

Woonsocket Education Department

District Improvement Plan



2015 – 2020

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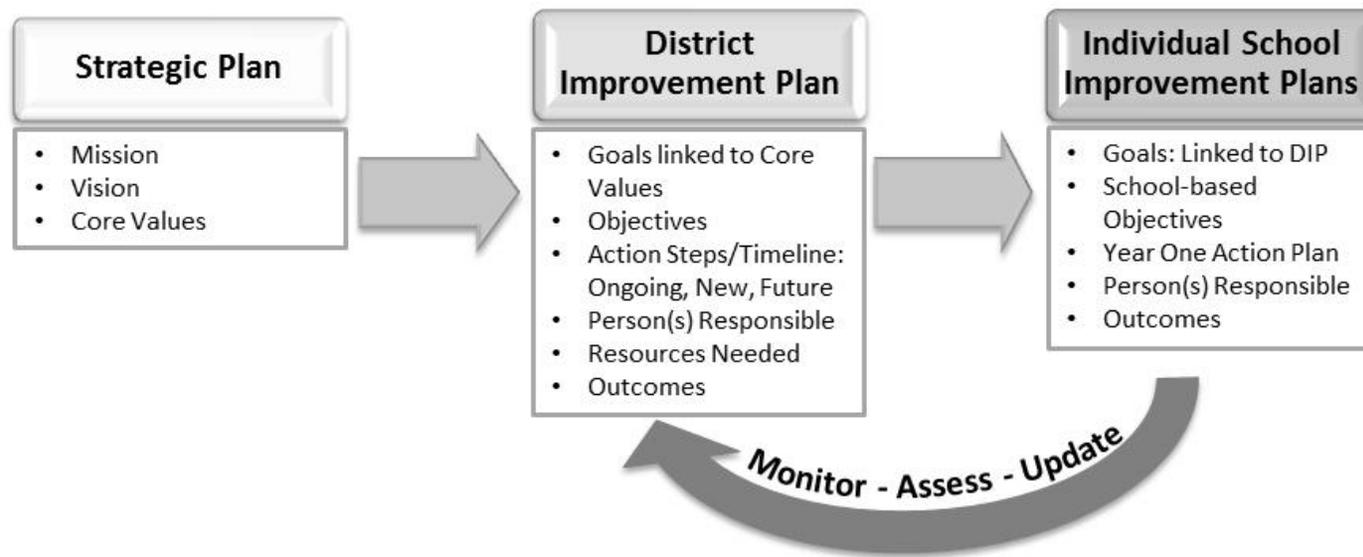
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Overview of the Strategic Planning Process

A **Strategic Plan** (SP) is a document developed through broad-based participation that expresses an organization’s foundational beliefs; and, through goals, objectives, and action plans, provides a “blueprint” for long-term decision-making. Typically, a Strategic Plan embodies a statement of Core Values, a Mission, and a Vision. In education, Core Values are a set of fundamental beliefs of a district and its personnel about children and learning that serve as guiding principles for behavior and action. Core Values offer a sense of what is right and wrong and often generates a level of outrage when violated. A Mission Statement is a statement of a district’s primary purpose and reason for existing. Often just a sentence or two, it communicates a sense of direction for the entire district and is intended to remain relatively unchanged over time. The Vision is a description of the intended future for a district and its school community if the plan is realized.

The **District Improvement Plan** (DIP) builds upon the foundational principles of the Strategic Plan and expresses goals, objectives, and strategies that, if accomplished, lead to the achievement of the Vision. The DIP, in turn, inspires initiatives in individual School Improvement Plans (SIP.) The SIPs define the efforts made at the school level to achieve district-wide goals, though independent school-based goals are also included. The graphic below depicts the relationship among the SP, DIP, and SIPs.





Purpose and Benefits of the District Improvement Plan

The overall goal of the Strategic Plan, District Improvement Plan, and the individual School Improvement Plans is to build a systemic and sustainable capacity to carry out data-supported planning going forward. Planning helps prioritize major initiatives and may impact far-reaching areas including curriculum development, teaching and learning, assessment, organization, facilities improvement, and data management.

While the Strategic Plan provides an “ideals” framework that is sustainable for about five years, the District Improvement Plan should be monitored and assessed annually with a major update every two or three years. School Improvement Plans are generally updated annually with broad stakeholder input.

Given broad changes in areas such as core curriculum, increased data-driven decision-making and accountability systems, expanded educator evaluation processes, and innovative instructional technologies, school districts have a critical need to plan more efficiently and effectively. Planning processes should not be so cumbersome as to serve as a goal unto itself. Successful strategic plans (SP) and district improvement plans (DIP) allow for responsible flexibility for change and ongoing improvement.

- Efficient planning must be nimble and responsive to changing needs.
- The process should provide both short and long term direction for district initiatives. Initiatives should be prioritized so that resources are focused and allocated effectively to critical outcomes.
- The DIP is dependent on the continual review of data, information, and feedback while, at the same time, provides for accountability.
- Strategic planning involves anticipating the future environment, encouraging the district to stay abreast of changes and make sound decisions in its district and school improvement planning.
- A well-designed strategic planning process develops a sense of shared ownership of the resultant document. By its nature, a DIP furthers public understanding and trust in the expressed direction and efforts of a district committed to excellence.
- The DIP, when constituted, helps guide leaders in responding to emerging needs, mandates, challenges, and opportunities within the framework of the strategic plan’s core values, mission, and vision.
- An SP and sound DIP provides an entry point for new leadership and staff; and, ensures continuity and stability over time.



DIP Development Process and Acknowledgements

Using the District Core Values as a foundation, a broad-based stakeholder group met to draft a set of goals and related objectives for consideration for the DIP. Included were elementary and secondary teachers, special educators, district and Building-level Administrators, curriculum leaders, specialists, special population educators, parents, and other stakeholders.

A high level of stakeholder involvement guided by district expertise and leadership characterized the development process. The Woonsocket Education Department wishes to acknowledge the strong interest and sustained involvement of all who participated at various stages of this important process.

Soon thereafter, the district administrative team refined the goals and provided draft objectives and implementation strategies for selected goals. Additional sessions enabled prioritization of the goals and objectives resulting in a clear set of strategies and outcomes. Understanding that the goals need to be phased in based upon importance, reasonable levels of teacher engagement, and resources, the plan was finalized into a living document.

Using and Maintaining the DIP

The District Improvement Plan specified actions and strategies that lead toward achieving the objectives and, accordingly, the goals of the plan. Person(s) responsible are also identified. The district should periodically (two or three times per year) review the activities to ensure that efforts are sustained over time. One of the responsible parties for each activity could provide a brief statement to the district's administrative team on the progress of those specific actions.

In the spring of each school year, the DIP should be reviewed in its entirety and the plan updated for the new school year. This should precede the development of School Improvement Plans, produced by the individual school's School Council, that are closely linked to the updated DIP. Goals and objectives that have been accomplished may be eliminated from the future plan. Those goals that have not been completed should be carried over into the new plan. Any new goals that will be enacted upon in the new school year will be supported minimally by articulated objectives, strategies, and person(s) responsible. This planning cycle, when successfully and routinely adopted, will maintain focus and stability over time.



District Mission, Vision, and Core Values

The Mission Statement and Vision of the Woonsocket Public Schools, as defined by the District's Strategic Plan, are as follows:

Mission Statement: The Woonsocket Education Department will provide a dynamic, quality educational experience for each student in an environment that respects diversity, values individuality, and challenges students to become active and productive citizens of a changing world.

Vision: The Woonsocket Education Department is committed to providing a quality education in an innovative, inclusive, student-focused educational system. We are committed to the children and the community we serve through our focus on high expectations, academic achievement, the arts, athletics, and the development of responsible citizenship. We believe education is the shared responsibility of the family, the school district, and the community. We support diversity, individuality, fostering resilience, collaboration, and the development of globally engaged learners.

The Woonsocket Public Schools **Core Values** that serve as the foundation for continued planning are offered below:

Student Achievement: The Woonsocket Education Department has high expectations for students to achieve their potential to become self-reliant learners and productive, responsible citizens, understanding that students reach this goal at different rates and in different ways.

Personal Growth: The Woonsocket Education Department believes that students should be given opportunities to grow academically, socially, emotionally, and physically and to exhibit self-initiative and responsibility in order to be respectful, contributing members of our community and society.

Partnerships/ Collaborations: The Woonsocket Education Department is committed to providing a quality education for our children through diverse opportunities and as a shared responsibility fostered by partnerships among schools, families, businesses and the community at large.

School Climate: The schools in the Woonsocket Education Department provide a safe, creative learning environment in which respect for all and appreciation for individual and cultural differences promotes positive attitudes and shared pride in our schools and community.

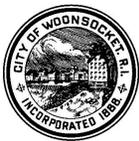
Resources: The Woonsocket Education Department believes all decisions should be made in the best interests of students, recognizing responsible funding that supports academic excellence, appropriate facilities and quality materials and instruction while welcoming individual differences.



Initiative: Curriculum Articulation
Core Value: Student Achievement
Priority I
Implement guaranteed and viable curricula aligned to state and national standards and map those with articulated vertical and horizontal K – 12 outcomes.
Objective A
The Common Core and other national or recognized subject area frameworks are adopted and implemented, identifying set student outcomes for each grade level and subject. <ul style="list-style-type: none">• K-5 Reading• K-5 Writing• 6-12 Reading Intervention• 6-12 ELA• K-8 Math (Eureka)• 9-12 Math (exploration of Eureka)• K-12 Science (NGSS)• K-12 Social Studies• 9-12 World Languages
Strategies A
A1. Provide online copies of the Common Core and other appropriate standards to instructional and administrative staff, with the expectation that educators instruct students in those outcomes that most support 21st century understandings, knowledge, strategies, and skills.
Outcomes or Products A
<ul style="list-style-type: none">• Guaranteed and viable curricula in major subjects at each level including the identification of critical standards for major subjects at each level
Objective B
All teachers, provided professional development and administrative oversight, teach the same content across schools and within grade levels based on approved student outcomes.
Strategies B
B1. Curricula are made easily accessible to all stakeholders through the use of Skyward.



Initiative: Curriculum Articulation (continued)
Outcomes or Products B
<ul style="list-style-type: none">• Access to district curricula aligned to the CCSS and/or national standards as appropriate
Objective C
Administrative duties are reorganized to provide oversight of the functions of articulation and coordination of elementary and elementary/secondary curricula, as well as the implementation of new adoptions, instructional practices, and assessment procedures.
Strategies C
C1. Develop a reorganization plan to address curriculum coordination and articulation across the grade levels.
Outcomes or Products C
Curriculum articulation and coordination functions defined and assigned to an existing or newly created administrative staff person
Objective D
A process for monitoring the implementation of the curriculum is developed and initiated.
Strategies D
D1. Identify a process for monitoring curriculum implementation in classrooms and schools, including, but not limited to, Learning Walks, and Essential Questions.
Outcomes or Products D
<ul style="list-style-type: none">• Initiation of a monitoring process for curriculum implementation
Objective E
Expand the use of common assessments to guide teaching and learning and to monitor consistency of curriculum implementation.
Strategies E
E1. Evaluate existing common assessments to assess how well they correspond to the curricula and develop additional formative/summative assessments that aid in the oversight of curriculum implementation. E2. Continue to use common literacy and math at least three times per year at the elementary level, quarterly at middle and high school using a researched-based assessment system that offers real time feedback. E3. Provide professional development opportunities to enable teachers to engage in data analysis and data-driven instructional practices.



Initiative: Curriculum Articulation (continued)	
Outcomes or Products E	
<ul style="list-style-type: none"> • Common formative and summative assessments K-12 in each curricular area for selected units based upon the critical standards 	
Objective F	
The student management system adopted by the district, Skyward, is fully implemented enabling teachers to communicate from grade to grade on the mastery levels of individual students in critical content areas.	
Strategies F	
F1. Develop easy-to-use data entry and reporting mechanisms in Skyward on critical skills identified in all disciplines, to include an end-of-year reporting mechanism that serves as a grade-to-grade transition report regarding skill mastery levels for students incoming to a grade.	
Outcomes or Products F	
Electronic tool/template for teacher communications on student mastery from grade to grade	
Objective G	
Opportunities for the study of World Languages are increased for students.	
Strategies G	
G1. Investigate ways to incorporate/expand World Languages opportunities for all students. G2. Explore the options of World Languages courses for students with prior knowledge of the language (e.g. Spanish for Spanish-speakers; French for French-speakers)	
Outcomes or Products G	
Opportunities for the study of World Languages are identified and incorporated into students' schedules.	
Resources Needed Priority I	Persons Involved Priority I
<ul style="list-style-type: none"> • Funding and time for teachers to participate in various committees and work groups • Funding and/or time for teachers to develop unit level formative assessments in selected grade levels and subject areas. • Funding for the technology tools for maintaining and analyzing data 	<ul style="list-style-type: none"> • Teachers • Woonsocket High School Department Chairs • Title II PD Facilitators • Building Administrators • Central Office (e.g. Assistant Superintendent, Director of Grants and Assessment, Director of Special Education)



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<ul style="list-style-type: none">• Professional development for all stakeholders• Funding for curriculum coordinator role(s)	
Funding Sources Priority I	Year(s) of Completion
<ul style="list-style-type: none">• District budget• Competitive grants	<ul style="list-style-type: none">• Sustained 2015-2017• Completed 2017



Initiative: Multi-Tiered Support Systems
Core Value: Student Achievement
Priority II
Continue to develop programs that address the needs of at-risk students to close achievement gaps and raise proficiency.
Objective A
Tier II and Tier III models of intervention in math and literacy are used effectively in all grades, based on appropriate diagnostic and prescriptive assessment tools for both screening and progress monitoring purposes.
Strategies A
A1. Continue to support differentiated instruction as a pedagogical approach in all content through professional development.
A2. Ensure that staffing, RTI intervention strategies and models are acquired and in place for ongoing support in fiscally responsible and appropriate ways.
A3. Communicate closely with parents in regard to assessments, interventions, and student progress to encourage their ongoing home support. (See Parent Involvement Policy; Partnerships/ Collaborations).
Outcomes or Products A
• Effective use of Models of intervention for Tiers II and III in math and literacy
Objective B
An MTSS process is designed and implemented at the middle and high school.
Strategies B
B1. Develop a multi-year action plan for implementing MTSS district-wide identifying timelines, persons responsible, professional development, assessments, and intervention strategies.
B2. Identify RTI training consultant(s) to help the schools define an appropriate RTI model for each level, conduct trainings, and provide ongoing support as needed.
B3. Integrate available district and statewide tools for formative and summative assessments in math and literacy for real time identification of low performing students.
Outcomes or Products B
• An MTSS process in place at all levels to improve proficiency of at-risk learners in major subject areas



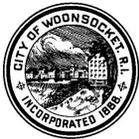
Initiative: Multi-Tiered Support Systems (continued)	
Objective C	
Teacher professional development is conducted for MTSS and classroom differentiation models, using timely formative assessments as a tool for grouping strategies.	
Strategies C	
C1. Conduct MTSS professional development sessions that inform all teachers, with targeted training to follow in priority subject areas, particularly at the middle and high school levels.	
C2. Work with Building Administrators to plan and utilize faculty meetings and Common Planning Time as professional development opportunities to support implementation of MTSS.	
Outcomes or Products C	
<ul style="list-style-type: none"> • Training in MTSS enabling all teachers to use the process with effectiveness 	
Resources Needed Priority II	Persons Involved Priority II
<ul style="list-style-type: none"> • MTSS consultant(s) • Time and funding to conduct professional development in MTSS and classroom management for intervention strategies. • Funding for multiple levels of MTSS intervention and prescriptive resources. • Skyward software 	<ul style="list-style-type: none"> • Director of Grants and Assessment\ • Central Office (e.g. Assistant Superintendent, Director of Grants and Assessment, Director of Special Education) • Building Administrators • Teachers • Support Professionals (e.g. guidance staff)
Funding Sources Priority II	Year(s) of Completion
<ul style="list-style-type: none"> • Local funds • Title I funding • Title II 	<ul style="list-style-type: none"> • Sustained 2015-2017 • Completed 2017



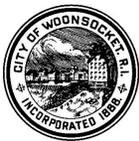
Initiative: ELL Education	
Core Value: Student Achievement	
Priority III	
Expand programming for ELL students at all levels as needed.	
Objective A	
An ELL integrated service model is implemented that includes services to identified students in each school.	
Strategies A	
<ul style="list-style-type: none"> A1. Review the status of the ELL population in each school in terms of numbers and English language proficiency. A2. Identify staffing at each school needed to provide required levels of support at each grade level. 	
Outcomes or Products A	
<ul style="list-style-type: none"> • School-based ELL staffing plan for each school 	
Objective B	
Increase the number of faculty certified to provide instruction to ELLs.	
Strategies B	
<ul style="list-style-type: none"> B1. Survey all teachers to determine certification, the level of training, and experience in ELL instruction. B2. Develop a plan to recruit applicants, giving preference to applicants certified by RIDE to teach English Language Learners in new hire situations. 	
Outcomes or Products B	
<ul style="list-style-type: none"> • Appropriate levels of certified staffing are provided to all ELL students K-12 	
Resources Needed Priority III	Persons Involved Priority III
<ul style="list-style-type: none"> • Increased certified ELL staffing at all levels. 	<ul style="list-style-type: none"> • Coordinator for ESL Programming • ESL teachers • Director of Human Resources and Labor Relations • Building Administrators
Funding Sources Priority III	Year(s) of Completion
<ul style="list-style-type: none"> • District budget 	<ul style="list-style-type: none"> • Sustained 2016-2020 • Completed 2020



Initiative: NGSS Science Curriculum
Core Value: Student Achievement
Priority IV
Adopt the Next Generation Science Standards (NGSS) in PreK – 12.
Objective A
Develop a plan for roll-out of the Pre-K – 12 Next Generation Science Standards.
Strategies A
<ul style="list-style-type: none">A1. Coordinate district-wide efforts to develop an NGSS implementation plan (NGSS Lead Team).A2. At the district level, create committees by grade level (elementary) or topics (secondary) to identify common resources and create common assessments responsive to the NGSS.A3. Reorganize instructional time frameworks as needed in elementary schools to accommodate time needed for full implementation of NGSS.
Outcomes or Products A
<ul style="list-style-type: none">• Effective elementary building level schedules that provide adequate time for full implementation of science standards• Common assessments where appropriate for PreK – 12 science instruction
Objective B
<ul style="list-style-type: none">• Provide professional development, support, and resources to initiate implementation of the NGSS science standards in each grade level.• Develop an inventory and annual ordering system for science resources in each building for supporting the new standards.
Strategies B
<ul style="list-style-type: none">B1. Provide initial and ongoing NGSS professional development to ensure that all elementary classroom teachers and teachers responsible for teaching science at the secondary level are familiar with the new standards (NGSS Lead Team).B2. Develop an inventory of required resources based upon grade level science, tech, and engineering units to be taught K-12.B3. Develop and maintain science equipment inventory information on a spreadsheet required at the various levels; and, identify a person in each school to maintain inventory information and to expedite ordering.B4. Upgrade secondary laboratories and demonstration equipment as needed to ensure capability of addressing NGSS.
Outcomes or Products B
<ul style="list-style-type: none">• Creation of a professional development plan for implementing NGSS in K – 12



Initiative: NGSS Science Curriculum (continued)	
Resources Needed Priority IV	Persons Involved Priority IV
<ul style="list-style-type: none">• Upgrades to science laboratories and demonstration equipment as need at the secondary levels as needed.• Professional development and collaboration time for science teachers at all levels.• Resources in the elementary schools for supporting implementation of the NGSS.• Potential acquisition of commercially available resources aligned to NGSS units of study as approved by WED.	<ul style="list-style-type: none">• Elementary classroom teachers• Secondary teachers responsible for science instruction• WHS Department Chair• Facilitator for Professional Development – Science- at WMS• Building Administrators• Central Office (e.g., Assistant Superintendent, Director of Grants and Assessment, Director of Special Education)• NGSS District Lead Team
Funding Sources Priority IV	Year(s) of Completion
<ul style="list-style-type: none">• District budget• Title II	<ul style="list-style-type: none">• Sustained 2015-2020• Completed 2020



Initiative: Eureka Math Implementation
Core Value: Student Achievement
Priority V
Implement the Eureka Math program grades K-8 with exploration of Eureka Math as a resource for grades 9-11.
Objective A
Elementary and middle school teachers are prepared and equipped to use the Eureka math program as aligned with the Common Core in Mathematics.
Strategies A
<ul style="list-style-type: none">A1. Continue regular meetings of the K-8 District Math Lead Team.A2. Create and implement a grade level specific professional development and support plan to be led by members of the K-8 District Math Lead Team.A3. Ensure that classroom teachers and intervention teachers for mathematics K-5 and all teachers of mathematics 6-8 are systemically provided with professional development in the Eureka Math program resources.
Outcomes or Products A
<ul style="list-style-type: none">• Successful transition into Eureka Math K-8• A professional development plan/ model for training instructional staff K-8 to successfully teach conceptual development skills aligned to the Common Core in math.
Objective B
Use formative assessments to ensure that students are maintaining the pace, skills, and conceptual knowledge provided through the Eureka Math program.
Strategies B
<ul style="list-style-type: none">B1. At each grade level, identify/ create unit-based formative assessments in Eureka Math.B2. Use the formative assessments as a basis for grouping, re-teaching, or providing extensions in math instruction.
Outcomes or Products B
<ul style="list-style-type: none">• Common unit-based formative assessments in each grade level that support the range of understandings, conceptual knowledge, and skills• Increased and sustained student success in K – 8 mathematics



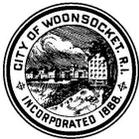
Initiative: Eureka Math Implementation (continued)	
Resources Needed Priority V	Persons Involved Priority V
<ul style="list-style-type: none"> • Access to the materials related to the Common Core in Mathematics. • Teaching resources as identified in the Eureka program, acquired in grades K – 2 first, and grades 3 - 5 thereafter. • Explore the purchase of licenses for Eureka Math grades 9-11 • Time and funding for extensive training and full implementation. 	<ul style="list-style-type: none"> • Elementary classroom teachers • Secondary teachers responsible for mathematics • WHS Department Chair • Facilitator for Professional Development – Math - at WMS • Building Administrators • Central Office (e.g. Assistant Superintendent, Director of Grants and Assessment, Director of Special Education) • Math District Lead Team
Funding Sources Priority V	Year(s) of Completion
<ul style="list-style-type: none"> • District budget • Title I funding • Title II funding 	<ul style="list-style-type: none"> • Sustained 2015-2018 • Completed 2018



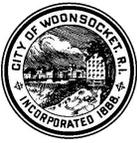
Initiative: Social Studies Curriculum
Core Value: Student Achievement
Priority VI
Complete the implementation of the Social Studies curriculum K - 12.
Objective A
A Social Studies (SS) curriculum is mapped and articulated for all grades K – 12.
Strategies A
A1. Research state and national curricula to identify the most current and appropriate frameworks for Woonsocket. A2. Investigate a consultancy to assist in the work of the SS curriculum committee. A3. Create a cross-level SS curriculum committee charged with producing a K-12 curriculum map.
Outcomes or Products A
• Social Studies instruction K - 12 driven by a district-wide curriculum map that teachers will access and follow
Objective B
All teachers will have grade level appropriate resources for implementing the social studies curriculum.
Strategies B
B1. Investigate and facilitate the purchase of resources to support the implementation of the SS curriculum. B2. Acquire SS resources over time in a way that respects reasonable grade level transitions and preparedness. B3. Develop a spreadsheet that identifies required SS resources and provides a foundation for ordering and replenishing. B4. Collaborate with community partners to support and enrich the SS curriculum.
Outcomes or Products B
• Resources and materials acquired for full implementation of the social studies curriculum.
Objective C
Any professional preparation and development for required SS teaching will be planned and equitably carried out in all schools.
Strategies C
C1. Create study groups to disseminate the curriculum, identify common instructional strategies and create assessments to implement the curriculum.



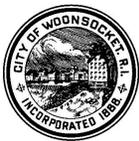
Initiative: Social Studies Curriculum (continued)	
Outcomes or Products C	
<ul style="list-style-type: none"> Teachers prepared and comfortable with implementing the updated Social Studies curriculum 	
Resources Needed Priority VI	Persons Involved Priority VI
<ul style="list-style-type: none"> Program resources to fulfill the requirements of the grade level curricula in Social Studies Provision of time for grade level study groups and departmental meetings 	<ul style="list-style-type: none"> Classroom Teachers (elementary) Teachers responsible for social studies (secondary) WHS Department Chair Facilitator for Professional Development – Social Studies - at WMS Building Administrators Central Office (e.g. Assistant Superintendent, Director of Grants and Assessment, Director of Special Education) Social Studies District Lead Team
Funding Sources Priority VI	Year(s) of Completion
<ul style="list-style-type: none"> District budget Title II (study groups) Search for competitive grants 	<ul style="list-style-type: none"> Sustained 2015-2018 Completed 2018



Initiative: Foundations Implementation	
Core Value: Student Achievement	
Priority VII	
Improve literacy skills in grades K – 2	
Objective A	
Ensure full implementation of the Wilson Foundations (Phonics) Program in the early elementary grades.	
Strategies A	
<ul style="list-style-type: none"> A1. Acquire and maintain resources for successful implementation of Foundations. A2. Provide quality training and have experienced teachers' model for incoming staff K – 2. A3. Offer supplemental Foundations training sessions for those teachers who need additional exposure to the program. A4. Purchase multi-level Foundations kits for all grade 3 teachers of English Language Learners and Intermediate Self-Contained Special Education classes. 	
Outcomes or Products A	
<ul style="list-style-type: none"> • Foundations is a uniform source of phonics instruction K – 2 and in grade 3 ELL and ISC throughout the district. 	
Resources Needed Priority VI	Persons Involved Priority VI
<ul style="list-style-type: none"> • Foundations materials for all K – 2 teachers to the level of reducing the need for excessive sharing that could impact time and quality of the implementation • Services of an experienced Foundations training consultant over an extended period of time 	<ul style="list-style-type: none"> • All K – 2 teachers and literacy support staff • Assistant Superintendent • Director of Grants and Assessment • Elementary Building Administrators
Funding Sources Priority VI	Year(s) of Completion
<ul style="list-style-type: none"> • District budget • Title I 	<ul style="list-style-type: none"> • Sustained 2015-2017 • Completed 2017



Initiative: 9th Grade Transition Program
Core Value: Student Achievement
Priority VIII
Develop 9th Grade Transition programming.
Objective A
Cultivate a supportive and accepting environment through the creation of strong relationships within a small learning community.
Strategies A
A1. Implement a freshman seminar class and maintain resources dedicated to this class. A2. Implement a comprehensive communication process for all incoming 9 th grade students and their parents, including those from WMS, the non-public middle schools in Woonsocket, and those students who have been home-schooled for 8 th grade A3. Explore the most effective means for creating 9th grade small learning communities which can be sustained by our district. A4. Allocate common planning time to Freshman Seminar instructors for collaboration and professional development. A5. Provide professional development for 9th grade transition leaders and selected high school teachers and support professionals. A6. Evaluate 9th grade instructional and assessment structures to facilitate student transition from middle school to high school expectations.
Outcomes or Products A
<ul style="list-style-type: none">• Functioning of 9th grade transition programming
Objective B
Foster academic and social/emotional success for all students transitioning from middle school to high school.
Strategies B
B1. Maintain existing study groups dedicated to 9th grade transition, freshman seminar design, student peer mentors. B2. Define the metrics that will describe success for this program and collect data to monitor student progress within the program for both short-term and long-term measures.
Outcomes or Products B
<ul style="list-style-type: none">• Decrease in Freshman retention rate• Eventually improvement in the graduation rate



Initiative: 9th Grade Transition Program (continued)	
Resources Needed Priority VIII	Persons Involved Priority VIII
<ul style="list-style-type: none"> • Planning time for Freshman Seminar instructors and study groups • Professional development • Curriculum resources (i.e., Career Choices) 	<ul style="list-style-type: none"> • High school Administrative team • 9th Grade Transition Leaders • High school Guidance team • Select high school teachers, support professionals • Assistant Superintendent • Director of Grants and Assessment • Middle school Administrative team • Middle school support professionals • Community partners
Funding Sources Priority VIII	Year(s) of Completion
<ul style="list-style-type: none"> • District budget • Title II funding • 21st Century Grant • Competitive grants 	<ul style="list-style-type: none"> • Sustained 2015-2020 • Completed 2020



Initiative: Social/Emotional Supports
Core Value: Personal Growth
Priority IX
Update and implement a comprehensive support structure to address social, emotional, and academic growth for students in grades K – 12.
Objective A
Update of comprehensive school counseling curriculum.
Strategies A
<ul style="list-style-type: none">A1. Review personnel allocation priorities to work towards providing increased social-emotional support for students, particularly at the elementary level.A2. Provide professional development opportunities for school counselors/risk-prevention specialists to work collaboratively on an updated counseling curriculum.A3. Identify resources and a structure that enable use of community support services to work with students with social/emotional problems.A4. Explore expansion of mentoring programs using district and community resources.
Outcomes or Products A
<ul style="list-style-type: none">• Updated counseling curriculum• Expanded alternative opportunities
Objective B
Encourage in each building an environment that promotes the social and emotional well-being of each child.
Strategies B
<ul style="list-style-type: none">B1. Define and optimize the use of the services of social/emotional support professionals at all levels.B2. Design service infrastructure so that they are appropriately scaffolded to ensure progress and sustainability.B3. Explore, select, and implement new approaches to social/emotional learning (e.g. PBIS, Resilient Kids, Peaceful Playground).B4. Provide professional development for all faculty and staff on research-based instructional and support programs to impact students' social and emotional learning.



Initiative: Social/Emotional Supports (continued)	
Outcomes or Products B	
<ul style="list-style-type: none"> • Defined infrastructure for social/emotional supports in schools • Welcoming school environments • Expanded alternative opportunities for school-based 	
Objective C	
Improve student attendance	
Strategies C	
<ul style="list-style-type: none"> C1. Revisit and rewrite the district attendance/truancy policy. C2. Re-establish Truancy Court. C3. At the secondary level, form an attendance working group/task force that includes both staff and students. C4. Expand availability of digital tools and content to help reach students who are disengaging from school. C5. Investigate flexible scheduling and alternative educational opportunities. 	
Outcomes or Products C	
<ul style="list-style-type: none"> • Truancy Court re-established • Updated attendance policy 	
Resources Needed Priority IX	Persons Involved Priority IX
<ul style="list-style-type: none"> • Time and funding to train and implement new approaches social/emotional in schools and district-wide. • Corresponding materials and digital resources • Consulting services and resources for social/emotional learning • Increased staffing, as needed 	<ul style="list-style-type: none"> • Social/Emotional service support professionals • Building Administrators • Appropriate Central Office Administrators (e.g., Director of Special Education, Director of Grants and Assessment, Assistant Superintendent) • Chief Technology Officer • Director of Facilities, Security, and Transportation
Funding Sources Priority IX	Year(s) of Completion
<ul style="list-style-type: none"> • District budget • Title I • Title II • Competitive grants 	<ul style="list-style-type: none"> • Sustained 2015-2017 • Completed 2018



Initiative: Student-centered Partnerships
Core Value: Partnerships and Collaboration
Priority X
Support Woonsocket students in achieving success through engagement among students, families, community partners, businesses, and institutions of higher education
Objective A
Expand engagement with community partners with a focus on providing informational and experiential resources.
Strategies A
A1. Meet with community partner representatives to share/discuss ideas that support student learning, interests, and goals (e.g., CCF, CCA, RiverzEdge, NeighborWorks, YWCA, YMCA, Boys' and Girls' Clubs, religious organizations). A2. Once opportunities with partnerships, community organizations, businesses, and higher education are identified, develop and maintain an online resource guide of community partners.
Outcomes or Products A
<ul style="list-style-type: none">• Online resource guide of community partnership opportunities
Objective B
Establish relationships with local businesses for supporting all students in better understanding career opportunities and related expectations.
Strategies B
B1. Invite businesses and community partnerships to participate in school-based celebrations. B2. Conduct a forum with local business representatives to identify partnership opportunities such as career advice, job shadowing, and internship opportunities.
Outcomes or Products B
<ul style="list-style-type: none">• Expanded business and community partnerships with WED
Objective C
Improve interaction with parents for promoting interest, support, and guidance for high school students in regard to options after graduation.



Initiative: Student-centered Partnerships (continued)	
Strategies C	
<p>C1. Meet with higher education and business/community outreach representatives to plan and implement college/career awareness opportunities for secondary students.</p> <p>C2. Promote ongoing communications with industry partners to foster career and technical post-secondary options.</p> <p>C3. Expanded resources for supporting Woonsocket students in decision-making in regard to career readiness and higher education opportunities.</p> <p>C4. Expanded opportunities for community service projects for all students.</p>	
Resources Needed Priority X	Persons Involved Priority X
<ul style="list-style-type: none"> • Availability of faculty to participate in career readiness and higher education related projects • Access to print and media resources to develop communications and guides 	<ul style="list-style-type: none"> • Appropriate Central Office Administrators • Building Administrators and administrative teams • Selected faculty and staff
Funding Sources Priority X	Year(s) of Completion
<ul style="list-style-type: none"> • District Budget • Title I • 21st Century Grant • Competitive Grants • Donations and fundraising (e.g., Feinstein Funds, Donors Choose, Go Fund Me) 	<ul style="list-style-type: none"> • Sustained 2015 – 2018 • Completed 2018



Initiative: Partnerships with Families
Core Value: Personal Growth
Priority XI
Address the specific academic and social needs of all students through increased family interaction, engagement, and involvement.
Objective A
Increase familial involvement in the education of all students.
Strategies A
<p>A1. More effectively employ parent/family groups (e.g., PAC, SELAC, PESLO, PTOs/PTAs) to convey and stimulate the interests of parents and families of students.</p> <p>A2. Use the partnerships with community agencies (e.g., Center for Southeast Asians, Progreso Latino) to develop and implement a plan to support targeted populations.</p> <p>A3. Maintain the positions of Title I Parent Liaisons at the elementary and middle schools.</p> <p>A4. Investigate ways to fund a parent liaison position at Woonsocket High School.</p> <p>A5. Create “road shows” to present to parents/families in their own environments (e.g., present at churches, community centers).</p> <p>A6. Continue the practice of radio outreach (e.g., WNRI, WOON) by the Superintendent.</p> <p>A7. Maintain and keep current the district and schools’ websites.</p> <p>A8. Develop the capacity of Building Administrators to use a range of communication tools to improve communications with parents.</p> <p>A9. Create a Superintendent’s Blog for families posted on our website.</p> <p>A10. Provide professional development to all teachers and staff on parent and family interaction, engagement, and involvement.</p>
Outcomes or Products A
<ul style="list-style-type: none">• More engaged and involved parents and families• Communication outlets established and maintained• Plan created for effective use of partnerships



Initiative: Partnerships with Families (continued)	
Resources Needed Priority XI	Persons Involved Priority XI
<ul style="list-style-type: none">• Technology resources• Funding for liaison positions	<ul style="list-style-type: none">• Superintendent of Schools• Director of Grants and Assessment (Title I)• Building Administrators• Parent Liaisons• Teachers
Funding Sources Priority XI	Year(s) of Completion
<ul style="list-style-type: none">• Title I• Title II• Kellogg Grant (CSEA)	<ul style="list-style-type: none">• Sustained 2015-2017• Completed 2017



Initiative: Improved District/School Climate	
Core Value: School Climate	
Priority XII	
To improve the climate/culture in schools and in the district through the Building of positive relationships among students, families, faculty, and community partnerships.	
Objective A	
Improve two-way communication and collaboration between and among all stakeholders.	
Strategies A	
<ul style="list-style-type: none"> A1. Use electronic tools to facilitate communications among stakeholders. A2. Create a district-wide public relations committee with broad stakeholder representation. 	
Outcomes or Products A	
<ul style="list-style-type: none"> • Improved school and district climate through positive relationships 	
Objective B	
Improve morale and participation among all stakeholders.	
Strategies B	
<ul style="list-style-type: none"> B1. Identify sources and/or consultants to guide work in improving district/ school climate. B2. Use technology and media to provide information to pertinent stakeholders. B3. Establish research-based protocols and structures for supporting professional collaboration in endeavors such as looking at student work, teaching practices, and assessment issues. 	
Outcomes or Products B	
<ul style="list-style-type: none"> • Improved morale among stakeholders 	
Resources Needed Priority XII	Persons Involved Priority XII
<ul style="list-style-type: none"> • Electronic communication tools • Partnerships with local media outlets • Consultant services • Funding 	<ul style="list-style-type: none"> • Building-level leadership • Teachers • District-level Administrator
Funding Sources Priority XII	Year(s) of Completion
<ul style="list-style-type: none"> • District budget 	<ul style="list-style-type: none"> • Sustained 2016-2018 • Completed 2018



Initiative: Learning Environments
Core Value: Resources
Priority XIII
Ensure all students PreK – 12 learn in environments conducive to achievement of high expectations and acquisition of 21 st century skills.
Objective A
Physical surroundings within buildings are provided that enable students to access instructional tools, equipment, and spaces that accommodate all aspects of the curricula and district-approved teaching strategies.
Strategies A
<ul style="list-style-type: none">A1. Implement the 5-year capital improvement plan to improve health and safety.A2. Have Building Administrators review conditions of the school facilities and report on any deficiencies that impair full functioning of the building as a comprehensive learning environment.A3. Where applicable, provide all classes with safety equipment and effective resources to adequately deliver programs that entail laboratories, demonstration areas, and/or performance space.
Outcomes or Products A
<ul style="list-style-type: none">• Buildings meet current codes and operate effectively in a healthy and safe manner
Objective B
Develop a long-term instructional technology plan that identifies technologies that enable students to develop 21st skills and access current online resources.
Strategies B
<ul style="list-style-type: none">B1. Acquire selected technologies that both support curriculum areas and provide students daily experience with technology skills aligned with national guidelines and supportive of 21st century skills.B2. Provide professional development for all faculty and staff in the use of technology as an instructional tool.B3. To the extent of available funding, acquire and pilot selected classroom technologies to promote students' research, problem-solving, and presentational skills.
Outcomes or Products B
<ul style="list-style-type: none">• Development and implementation of multi-phase instructional technology plan.• Increased student access to quality online educational supplements, enrichment resources, and learning alternatives.



Initiative: Learning Environments (continued)	
Objective C	
Provide ongoing support of newly hired and existing faculty through a tiered mentor/induction program.	
Strategies C	
C1. Re-establish a multi-tiered mentor/induction program extending beyond Basic Education Plan requirements, making modifications as necessary.	
Outcomes or Products C	
<ul style="list-style-type: none"> • Establishment of Mentor/ Induction Program 	
Resources Needed Priority XIII	Persons Involved Priority XIII
<ul style="list-style-type: none"> • Funding for five-year capital improvement plan • Internal sources and funding for instructional technology plan development and implementation 	<ul style="list-style-type: none"> • Director of Facilities, Security, and Transportation • Chief Technology Officer • Director of Finance and Administration • Director of Grants and Assessment • Superintendent of Schools • School Committee Representatives
Funding Sources Priority XIII	Year(s) of Completion
<ul style="list-style-type: none"> • Capital Plan, District budget, Competitive grants, and Title II 	<ul style="list-style-type: none"> • Sustained 2015-2020 • Completed 2020



Initiative: Recruitment and Mentoring
Core Value: Human Resources
Priority XIV
Over time, develop a high quality, culturally diverse faculty and staff.
Objective A
Recruit, hire, and retain faculty and staff that more closely reflect the diversity of the student population.
Strategies A
A1. Implement culturally responsive hiring practices such as district recruitment fairs, outreach to community cultural organizations, local college recruitments, targeted advertisement. A2. Create a central administrative office level function to actively engage with teacher preparation programs of area and online institutions of higher education to aid in the placement of pre-practicum, practicum, and student teachers in district schools at all levels.
Outcomes or Products A
<ul style="list-style-type: none">• More culturally diverse faculty and staff is recruited and hired
Objective B
Increase the pools of: <ul style="list-style-type: none">- secondary educators holding certification as Teachers of Math or Science- secondary educators holding dual certification as Teachers of Students with Disabilities (Special Education) and the content areas of Math or Science- educators holding certification as Teachers of English Language Learners
Strategies B
B1. Investigate a change in the policy that precludes compensation for earned creditable service for step placement purposes to candidates with out-of-state service. B2. Post anticipated openings as early as April to create a pool of applicants, particularly for hard-to-fill positions.
Outcomes or Products B
<ul style="list-style-type: none">• Increase in the number of teachers certified as Teachers of ELLs• More highly qualified hires in the areas of secondary math, science, and special education teachers with math/ science content certification



Initiative: Recruitment and Mentoring (continued)	
Objective C	
Provide ongoing support of newly hired and existing faculty through a tiered mentor/induction program.	
Strategies C	
C1. Re-establish a multi-tiered mentor/induction program extending beyond Basic Education Plan requirements, making modifications as necessary.	
Outcomes or Products C	
<ul style="list-style-type: none"> Establishment of Mentor/ Induction Program 	
Resources Needed Priority XIV	Persons Involved Priority XIV
<ul style="list-style-type: none"> Expanded function within an administrative position Mentor program development costs 	<ul style="list-style-type: none"> Superintendent Assistant Superintendent Director of Human Resources and Labor Relations Building Administrators Lead Mentor/Demonstration Teacher Director of Grants and Assessment
Funding Sources Priority XIV	Year(s) of Completion
<ul style="list-style-type: none"> Title II Local budget Competitive grants 	<ul style="list-style-type: none"> Sustained 2015-2020 Completed 2020



Conclusion

It is hopefully understood that this district improvement planning process generates a series of separate initiatives intended to be carefully staged and phased. While the initiatives generally should be inter-related as the completion times indicate, they will not necessarily always be undertaken as proposed but may overlap within the phases and steps to accomplish each. As such, identified persons responsible for implementation should not feel bound to strictly interpret action steps as sequentially listed. They should feel empowered to “tweak” the initiative to better fit the specific situation as the work evolves.

Finally, all district and school staff should remember the purpose of the district improvement planning process: to focus and provide a plan of action that consistently reinforces student learning and achievement.