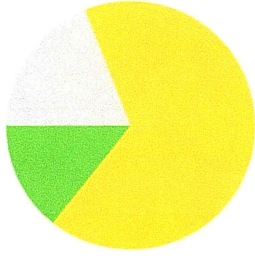
Math Data Slides

(BOY vs. EOY)

Kindergarten Grade iReady Data (Math)

Overall Placement

14% on or above grade level.

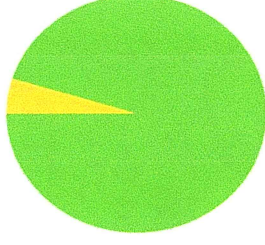


● **3 Students** 14% On or Above Grade Level
● **14 Students** 67% One Grade Level Below
● **0 Students** 0% Two or More Grade Levels Below
● **4 Students** 19% Not Completed

Beginning of the Year

Overall Placement

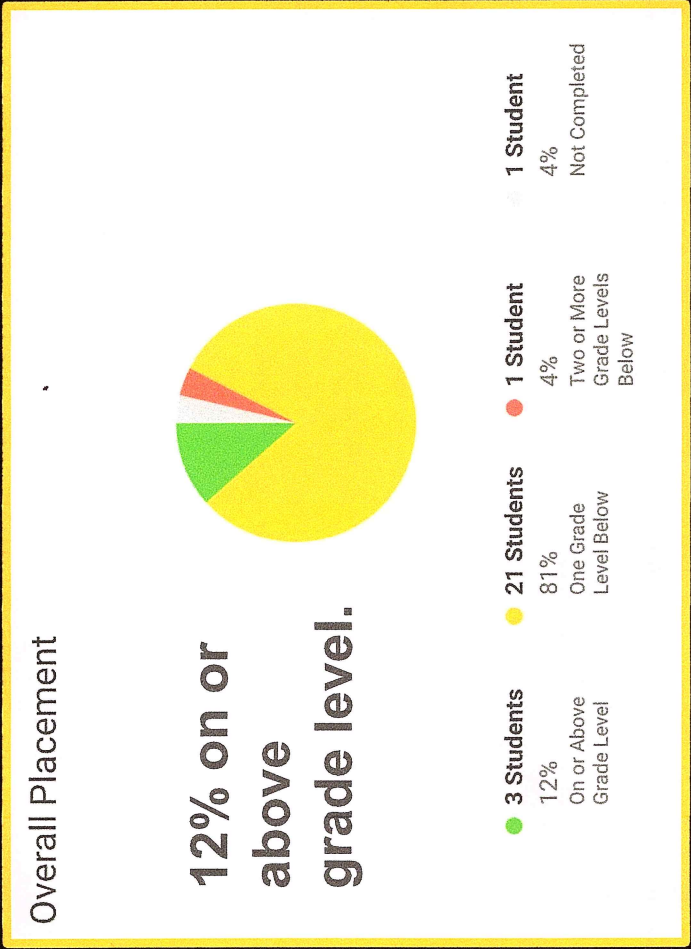
95% on or above grade level.



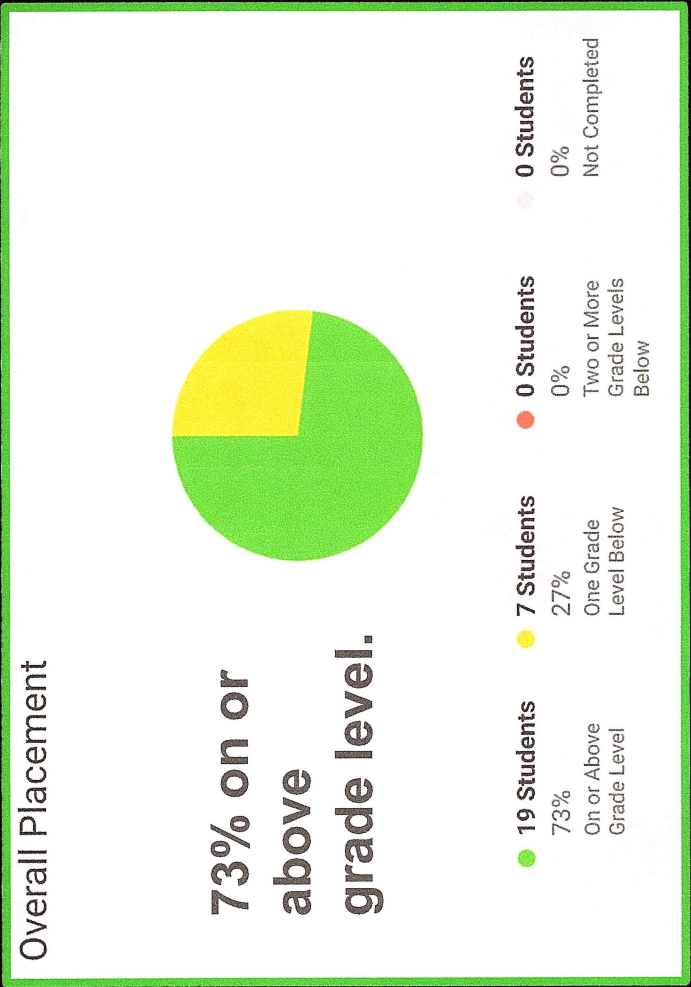
● **20 Students** 95% On or Above Grade Level
● **1 Student** 5% One Grade Level Below
● **0 Students** 0% Two or More Grade Levels Below
● **0 Students** 0% Not Completed

End of the Year

1st Grade iReady Data (Math)



Beginning of the Year



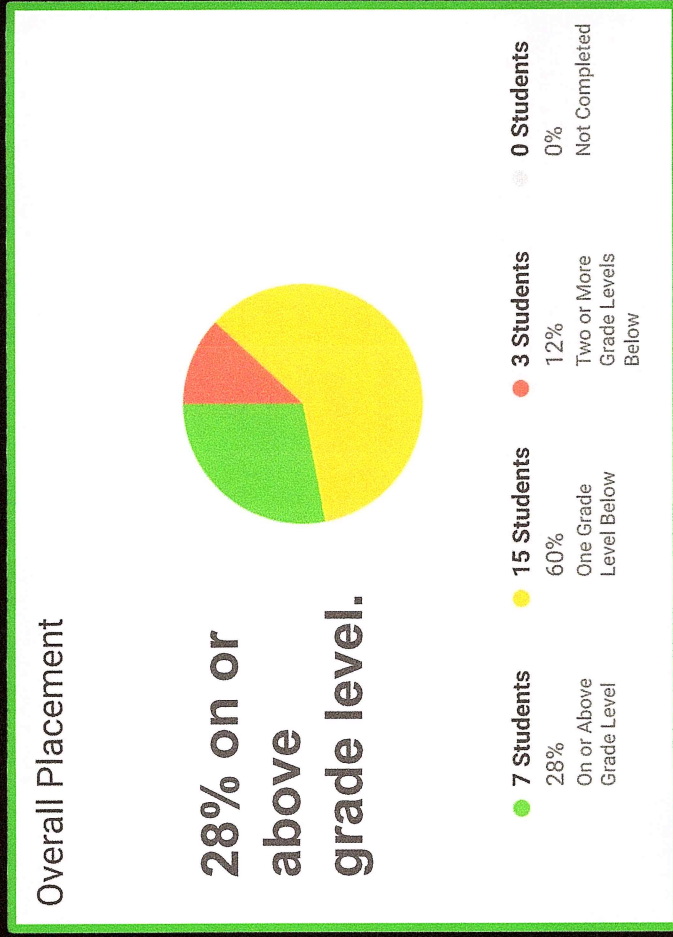
End of the Year

2nd Grade iReady Data (Math)

173



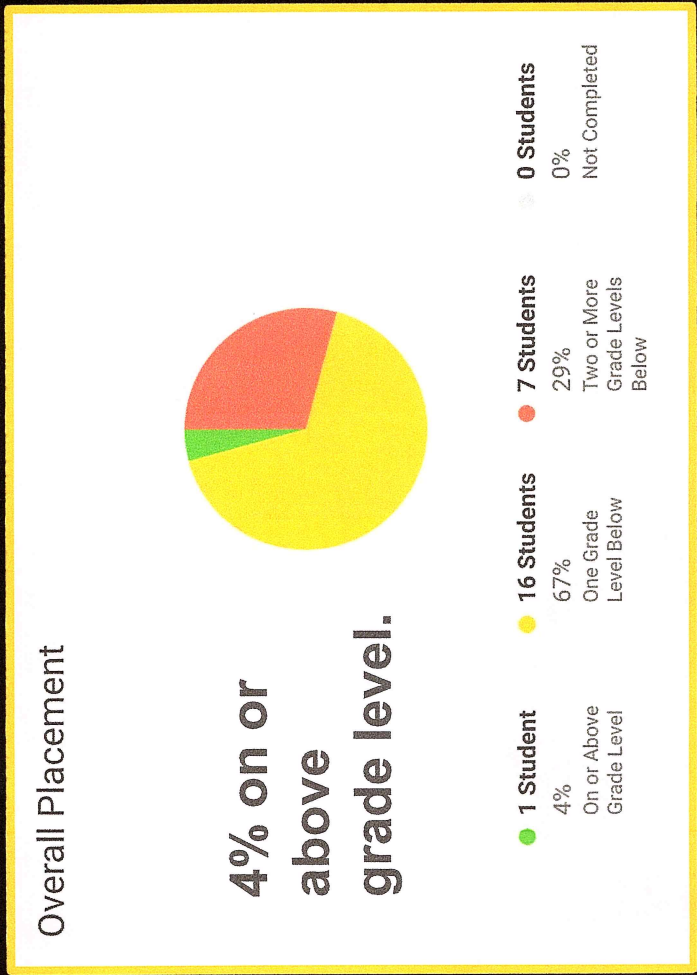
Beginning of the Year



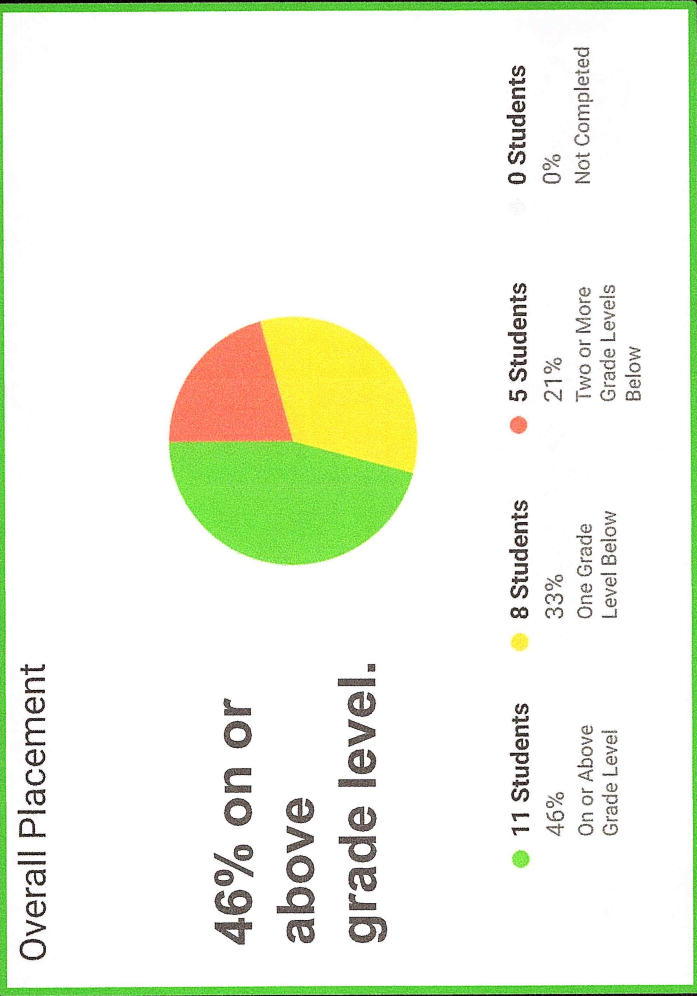
End of the Year

3rd Grade iReady Data (Math)

174



Beginning of the Year

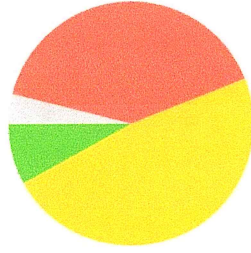


End of the Year

4th Grade iReady Data (Math)

Overall Placement

8% on or above grade level.



● **2 Students**
8%
On or Above
Grade Level

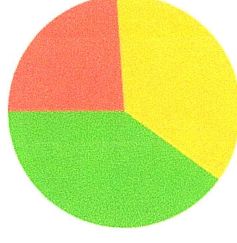
● **12 Students**
48%
One Grade
Level Below

● **10 Students**
40%
Two or More
Grade Levels
Below

● **1 Student**
4%
Not Completed

Overall Placement

40% on or above grade level.



● **10 Students**
40%
On or Above
Grade Level

● **9 Students**
36%
One Grade
Level Below

● **6 Students**
24%
Two or More
Grade Levels
Below

● **0 Students**
0%
Not Completed

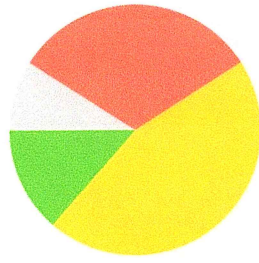
Beginning of the Year

End of the Year

5th Grade iReady Data (Math)

Overall Placement

14% on or above grade level.



3 Students

14%

On or Above Grade Level

10 Students

45%

One Grade Level Below

7 Students

32%

Two or More Grade Levels Below

2 Students

9%

Not Completed

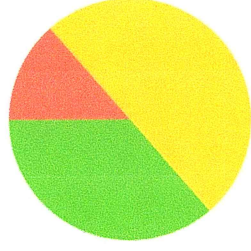
0 Students

0%

Not Completed

Overall Placement

36% on or above grade level.



8 Students

36%

On or Above Grade Level

11 Students

50%

One Grade Level Below

3 Students

14%

Two or More Grade Levels Below

0 Students

0%

Not Completed

Beginning of the Year

End of the Year

SouthSide Grade 6 Daily

SAMPLE STUDENT SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15-8:00	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY
8:00-8:45	STEAM	PHYS ED	ART	PHYS ED	MUSIC
8:45-10:30	Content 1	Content 4	Content 3	Content 2	Content 1
10:30-12:15	Content 2	Content 1	Content 4	Content 3	Content 2
12:15-12:45	RECESS	RECESS	RECESS	RECESS	RECESS
12:45-1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15-2:15	Content 3	Content 2	Content 1	Content 4	Content 3
2:15-3:15	Content 4	Content 3	Content 2	Content 1	Content 4
3:15-4:00	Dismissal/Extended Day	Dismissal/Extended Day	Dismissal/Extended Day	Dismissal/Extended Day	Dismissal/Extended Day

Content 1 - ELA

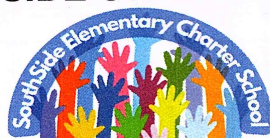
Content 2 - Math

Content 3 - Social Studies

Content 4 - Science

SOUTHSIDE CHARTER SCHOOL

Student:



6th Grade
2025 - 2026

Grade Mark Legend

E	Exceeds Expectations
M	Meets Expectations
A	Approaches Expectations
P	Partially Meets Expectations
NA	Not applicable at this time

Language Arts- Reading: Literature

Quotes accurately from a text and draws inferences	
Summarizes a text to determine the theme	
Describes how a narrator's point of view influences events in the text	
Reads and comprehends literature, including stories, dramas, and poetry	

Language Arts- Reading: Informational Text

Summarizes a text, determining main ideas from key details	
Analyzes multiple accounts of the same topic noting the similarities and differences unique to various points of view	
Reads and comprehends informational texts (e.g. history, social studies, science, and technical texts)	

Language Arts- Reading: Foundational Skills

Applies grade-level phonics and word analysis skills in decoding words	
Reads accurately and fluently to support comprehension	

Language Arts- Writing

Writes to communicate ideas and information effectively	
Produces clear and coherent writing appropriate to task, purpose, and audience	
Strengthens writing by planning, revising, editing, and rewriting	
Conducts short research projects that use several sources to build knowledge	
Summarizes or paraphrases information in notes and provides list of sources	

Language Arts- Speaking

Effectively engages in collaborative discussions	
Summarizes a text read aloud or information presented in various formats	
Presents information, including opinions, with appropriate facts and relevant details	

Language Arts- Speaking

Speaks clearly with appropriate pace, volume, and expression giving attention to context and task	
---	--

Language Arts- Language

Uses grade-appropriate conventions of standard English grammar and usage	
Demonstrates command of capitalization, punctuation, and spelling	
Acquires and correctly uses grade-appropriate vocabulary	

Mathematics- Number and Operations-Fraction

Adds and subtracts fractions with unlike denominators	
Multiplies and divides fractions	
Solves word problems involving fractions	

Mathematics- Operations and Algebraic Thinking

Writes and interprets numerical expressions	
Analyzes patterns and relationships	

Mathematics- Numbers & Operations in Base Ten

Understands place value	
Reads, writes, and compares decimals to thousandths	
Rounds decimals	
Adds, subtracts, multiplies and divides with multi-digit numbers	
Adds, subtracts, multiplies and divides with decimal to hundredths	

Mathematics- Measurement and Data

Converts units of measurement	
Represents and interprets data	

Science

--	--

Science

Understands concepts of Structure and Properties of Matter	
Understands concepts of Matter Energy in Ecosystems	
Understands concepts of Earth and Space Systems	

Social Studies

Understands grade-level concepts	
----------------------------------	--

Work Habits

Works cooperatively	
Follows directions	
Uses time constructively	
Puts forth effort	
Completes homework	

SHARK Behaviors

Demonstrates safe behavior inside and outside of school	
Helps his/her peers	
Expresses appreciation and gratitude	
Demonstrates respectful behavior towards peers and teachers	
Demonstrates kindness towards others	

Physical Education (3-6)

Demonstrates motor skills (walk, run, jump, hop, leap)	
Demonstrates manipulation skills (throw, catch, strike, dribble)	
Demonstrates gross locomotor skills and patterns (skip, gallop, slide)	
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness (participation and effort)	
Exhibits responsible personal and social behavior that respects self and others (healthy boundaries and self-control)	
Demonstrates the ability to work cooperatively and productively with a partner and/or a group to accomplish a set goal	
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	

Visual Arts

Creating: Student was able to generate and conceptualize artistic ideas and work. Student was able to organize and develop artistic ideas and work. Student was able to refine and complete artistic work	
Presenting: Student was able to develop and refine artistic techniques and work for presentation.	
Responding: Student was able to perceive and analyze artistic work. Student was able to interpret intent and meaning in artistic work. Student was able to apply criteria to evaluate artistic work.	

Visual Arts

Connecting: Student was able to synthesize and relate knowledge and personal experiences to make art. Student was able to relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Uses teamwork and cooperation skills	
Participates actively in class and completes assignments	

Attendance	Total
Excused	0
Unexcused	0
Tardy	0



Community Preparatory School

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November 6, 2023

VIA HAND DELIVERY

SouthSide Elementary Charter School
135 Prairie Avenue
Providence, RI 02905
Attn: Wendy Randle, Director of Education

Re: Community Preparatory School Lease to SouthSide Elementary Charter School

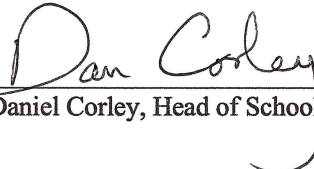
Dear Wendy:

Reference is made to that Lease dated as of May 13, 2014 (the "Lease"), by and between Community Preparatory School, Inc., a Rhode Island non-profit corporation (the "Landlord"), and SouthSide Elementary Charter School, a Rhode Island non-profit corporation (the "Tenant"), with respect to certain premises located in the building known as 126 Somerset Street, Providence, Rhode Island, as more particularly described in the Lease. All capitalized terms not otherwise defined herein shall have the meaning given them in the Lease.

This letter sets forth the proposed terms upon which Landlord is willing to agree to an early termination of the Lease. Tenant shall have the right to terminate the Lease at any time after the date hereof by providing at least six (6) months' advance written notice (the "Termination Notice") to Landlord. If Tenant delivers a Termination Notice to Landlord, then the Lease shall terminate and be of no further force or effect, and without recourse to either party hereto, as of the Early Termination Date. The "Early Termination Date" shall be the later of: (i) the termination date specified in the Termination Notice, or (ii) the date that is six (6) months after Tenant delivers the Termination Notice. Tenant shall be obligated to pay all Rent and other costs and fees accruing under the Lease through the Early Termination Date and shall surrender the Premises on or before the Early Termination Date in the condition required under the Lease.

Please do not hesitate to contact me with any questions.

Very truly yours,
COMMUNITY PREPARATORY SCHOOL, INC.


Daniel Corley, Head of School