

**EAST PROVIDENCE
SCHOOL DEPARTMENT
Strategic Plan**

2013 - 2017

145 Taunton Avenue

East Providence, Rhode Island 02914

(401) 435-7500

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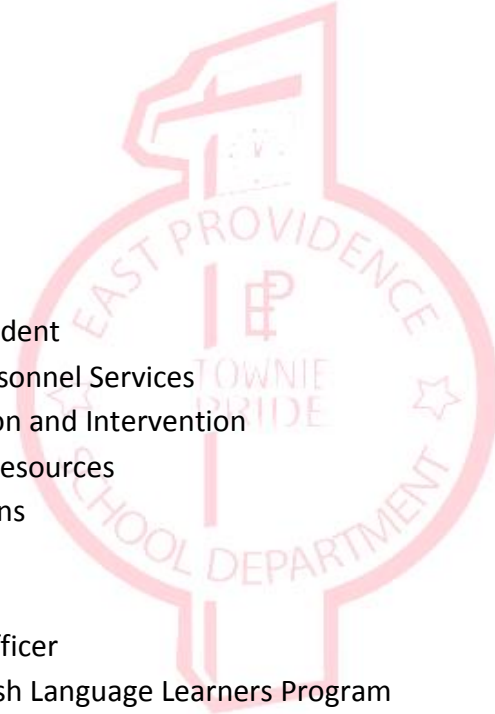
EAST PROVIDENCE SCHOOL DEPARTMENT

School Committee

| | |
|------------------------|------------|
| Mr. Joel Monteiro | Chair |
| Mr. Timothy Conley | Vice Chair |
| Mrs. Elizabeth Clupney | Clerk |
| Mr. Anthony Ferreira | Member |
| Mr. Richard Pimentel | Member |

Central Office Staff

| | |
|------------------------|--|
| Mrs. Kim Mercer | Superintendent |
| Mrs. Julie Motta | Assistant Superintendent |
| Mrs. Eileen Crudele | Director of Pupil Personnel Services |
| Ms. Dawn August | Director of Instruction and Intervention |
| Ms. Kathleen Waterbury | Director of Human Resources |
| Ms. Diana Clarkin | Director of Operations |
| Mr. Ed Catelli | Director of Facilities |
| Mr. Malcom Moore | Director of Finance |
| Mrs. Kelly Ahrens | Chief Information Officer |
| Mrs. Maria Mansella | Coordinator of English Language Learners Program |
| Mrs. Rebekah Gendron | Coordinator of Instructional Technology and Data |



Site-Based Administrators

| | |
|-------------------------|--|
| Ms. Janet Sheehan | Principal, East Providence High School |
| Ms. Araxie DeBlois | Assistant Principal, East Providence High School |
| Ms. Shani Wallace | Assistant Principal, East Providence High School |
| Mrs. Karen Mellen | Director, Career Technical Center |
| Mr. Frank DeVall | Principal, Edward R. Martin Middle School |
| Ms. Cheri Guerra | Assistant Principal, Martin Middle School |
| Mr. Stephen Prew | Principal, Riverside Middle School |
| Mr. Gregory McCarthy | Assistant Principal, Riverside Middle School |
| Mrs. Lloydanne E. Leddy | Principal, Myron J. Francis School |
| Mrs. Fatima Avila | Principal, Kent Heights School |
| Dr. Carrie McWilliams | Principal, Agnes B. Hennessey School |
| Mrs. Elaine Allen | Principal, James R. D. Oldham School |
| Ms. Cheryl Gibbs | Principal, Orlo Avenue School |
| Mrs. Kathy Caffrey | Principal, Silver Spring School |
| Mrs. Patricia Barlow | Principal, Alice B. Waddington School |
| Dr. Nadine Lima | Principal, Emma G. Whiteknact School |

STRATEGIC PLANNING COMMITTEE

| | |
|------------------------|---|
| Mrs. Kelly Ahrens | Chief Information Officer |
| Ms. Dawn August | Coordinator of Curriculum, Assessment and Instruction |
| Mrs. Natasha Axelson | Literacy Coach |
| Ms. Holly DaSilveira | Literacy Coach |
| Mrs. Rebekah Gendron | Coordinator of Instructional Technology and Data |
| Mrs. Laurie Marchand | Numeracy Coach |
| Ms. Amy Watson | Numeracy Coach |
| Ms. Kim Mercer | Superintendent |
| Mrs. Julie Motta | Assistant Superintendent |
| Ms. Kathleen Waterbury | Director of Human Resources |

MISSION STATEMENT

The East Providence School Department, in partnership with families and the community, is committed to provide a comprehensive, inclusive program of academic excellence in a safe, nurturing environment, preparing all students to become responsible, life-long learners, able to meet the challenges of the 21st century.

THEORY OF ACTION

If we provide access to rigorous, standards-based core curricula that includes necessary scaffolding techniques and enrichment strategies, then all students will gain deep knowledge and skills in the content areas which will prepare them to be college and career ready.

If we equip teachers with high-quality professional development that provides them with researched-based pedagogical knowledge as well as deepens their content knowledge, then outcomes will improve for all students.

If we carefully analyze data related to the performance of our students, then we will make meaningful decisions regarding interventions and enrichment activities that will accelerate all students' rates of learning and performance.

If we foster collaborative partnerships among students, families, educators and community members, then all stakeholders will feel connected to our schools and become active participants in ensuring student success.

If we develop learning partnerships among central office leaders and principals, by directly supporting and building upon strong instructional leaderships practices, then we will improve teaching and learning for every student in every classroom.

If we create blended technology-enhanced learning environments to support teaching and learning, then student engagement and achievement will increase all areas.

If we build a foundation of employee excellence through: holding high performance standards, providing staff development, and employing a diverse and dedicated workforce, then we will continuously improve student achievement.

If we create and maintain safe, healthy environments for the school community, then teaching and learning will improve for all stakeholders.

DISTRICT GOALS

1. All elementary, middle, and high school students will show significant growth and progress in achieving proficiency in English/Language Arts as measured by the annual state assessments.
2. All elementary, middle, and high school students will show significant growth and progress in achieving proficiency in Mathematics as measured by the annual state assessments.
3. All elementary, middle, and high school students will show significant growth and progress in achieving proficiency in Science as measured by the annual state assessments.
4. The district's technology infrastructure will support the use of instructional programs, instructional management tools, and state assessments.
5. An updated *Response to Intervention* program will be implemented as a district-wide, multi-leveled, instructional and behavioral support system for preventing school failure and personalizing instruction for each student.
6. An extensive system of leadership development and support for school and central office administrators will be initiated.
7. A collaborative family-school-community partnership that advances student learning and achievement will be created and maintained.
8. A contemporary, relevant human resource system that will attract and retain highly effective personnel will be designed and implemented.
9. A healthy and supportive environment for all stakeholders will be created and maintained.

East Providence School Department Strategic Action Plan 2013-2017

Goal 1: All students will show significant growth and progress in achieving proficiency in English/Language Arts.

Objective 1.1: Strengthen Core Literacy Program (Tier I)

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|---|------------|---|--|
| Implementation of K-12 Curriculum aligned to the Common Core State standards. | Assistant Superintendent, Director of Instruction and Intervention, Principals, District coaches, Highlander coach and all Teachers | SY 2013-14 | Dana Center Curriculum Units, <i>Common Core State Standards</i> , Tier I teaching strategies and materials, literary and non-fiction text selections used across content areas, Title I materials and professional development opportunities as School Wide Title I schools, Smartboards | Formal and informal observations , Walkthroughs, Student assessment data |
| Identify student needs and inform instruction through the use of formative and summative assessments including but not limited to: <ul style="list-style-type: none"> • Common ELA unit assessments aligned to CCSS with district rubrics • <i>DIBELS</i> • Interim assessments • Spelling Inventories • Gates- McGinitie • <i>Project Read</i> Mastery Tests • <i>Quick Phonics Screeners</i> • Teacher designed formative assessments • <i>Lexia Learning</i> • <i>Achieve 3000</i> • <i>WIDA Model</i> | Assistant Superintendent, Director of Instruction and Intervention , Coordinator of ELL, Coordinator of Instructional Technology and Data, Principals, District coaches , Highlander coach and all Teachers | SY 2013-14 | District and published assessments, established benchmarks, <i>RIDE Formative Assessment Modules</i> , <i>PARCC</i> prototype assessment items (as released) | SLO and SOO results, progress monitoring data, Student assessment data, Reports produced from computer-based interventions and on-line programs. |

Objective 1.2: Provide a continuum of supports for students who are not demonstrating proficiency (Tier II and III)

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment
Use Information for Planning and Accountability

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|---|----------------------|--|--|
| Implement <i>Project Read</i> in grades K – 3 and 4-5 linguistics. | Assistant Superintendent, Director of Instruction and Intervention, Principals, District coaches, K-3 classroom Teachers/interventionists | Begin September 2013 | Published lessons, DVDs, student materials | Observations, Walkthroughs, DIBELS data |
| Use computer based programs as a form of intervention <ul style="list-style-type: none"> • <i>Lexia Learning</i> • <i>Study Island</i> • <i>Achieve 3000</i> | Assistant Superintendent, Director of Instruction and Intervention, Principals, Coordinator of Instructional Technology, District coaches and K-8 Teachers/interventionists | Begin September 2013 | Online support from vendor | Observations, Walkthroughs, Program reports |
| Redefine the role of the reading specialists K-8 | Assistant Superintendent, Director of Instruction and Intervention , Curriculum Coordinator | Begin September 2013 | LETRS modules and book study | DIBELS data, Principal feedback |
| Use small group reading strategies and center activities <ul style="list-style-type: none"> • <i>Phoneme/Grapheme Mapping</i> • <i>PALs activities</i> • <i>Scholastic Text Talk</i> | District coaches, K-5 teachers | Begin September 2013 | Professional Materials, FCCR activities, Fluency Quick Reads | Spelling inventory data, Quick Phonics Screening data |
| Redesign the format and content of secondary literacy intervention classes | Assistant Superintendent, Director of Instruction and Intervention, District coaches, secondary reading teachers | Begin September 2013 | Professional reading materials, schedule options, student data for groupings | Master schedule, use of small group instruction observed during walk- through, student assessment data |

Objective 1.3: Provide professional development and support at all levels of instruction.

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|---|----------------------|---|--|
| Professional Development for implementation of <i>Project Read</i> grades K – 3 and 4-5 linguistics. | Assistant Superintendent, Director of Instruction and Intervention, District coaches and Highlander coach | Begin September 2013 | Lesson plans, DVDs, demonstration lessons, co-planning | Observations, Walkthroughs |
| Continue to support and provide professional development in <ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling • Sheltered Instruction Observation Protocol (SIOP) • Phoneme/Grapheme Mapping • Language Acquisition • World-class Instructional Design and Assessment (WIDA) • DIBELS • Data Analysis • Literacy Strategies • Deeper Study of the Common Core State Standards <ul style="list-style-type: none"> ○ Text Complexity ○ Text Dependent Questions ○ Academic Vocabulary ○ Close Reading ○ Argument Writing ○ Evidence Statements ○ Performance level descriptors PLDs | Assistant Superintendent, Director of Instruction and Intervention, Director of Pupil Personnel Services, ESL Coordinator, District coaches, Reading teachers, Highlander coach | Begin September 2013 | Publisher materials, district trainings, demonstration lessons, co-planning | Formal and Informal observations, Walkthroughs, Teacher evaluation rubric scores in Professional Practice and Professional Foundations, School Reform Plan benchmarks, Professional Growth Goals |

Goal 2: All students will show significant growth and progress in achieving proficiency in Mathematics

Objective 2.1: Strengthen Core Mathematics Program

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|------------|---|---|
| Adopt and Implement <i>Engage NY Curriculum Framework (Eureka Math)</i> K-12, with Georgia Units of Instruction | Assistant Superintendent, Director of Instruction and Intervention, Principals, District coaches, EBEC staff, grade level math representatives and all math teachers | SY 2013-14 | NY web-based curricula, mathematics manipulatives, focus group discussions, EBEC resources | Observations, Walkthroughs, student assessment data |
| Implementation of K-12 Mathematics curriculum aligned to the CCSS | Assistant Superintendent, Director of Instruction and Intervention, Principals, District coaches and all math teachers | SY 2013-14 | Engage NY Eureka Math materials EBEC Resources | Informal and formal observations, Walkthroughs, Student assessment data |
| Identify student needs and inform instruction through the use of formative and summative assessments. <ul style="list-style-type: none"> • Grades K-5 mid and end-of-unit curriculum assessments • <i>Easy CBM</i> assessments • 6-12 Implement and use Pre, Mid, and Post assessments • Common assessments aligned to CCSS with district rubrics • RIDE Interim assessments – middle level • Teacher created formative assessments | Assistant Superintendent, Director of Instruction and Intervention, principals, District coaches, EBEC staff and all teachers | SY 2013-14 | District and published assessments, established benchmarks, <i>RIDE Formative Assessment Modules, rubrics, RIDE staff for facilitation of calibration exercises</i> | SLO and SOO results, progress monitoring data, Student assessment data |

Objective 2.2 Provide a continuum of supports for students who are not demonstrating proficiency (Tier II and III)

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment
Use Information for Planning and Accountability

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|--------------|--|---|
| Continue to support <i>Fastt Math</i> <i>Study Island</i> <i>IXL (Math Practice Site)</i> <i>Transmath</i> <i>Origo (K-5)</i> <i>Math Advantage Strategies</i> <i>Context for learning (3-5)</i> <i>PALs strategies</i> <i>ALECK Math Program</i> <i>Small group math lessons and center activities</i> | Assistant Superintendent, Director of Instruction and Intervention, Coordinator of Instructional Technology, principals, district coaches and K-5 teachers/interventionists | SY 2013-2014 | Online support from vendor, Demonstration lessons, Co-planning | Observations, Walkthroughs, Assessment data, Computer based program reports |

Objective 2.3: Provide professional development and support at all levels of instruction

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|----------------------|---|--|
| Continue to support and provide professional development in <ul style="list-style-type: none"> • Mathematics content <ul style="list-style-type: none"> ○ K-2 ○ 3-5 ○ Use of Smartboards with lessons • Deeper Study of the Common Core State Standards • Evidence Tables-PLDs • Designing common assessments • PARCC prototype items • Instructional Strategies • Mathematical thinking/practices | Assistant Superintendent, Director of Instruction and Intervention, ESL Coordinator, Coordinator of Instructional Technology, District coaches, Math grade level reps, EBEC staff | Begin September 2013 | Publisher materials, District trainings, Demonstration lessons, Co-planning | Professional Growth Goal data, Progress monitoring data, Teacher evaluation rubric scores in the areas of: Professional Practice and Professional Foundations |

Goal 3: All students will demonstrate proficiency with the scientific concepts and skills expected of all students in each scientific domain: Life Science, Earth and Space Science and Physical Science.

Objective 3.1 Strengthen Core Science Program

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|--|-------------|---|--|
| Develop and Implement K-12 curriculum aligned to Next Generation Science Standards | Assistant Superintendent, Director of Instruction and Intervention | 2013 – 2015 | <i>Next Generation Science Standards, current Science curriculum units, Common Core Standards- Literacy in Science, NECAP science data analysis</i> | Curriculum framework and related documents, NECAP science data |
| Identify and purchase materials and resources with the emphasis on delivering a more focused, viable curriculum. | Assistant Superintendent, Director of Instruction and Intervention | 2013-2015 | Local funding and Federal Grants | Funds allocated to purchase updated Science materials |
| Participation In the Jason Project | Assistant Superintendent, Director of Instruction and Intervention | 2013-2014 | | |

Objective 3.2: Provide professional development and support at all levels of instruction

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|---|-------------|-----------------------------------|---|
| Continue to support and provide professional development in <ul style="list-style-type: none"> • Deeper Study of the <i>Next Generation Science Standards, CCSS Literacy in Science</i> • Instructional Strategies • Inquiry-based Learning • Using Technology to enhance Science instruction | Assistant Superintendent, Director of Instruction and Intervention, Coordinator of Instructional Technology | 2013 – 2015 | Next Generation Science Standards | Attendance at PD sessions, Observations, Walkthroughs, NECAP Science data |

Goal 4: The district's technology infrastructure supports the use of instructional programs, instructional management tools, and state assessments

Objective 4.1: Support the successful consolidation of the Information Technology Department

BEP Function(s): Ensure Equity and adequacy of Fiscal and Human Resources

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|---------------------------|----------|---|------------------|
| Will further the successful consolidation of the Information Technology department by developing, evaluating and implementing programs and procedures that provide the best service, computing strategy and cost structure for the City and School District. | Chief Information Officer | On-going | Virtual servers Fiber Optic Network Wireless Initiative Gmail Budget line items for Hardware/lease agreements | On-going |

Objective 4.2: Identify ways to make the IT Department to be more efficient.

BEP Function(s): Ensure Equity and adequacy of Fiscal and Human Resources

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|---------------------------|----------|--|------------------|
| IT Director will direct resources and staff to further the virtualization of servers, remove outdated legacy systems, promote migration of cost-effective cloud computing services and develop a cross training program for technology staff so that all IT staff members are successful supporting both city and school technology. | Chief Information Officer | On-going | Budget Participate with State Police and RI Agencies for computer-aided dispatch migration to state wide system | 2014-2016 |

Objective 4.3: Design and Implement a professional development program

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|--|----------|--|---|
| Create, support and manage a Professional Development program to help elevate and improve technology skills city-wide by training city staff on use of scanning and other paper-reduction programs, use of electronic document warehousing, and provide staff on-site training of current programs like Windows 7, Office 2013 and Google's suite (Google Calendar, Mail, Docs, Drive, Video). | Chief Information Officer Coordinator of Instructional Technology | On-going | Computer professional development center On-line training modules | Attendance at PD Successful upgrade and implementation of new technology Develop train the trainer program within schools and department levels |

Objective 4.4: Identify and implement a new Student Information System

BEP Function(s): Use Information for Planning and Accountability

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|--|----------|---------------------------------|------------------|
| Lead migration and consolidation of current School District Student Information System, Individual Education Plan and Professional Development portals to new statewide systems. | Chief Information Officer Coordinator of Instructional Technology | On-going | Budget IT staff PD Center | 2014-2015 |

Objective 4.5: Manage implementation of statewide Wireless Initiative

BEP Function(s): Use Information for Planning and Accountability

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|----------|---|---|
| Manage implementation of statewide Wireless Initiative, prepare the school district for PARCC exam, deliver timely and accurate data for statewide reports and support all programs required by Rhode Island Department of Education. | Chief Information Officer Coordinator of Instructional Technology | On-going | ERIDE EPSS RIDE meetings and professional development | On-time state reports and TCS data Evaluation Deadlines Manage, evaluate and implement new wireless network per state funding |

Objective 4.6: Support a blended learning model

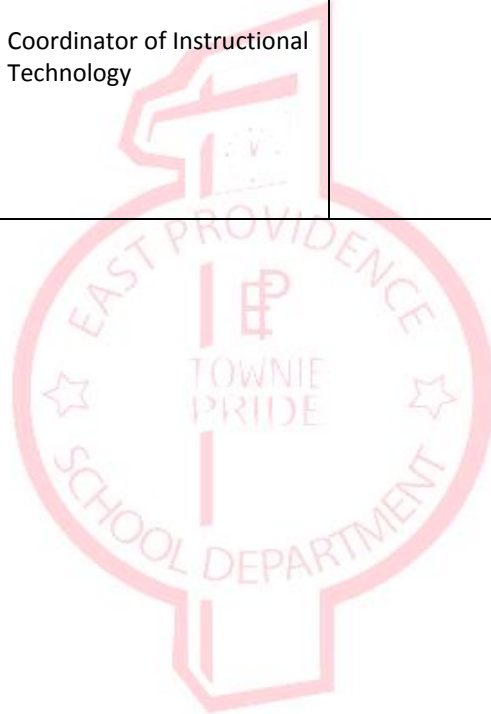
BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|----------|--|--|
| Provide continued support and guidance to school leadership by recommending appropriate instructional technology tools for Grades K-12. Director will recommend strategies in the areas of mathematics, science, reading, writing and special education programs by researching and successfully implementing software and hardware solutions that promote successful teaching and learning as well as promote data-driven decision making. | Chief Information Officer Coordinator of Instructional Technology | On-going | PD Center RIDE Data Use PD Annual reports from Intervention Programs | Review reports annually Review attendance from PD Center Assessment data |

Objective 4.7: Support the use of wireless devices

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|----------|-------------------------------|------------------------|
| Provide continued support to City Departments to increase staff productivity and streamline work flow by increasing use of in-field wireless devices including phone and tablets, iPad/iPhone GPS mapping apps, GPS asset tracking, integration of department-specific web portals, and promote secure remote access. | Chief Information Officer Coordinator of Instructional Technology | On-going | Grants Budgets Websites | Technology Integration |



Goal 5: The district-wide multi-leveled instructional and behavioral support system will prevent school failure.

Objective 5.1: Design a Response to Intervention System

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|---------------|---|---|
| Form a team that is representative of district departments and programs. | Director of Instruction and Intervention | December 2013 | NASDE Blue Prints for RTI District Implementation | Team members identified |
| Define the roles of the district team. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Roles defined in District RTI Process document |
| Define the role of the principal in implementing RTI. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Roles defined in District RTI Process document |
| Conduct an internal needs assessment of initiatives/resources and structures that support instruction and intervention. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Frameworks developed for each content area (reading, math, behavior) |
| Conduct a gap analysis and develop an action plan to address identified needs. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | From framework, gaps identified. Articulated in district RTI action plan. |
| Define which RTI decisions will be made at the district level and those to be made at the building level. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Articulated in district RTI action plan. |
| Schedule regular meetings for the District RTI team to review site progress and data, troubleshoot issues, and adjust implementation plans as needed. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | List of meetings for 2013-14 year. |

Objective 5.2: Provide professional development and support at all levels of instruction

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|---------------|---|---|
| Discuss and make decisions about tiered instructional components. | Director of Instruction and Intervention | December 2013 | NASDE Blue Prints for RTI District Implementation | Frameworks developed for each content area (reading, math, behavior) |
| Discuss and make decisions about assessments to be used/data collected. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Frameworks developed for each content area (reading, math, behavior) |
| Identify criteria for each of the tiers of instruction. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Frameworks developed for each content area (reading, math, behavior) |
| Examine data by tiers. Analyze data to determine why there is a difference in the desired outcomes and actual student performance at each tier. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | District data reports – summary of effectiveness by school and by district. |
| Develop a district-wide evaluation process to assess building implementation, impact of RTI on student outcomes, and program effectiveness | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Analyze district data reports – summary of effectiveness by school and by district. |

Objective 5.3: Develop an action plan to guide the implementation of the RTI.

BEP Function(s): Guide the Implementation of Curriculum, Instruction and Assessment

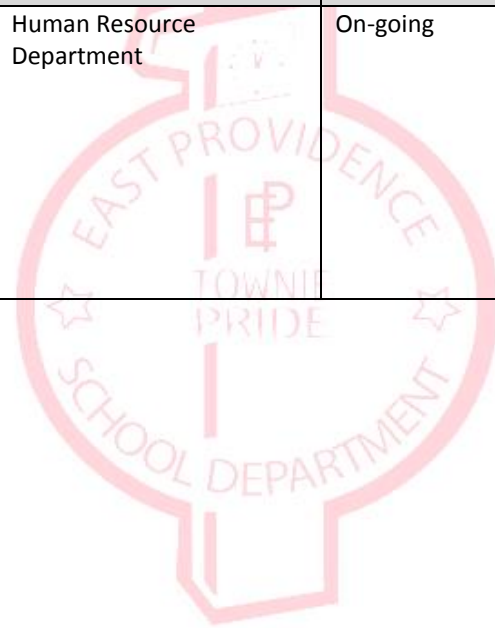
| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|--|---------------|---|---|
| 1. Develop RTI Process guidance | Director of Instruction and Intervention | December 2013 | NASDE Blue Prints for RTI District Implementation | Steps articulated in RTI action plan for district. |
| 2. Identify a plan to develop strong, well-trained school-based RTI teams, knowledgeable of the district process and able to provide teacher support | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Steps articulated in RTI action plan for district. |
| 3. Identify meeting times and structures for monthly RTI support meetings for building coordinators. | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Steps articulated in RTI action plan for district. |
| 4. Determine how RTI data will be used to in evaluations of students suspected of having a disability | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Steps articulated in RTI Process guidance for district. |
| 5. Collect evaluation data for each building; aggregate these data up to the district level | District RTI Team | December 2013 | NASDE Blue Prints for RTI District Implementation | Analyze district data reports – summary of effectiveness by school and by district. |

Goal 6: A leadership development and support system designed to enhance the effectiveness of school and central office administrators.

Objective 6.1: Provide management training to central office and school-based leadership.

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|---------------------------|----------|---------------------------------------|--|
| Professional development and support will be offered in the following areas: <ul style="list-style-type: none"> • Cultural competence-diversity • Sexual harassment • Performance-based management • Family Medical Leave Act | Human Resource Department | On-going | Human Resources Affirmative Action | Attendance Records Administrator Evaluation Ratings School Classifications-Index Point growth |



Objective 6.2: Provide professional development and support to central office and school-based leadership.

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|---------------------------------|-----------------|-------------------------|--|
| <p>Conduct regular meetings for district administrators that are focused on district initiatives and student performance.</p> | <p>Central Office</p> | <p>On-going</p> | <p>Vendors RIDE</p> | <p>Administrator Evaluation Ratings School Classifications-Index Point growth</p> |
| <p>Professional development and support will be offered in the following areas:</p> <ul style="list-style-type: none"> a) Critical Elements of Instructional Leadership b) Principles of Learning c) Common Core State Standards- major shifts d) PARCC e) School Safety Planning f) Designing School Based SLOs g) RIDE Model Evaluation System h) Title I School Wide Planning i) Data analysis and interpretation j) Calibration of Student work based on Lesson Design k) Creating blended learning environments l) Response to Intervention m) District literacy and numeracy initiatives n) Next Generation Science Standards o) Cognitive Coaching p) Special Education Programs, including program changes, Initiatives and general deepening of knowledge q) ELL Program Initiatives, WIDA Standards, ACCESS data r) Proficiency based graduation requirements s) Cross level planning | <p>Central Office RIASP</p> | <p>On-going</p> | <p>Vendors RIDE</p> | <p>Administrator Evaluation Ratings School Classifications-Index Point growth Successful Implementation of PARCC practice test and pilot assessment (2014)</p> |

Goal 7: A collaborative family-school-community partnership that advances student learning and achievement.

Objective 7.1: Engage in two-way meaningful communication with parents and the community.

BEP Function(s): Engage Families and the Community

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|----------|--|---|
| Utilize parent advisory committees for collaboration and support of vision, mission and district initiatives. | Director of Special Education ESL Coordinator Superintendent and Asst. Superintendent | On-going | <i>SEDL: The National Center for Family and Community Connections with Schools</i> Parent Teacher Association | Attendance at meetings Agendas |
| Utilize community meetings to inform and promote initiatives: City Council, School Committee, Athletic Events | Superintendent and Asst. Superintendent Central Office | On-going | Media/CCSST PARCC Ambassador/ PARCC Resources | Attendance at meetings Agendas |
| Use a variety of communication tools on a regular basis to facilitate two-way interaction. <ul style="list-style-type: none"> ◆ Newsletters ◆ Student planners ◆ School calendars ◆ Signage outside schools ◆ Informational newsletters ◆ Parent orientations ◆ Open houses/Meet the teachers ◆ Home visits ◆ Interpreters/Translations ◆ Local Special Education Adv. Council ◆ Title I Family Engagement Events ◆ Phone calls ◆ EP School/ District Web Pages ◆ Student Progress Reports ◆ First Day Celebrations ◆ Home-School Compacts ◆ Parent Portal-Power School ◆ Connect Ed System | Superintendent and Asst. Superintendent Central Office Building Principals Chief Information Officer Coordinator of Instructional Technology | On-going | <i>SEDL: The National Center for Family and Community Connections with Schools</i> http://www.sedl.org/connections/ <i>Parent Teacher Association</i> http://www.pta.org/ Parent Liaisons | District website Printed materials and other media Attendance sign-in at school/district Events |

Objective 7.2: Parents and Community members are welcome in the school, and their support and assistance are encouraged

BEP Function(s): Engage Families and the Community

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|--|--|-----------------|---|--|
| <p>Encourage office staff greetings, signage near the entrances, and any other interaction with parents to create a climate in which the parents and visitors feel valued and welcome.</p> <ul style="list-style-type: none"> ◆ Create and maintain a responsive and welcoming atmosphere for parents and families. ◆ Parent/community informational centers | <p>Central Office and School-based Personnel</p> | <p>On-going</p> | <p><i>SEDL: The National Center for Family and Community Connections with Schools</i> http://www.sedl.org/connections/</p> <p><i>Parent Teacher Association</i> http://www.pta.org/</p> <p>Parent Liaisons</p> | <p>Signage Observation/Photos of welcoming main entrances</p> |
| <p>Encourage parents who are unable to volunteer in the school building the option to help in other ways, at home or place of employment.</p> <ul style="list-style-type: none"> ◆ Involve parents, whenever appropriate, in a variety of instructional and support roles both within as well as outside of the school. | <p>School-based Personnel</p> | <p>On-going</p> | <p><i>SEDL: The National Center for Family and Community Connections with Schools</i> http://www.sedl.org/connections/</p> <p><i>Parent Teacher Association</i> http://www.pta.org/</p> <p>Parent Liaisons</p> | <p>Parent Liaisons logs</p> |
| <p>Provide opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.</p> <ul style="list-style-type: none"> ◆ Provide child care services ◆ Flexible scheduling | <p>Central Office and School-based Personnel</p> | <p>On-going</p> | <p><i>SEDL: The National Center for Family and Community Connections with Schools</i> http://www.sedl.org/connections/</p> <p><i>Parent Teacher Association</i> http://www.pta.org/</p> | <p>Schedules of meetings Attendance records Monthly event calendars HS student schedules of students completing community services hrs. to provide daycare/</p> |

Goal 8: A contemporary and relevant human resource system.

Objective 8.1: Support the implementation and management of a performance-based evaluation system.

BEP Function(s): Recruit, Support and Retain Highly Effective Staff

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|--|--|--|
| Support the implementation of the Teacher Evaluation and Support System. | Building Administrators Department Chairs Coordinators District approved evaluators | District Evaluation Committee evaluation due dates | <ul style="list-style-type: none"> • EPSS • District Evaluation Committee • Rode Island Department of Education • Teacher Evaluation Coordinator | <p>Completion of observations, conferences, documentation</p> <p>All EPSS data reports</p> |
| Support the implementation of the Building Administrator Evaluation and Support System. | Building Administrators Department Chairs Coordinators District approved evaluators | District Evaluation Committee evaluation due dates | <ul style="list-style-type: none"> • EPSS • District Evaluation Committee • Rode Island Department of Education • Teacher Evaluation Coordinator | Completion of observations, conferences, documentation |
| Support the implementation of the Support Personnel Evaluation and Support System. | Building Administrators Department Chairs Coordinators District approved evaluators | District Evaluation Committee evaluation due dates | <ul style="list-style-type: none"> • EPSS • District Evaluation Committee • Rode Island Department of Education • Teacher Evaluation Coordinator | Completion of observations, conferences, documentation |

Goal 9: All schools are safe, healthy and supportive environments for all stakeholders.

Objective 9.1: Provide facilities that are free of health and safety hazards.

BEP Function(s): Foster Safe and Supportive Learning Environments

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|--------------------------|---|----------------------------------|
| Repair or replace all exterior doors as identified in the Health and Safety Bond Repair project | Director of Facilities Superintendent | 2013-2014 school year | Building Inspector SMMA Project Manager | Completion of identified work |
| Replace or repair all emergency lighting as identified in the Health and Safety Bond Repair project | Director of Facilities Superintendent | 2013-2014 school year | Building Inspector SMMA Project Manager | Completion of identified work |
| Provide complete conforming fire alarm systems as identified in the Health and Safety Bond Repair project | Director of Facilities Superintendent | 2013-2014 school year | Building Inspector SMMA Project Manager | Completion of identified work |
| Remove and replace rotting piping at the high school | Director of Facilities Superintendent | 2013-2017 | Building Inspector SMMA Project Manager | Completion of identified work |
| Address ADA compliance issues throughout the district | Director of Facilities Superintendent | 2013-2017 | Building Inspector SMMA Project Manager | Completion of identified work |

Objective 9.2: Develop and implement policies and procedures regarding safety and security of our schools.

BEP Function(s): Foster Safe and Supportive Learning Environments

| Strategies/actions | Person(s) Responsible | Due Date | Resources | Plan to Evaluate |
|---|--|-----------|---|--|
| Develop and continually update School Safety Plans to be in compliance with Title 16-21-24 | Central Office Safety and Security Manager | 2013-2014 | All City Safety Personnel: Fire, Police, Safety and Security Manager | Completion and Awareness of final products |
| Develop updated policies regarding: a) Active Shooter b) Bomb Threat/Incident c) Intruder/Hostage Incident d) Continuity of Operations e) Evacuation as it relates to such incidents f) Reverse Evacuation g) Shelter-in-Place h) Lockdown i) Family Reunification j) National Incident Management System k) Incident/Unified Command l) Concept of Operations m) Organization and Assignment of Responsibilities n) Direction, Control, and Coordination o) Communications p) Recovery After the Incident q) Administration, Finance, and Logistics r) Plan Development, Maintenance, and Distribution | Central Office Safety and Security Manager | 2013-2014 | All City Safety Personnel: Fire, Police, Safety and Security Manager | Completion and adoption of policies |