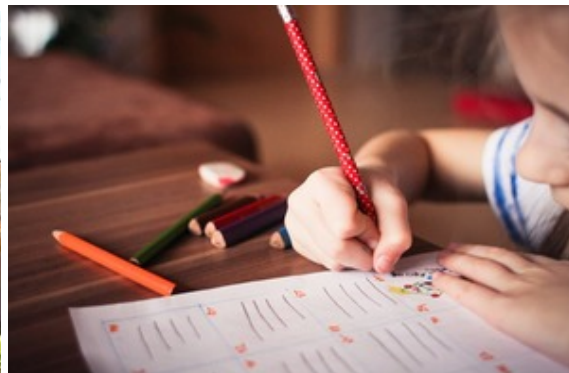# Exeter-West Greenwich Regional School District

**5-Year District Strategic Plan
2021-2025**

Mission Statement

The mission of the Exeter-West Greenwich Regional School District is to empower students to dream, reach and succeed.

Vision Statement

Our school system will reflect its mission when every member of our community works collaboratively to take responsibility for the success of our students. Our school system will reward and encourage those who accept challenges, who try to achieve what others thought impossible, and who accept and embrace growth and advancement.

Our classrooms will be places where: all students face challenging, high quality curriculum; students have multiple opportunities and means to master material and demonstrate their mastery; students are presented material in the way that best facilitates their learning; and learning is connected to the larger world through experiences that are personal, not limited by school walls, and have applications beyond school.

Our schools' relationship with its community will be marked by: students, parents and teachers who understand expectations; school performances that are varied and diverse; high profile events that celebrate achievements; support for understanding what schools do; and, relationships that we point to with pride.

Our systems will move us closer to our mission when: all grades, programs, and disciplines work together in a coordinated effort; we benchmark ourselves against standards and others who do well; we actively support and encourage adult and student learning; technology is an integrated part of learning; and professional development is focused on student achievement.

We will know our school system is successful when: increasing numbers of students successfully complete it; our students perform well on measurements of achievement; groups of students who had not done well improve their performance; and students completing our system reflect increasing aspirations.

Theory of Action

If The Exeter-West Greenwich Regional School District…
- Sets a high bar for educational excellence that is based on the belief that all students can and will achieve great outcomes,
- Develops policies and practices that enable all students to achieve this high bar for excellence through school-based resources and services that are supported by the district,
- Engages student, parent, staff, and community voice to share in the development of core policies and practices that respond to community needs,

Then the Exeter-West Greenwich Regional School District will…
- Ensure all schools meet or exceed the high bar set for educational excellence and student outcomes and,
- Strengthen and leverage a shared responsibility and commitment to our mission and vision,

So that…
- All levels of the educational system work together to enable equitable opportunities and excellent outcomes for all students.

Priority Areas

1. Responsive Instruction

The Exeter-West Greenwich Regional School District believes that optimal learning occurs when the academic, social, emotional, physical, and individualized needs of our students and their families are identified and addressed. We recognize that in order for all students to achieve at high levels, regardless of background or experiences, we must tailor our instructional practices and social-emotional supports to meet individual needs. We must have a comprehensive system for monitoring progress, providing targeted interventions, and ensuring that all students have access to rigorous and engaging learning experiences/programs that ultimately prepare them for the future to which they aspire. In short, we recognize that our role is not only to teach, but to <u>ensure</u> that our students are learning.

Measurable Goals
- By July, 2025, the achievement gaps that exist between identified student subgroups (economically disadvantaged; students of color) and all other students not in those subgroups will decrease by 50% in ELA and math as measured by the RICAS, SAT, and DLM alternative assessments.
- By July, 2025, the achievement gap that exists between students with disabilities and those without a disability will decrease by 25% in ELA and math as measured by the RICAS, SAT, and DLM alternative assessments.
- By July, 2025, the percentage of students entering high school with a recommendation for foundation-level courses will decrease by 18% percentage points, from 33% to 15%.
- By July, 2025, the percentage of students who are on grade level for reading by the end of grade 3, as measured by the i-Ready assessment, will increase by 7 percentage points, from 83% (2020-21) to 90%.
- By July, 2025, the percentage of students who are on grade level for reading by the end of grade 8, as measured by the i-Ready assessment, will increase by 15 percentage points, from 60% (2020-21) to 75%.
- By July, 2025, the percentage of teachers who feel confident in their ability to respond to students who are experiencing mental health problems will increase by 20 percentage points, from 60% (2021) to 80%. (Survey Works)
- By July, 2025, the percentage of teachers who report confidence in their ability to find resources for working with children who have unique learning needs will increase by 21 percentage points, from 64% (2021) to 85%. (Survey Works)

2. <u>Excellence in Learning</u>

The Exeter-West Greenwich Regional School District believes that all students are able to learn and grow. We understand and are committed to our responsibility to provide the resources, opportunities, professional learning, and environments that support student learning and the development of the whole child. We recognize our collective responsibility for student success, including our professional imperative to learn from our colleagues and share our own best practices. In addition, we are committed to developing our students' ownership of their own learning as a key strategy for improving educational outcomes.

<u>Measurable Goals</u>
- By July, 2025, 75% of students will achieve proficiency in ELA as measured by the RICAS, SAT, and DLM alternative assessments, an increase of 19% over 2018-19 district results (56%).
- By July, 2025, 70% of students will achieve proficiency in math as measured by the RICAS, SAT, and DLM alternative assessments, an increase of 21% over 2018-19 district results (49%).
- By July, 2025, 70% of students will achieve proficiency in science as measured by the NGSA assessment, an increase of 19% over 2018-19 district results (51%).
- By July, 2025, the percent of students who are chronically absent will decrease by 4% percentage points, from 9% (2019-20) to 5%.
- By July, 2025, the district will increase the number of State-approved CTE programs from 3 to 6, and increase the post-secondary success index score for students graduating with at least one credential beyond the high school diploma from 68 (2019-20) to 75.
- By July, 2025, the percentage of students who report they are interested in their classes will increase by 21 percentage points in grades 3-5, from 54% (2021) to 75%, and by 23 percentage points in grades 6-12, from 32% (2021) to 55%. (Survey Works)

3. Engaged Communities

The Exeter-West Greenwich Regional School District values the diverse perspectives and expertise of our entire learning community. The partnerships developed over the past sixteen months, as we worked through the immense challenges of a global pandemic, were critical to our success as a district, and must be maintained. We recognize the key roles of district personnel, families, community members, and most importantly, our students themselves, in establishing student-centered priorities, policies and practices that define our path forward.   At the classroom and individual student levels, we value collaborative partnerships with families that support and advance student outcomes through ongoing and transparent communication, mutual trust and respect, and shared responsibility for success.

Measurable Goals
- By July, 2025, the percentage of families who report a favorable opinion of their child's school culture and instructional decisions will increase from 74% (2021) to 80%. (Survey Works)
- By July, 2025, the percentage of families who report that they receive frequent communication from the school about their child's performance will increase from 47% (2021) to 65%. (Survey Works)
- By July, 2025, the percentage of students who report a feeling of belonging in their school will increase by 15 percentage points in grades 3-5, from 72% (2021) to 87%, and by 25 percentage points in grades 6-12, from 37% (2021) to 62%. (Survey Works)

4. Capital/Facilities Improvements

The Exeter-West Greenwich Regional School District maintains a strong commitment to the maintenance and improvements to our school buildings and facilities. Our students deserve to learn in an environment that is safe, responsive to the changing needs of our community, and reflective of current advancements in technology and instructional research related to student learning and work spaces.

Measurable Goals
- By July, 2025, the district will complete identified facilities improvement projects addressing the health & safety and educational needs identified in the proposed $17.8M capital improvement bond.

Exeter-West Greenwich Regional School District Annual Plan (2021-2022)

Priority Area: Responsive Instruction

Baseline Information/Data:
- 2018-19 State Assessment Results indicate a 20% proficiency rate difference between students who are economically disadvantaged and those who are not in ELA, a 24% difference in mathematics, and a 14% difference in science.
- 2018-19 State Assessment Results indicate a 16% proficiency rate difference between students of color and students who are white in ELA, and a 14% difference in mathematics.
- 2018-19 State Assessment Results indicate a 58% proficiency rate difference between students with disabilities and those without disabilities in ELA, a 48% difference in mathematics, and a 44% difference in science.
- In 2020-21, 44/133 ninth grade students entered high school with a recommendation for at least one foundation level course in ELA, math, science and/or history.
- In 2020-21, the percentage of students who were on grade level in reading by the end of grade 3 was 83%, as measured by the i-Ready assessment, and the percentage of students on grade level in reading by the end of grade 8 was 60%, as measured by the i-Ready assessment.
- According to 2021 Survey Works data, 60% of teachers feel confident in their ability to respond to students who are experiencing mental health problems.
- According to 2020 Survey Works data, 61% of teachers reported confidence in their ability to find resources for working with children who have unique learning needs. In 2021, that percentage rose to 64%.

Initiatives:	Action Steps (2021-2022)
Science of Reading Training	- Identified staff members (elementary classroom teachers, district-wide special educators and reading specialists, certified school/district administrators) to complete (at mastery level) units 1 through 4 of LETRS training.
Social Emotional/Behavioral Tiered Supports (MTSS)	- Identify and secure an SEL screener to be utilized across the district. - Secure, train, and implement universal supports and evidence-based programs across the district to address social-emotional learning needs (including anxiety and executive functioning) based on CASEL's SEL framework. - Develop documentation and implement strategies for data-driven progress monitoring of SEL tiered interventions across the district.

Academic Tiered Supports (MTSS)	- Develop/revise district policy to ensure that universally-designed supports are accessible and provided to all students, regardless of status. - Develop/refine a comprehensive assessment system to include academic screening and progress monitoring strategies. - Develop documentation and implement strategies for data-driven progress monitoring of academic tiered interventions across the district.
Specialized Instruction	- Provide/design professional development for special educators and related service providers on delivering specially-designed instruction in the least restrictive environment. - Develop and implement a collaborative process for meeting with the Special education director prior to IEP development to examine current data in order to develop/determine specific, targeted IEP goals, instructional strategies and additional supports. - Provide staff training to expand the use of assistive technology to ensure access to the general education curriculum.

Baseline Information/Data:
- 2018-19 State Assessment Results indicate that 56% of children were proficient in ELA, 49% were proficient in mathematics, and 51% were proficient in science. Students were not tested in 2019-20 due to a global pandemic.
- In 2019-20, a total of 138/1586 (8.7%) of students were chronically absent, with disproportionate numbers for students with disabilities, students of color, and students who are economically disadvantaged. To earn the maximum number of points for this category in the state accountability system, the rate of chronic absenteeism must be below 6.6%.
- As of July, 2021, there are three (3) state-approved CTE programs at the senior high school. The post-secondary success index (a measurement of the state accountability system) is determined by the number of students who earn credentials (AP, college credits, CTE credentials) beyond the high school diploma. In 2018-19, the EWG index score was 61 and in 2019-20, the index score was 68. To earn the maximum number of points for this category in the state accountability system, the post-secondary success index must be at least 75.
- According to 2020 Survey Works data, 51% of students in grades 3-5 and 32% of students in grades 6-12 reported that they are interested in their classes. In 2021, those percentages were 54% and 32%, respectively.

Initiatives:	Action Steps (2021-2022)
High Quality (HQ) Curriculum	- Implement High-Quality preschool curriculum (piloted in 2020-21). - Implement High-Quality ELA curriculum, grades 6-12 (piloted in 2020-21). - Pilot High-Quality ELA curriculum, grades K-5 - Provide implementation training for 2021-22 action steps (above).
CTE Expansion	- Submit applications for 2 additional identified CTE programs for RIDE approval. - Develop courses and secure school committee approval for newly adopted CTE programs. - Enter into a third-party agreement for professional marketing of CTE program options to increase tuition revenue.
Post-Pandemic Return to School Supports	Utilize the LEAP Taskforce recommendations and leverage ESSER funds to address post-pandemic social-emotional and learning gaps/acceleration needs across the district, including summer programming, added-time, and staff realignment/reassignment.
Student Engagement	Provide training for all staff in project-based learning and encourage all teachers to implement at least one PBL opportunity as an embedded course activity/assignment.

Priority Area: Engaged Communities

Baseline Information/Data:
- According to 2020 Survey Works data, 76% of parents reported a favorable opinion of their child's school culture and instructional decisions. In 2021, the data decreased by 2% to 74%.
- According to 2020 Survey Works data, 40% of parents reported that they receive frequent communication from the school about their child's performance. In 2021, that percentage rose to 47%.
- According to 2020 Survey Works data, 52% of students in grades 3-5 and 41% of students in grades 6-12 reported a feeling of belonging in their school. In 2021, those percentages were 74% and 37%, respectively.

Initiatives:	Action Steps (2021-2022)
Student and Family Voice	- Include specific strategies in each school-based plan for gathering (and using) student feedback and recommendations for school improvement. - Establish a schedule for ongoing community forums with the superintendent and/or school/district leaders to solicit feedback and recommendations from families for school improvement. - Establish a set of recommendations/expectations to be implemented by IEP teams for increasing parent voice in the development of Individualized Education Programs. - Establish and communicate a clear set of options for parents to engage in school-based meetings, including virtual and in-person options.
Communication	- Secure and maintain technology platforms (such as See-Saw and Google Classroom) to increase regular communication with families about student performance. - Develop/revise district policy to ensure that direct, two-way and timely communication occurs with parents when academic/other concerns arise, and to ensure they (parents) are involved in the development of intervention plans to address those identified needs. - Increase opportunities to support families in understanding school programs/initiatives, including special education and intervention supports.

Note: Initiatives identified for the first three priority areas of the District Strategic Plan will certainly have an impact on progress toward goals identified across priority areas.

Priority Area: Capital/Facilities Improvements

Baseline Information/Data:
- In April, 2021, voters approved a $17.8M capital/facilities improvement bond to address health & safety and educational enhancements throughout the district. Projects include the HVAC system at the JSHS, roof replacements at Wawaloam and Metcalf, replacement and relocation of the Wawaloam playground, and renovations/upgrades to the JSHS auditorium, science labs and the greenhouse.   - The district received Stage I and II approval for the entire scope of work, and stage III and IV approval for the HVAC replacement project at the JSHS.   - Bids were issued and awarded for the JSHS HVAC system replacement project.

Initiatives:	Action Steps (2021-2022)
N/A	- Complete the HVAC system replacement at the JSHS. - Submit and receive Stage III approval for the remaining projects included in the $17.8M capital/facilities improvement bond. - Issue and award bids for projects that will begin in summer, 2022.

Exeter-West Greenwich Regional School District Annual Plan (2022-2023)

Priority Area: Responsive Instruction

Baseline Information/Data:
- 2018-19 State Assessment Results indicate a 20% proficiency rate difference between students who are economically disadvantaged and those who are not in ELA, a 24% difference in mathematics, and a 14% difference in science.
- 2020-2021 State Assessment Results indicate a 23% proficiency rate difference between students who are economically disadvantaged and those who are not in ELA, a 23% difference in mathematics, and a 15% difference in science.
- 2021-2022 State Assessment Results indicate a 20% proficiency rate difference between students who are economically disadvantaged and those who are not in ELA, a 29% difference in mathematics, and a 23% difference in science.
- 2018-19 State Assessment Results indicate a 16% proficiency rate difference between students of color and students who are white in ELA, and a 14% difference in mathematics.
- 2020-2021 State Assessment Results indicate a positive 0.5 % proficiency rate difference between students of color and students who are white in ELA, and a 8% difference in mathematics.
- 2021-2022 State Assessment Results indicate a 0.6% proficiency rate difference between students of color and students who are white in ELA, and a 9% difference in mathematics.
- 2018-19 State Assessment Results indicate a 58% proficiency rate difference between students with disabilities and those without disabilities in ELA, a 48% difference in mathematics, and a 44% difference in science.
- 2020-2021 State Assessment Results indicate a 43% proficiency rate difference between students with disabilities and those without disabilities in ELA, a 34% difference in mathematics, and a 31% difference in science.
- 2021-2022 State Assessment Results indicate a 48% proficiency rate difference between students with disabilities and those without disabilities in ELA, a 45% difference in mathematics, and a 31% difference in science.
- In 2021-2022 State Assessment Results indicate that English Language Proficiency has been identified as a Focus Area receiving the minimum possible points, 1 out of 4.
- In 2020-21, 44/133 ninth grade students entered high school with a recommendation for at least one foundation level course in ELA, math, science and/or history. In 2021-22, the proportion was 36/105 and in 2022-23, the proportion was 28/120.
- In 2020-21, the percentage of students who were on grade level in reading by the end of grade 3 was 83%, as measured by the i-Ready assessment, and the percentage of students on grade level in reading by the end of grade 8 was 60%, as measured by the i-Ready assessment. In 2021-22, the rates were 81% for grade 3 and 61% for grade 8.
- According to 2021 Survey Works data, 60% of teachers feel confident in their ability to respond to students who are experiencing mental health problems. In 2022, the rate was 53%
- According to 2020 Survey Works data, 61% of teachers reported confidence in their ability to find resources for working with children who have unique learning needs. In 2021, that percentage rose to 64% and in 2022, the rate was 61%.

Initiatives:	Action Steps (2021-2022) Action Steps (2022-2023) Action Steps (2023-2024)
Science of Reading Training	● Identified staff members (elementary classroom teachers, district-wide special educators and reading specialists, certified school/district administrators) to complete (at mastery level) units 1 through 4 of LETRS training. (68/68 identified teachers completed at mastery level) ● Identified staff members (elementary classroom teachers, district-wide special educators and reading specialists, certified school/district administrators) to complete (at mastery level) units 5 through 7 of LETRS training. ● Identified staff members at the J/SHS to complete modules 1-3 of the BRIDGE-RI 5-course sequence of structured literacy awareness, a state requirement. (50/72 completed modules 1-5; 10/72 completed modules 1-3; 10/72 began modules; 2/72 have not begun module training) ● Identified staff members at the J/SHS to complete modules 4-5 of the BRIDGE-RI 5-course sequence of structured literacy awareness, a state requirement. ● Identified staff members (elementary classroom teachers, district-wide special educators and reading specialists, certified school/district administrators) to complete (at mastery level) unit 8 of LETRS training. ● Identified elementary staff members (9) to complete modules 1-3 of the BRIDGE-RI 5-course sequence of structured literacy awareness, a state requirement.
Social Emotional/Behavioral Tiered Supports (MTSS)	● Identify and secure an SEL screener to be utilized across the district. (DESSA screener selected by district committee) ● Secure, train, and implement universal supports and evidence-based programs across the district to address social-emotional learning needs (including anxiety and executive functioning) based on CASEL's SEL framework. (Identified and trained for Feeling Buddies/Conscious Discipline PK-3; RULER 4-12; SMARTS program for executive functioning 4-9; Coping Cat training for SEL team) ● Develop documentation and implement strategies for data-driven progress monitoring of SEL tiered interventions across the district. (Plan developed to be implemented in 2022-23 school year) ● Train and implement universal supports and evidence-based programs across the district to address social-emotional learning needs (including anxiety and executive functioning) based on CASEL's SEL framework. (Implemented RULER 4-12; Feeling Buddies/Conscious Discipline PK-3) ● Develop documentation and implement strategies for data-driven progress monitoring of SEL tiered interventions across the district.

	(DESSA utilized 2-3 times per year with data presented at all MTSS meetings; Identified and secured progress monitoring tools for Tiers 2 and 3 SEL supports) ● Seek grant funding for increased social-emotional and mental health supports/personnel (Applied for and received USDOE Mental Health grant; Partnered with RIC to establish recruitment/retention of new highly qualified clinicians; Partnered with Bryt to improve and strengthen mental health supports in grades 7-12) ● Utilize selected SEL progress monitoring tools across the district to assess effectiveness of evidence-based practices/interventions. ● Increase SEL/Mental Health personnel across district (recruitment/retention through grant funding) ● Develop and implement a comprehensive secondary (7-12) plan for delivering and monitoring SEL research-based tiered interventions, with fidelity.
Academic Tiered Supports (MTSS)	● Develop/revise district policy to ensure that universally-designed supports are accessible and provided to all students, regardless of status. (Policy passed by School Committee on 8/24/21) ● Develop/refine a comprehensive assessment system to include academic screening and progress monitoring strategies. (Multi-year goal, still in progress) ● Develop documentation and implement strategies for data-driven progress monitoring of academic tiered interventions across the district. (Multi-year goal, still in progress) ● Partner with Hill for Literacy to construct/revise an assessment system and process for using measures of student performance in literacy to inform decisions at the district, school, grade, classroom and individual student levels for K-6. ● Implement elementary assessment system for Literacy/Reading. ● Identify, secure, and utilize research-based K-6 Literacy/Reading interventions that align with the newly adopted high quality curriculum, science of reading and the elementary assessment system. ● Develop and implement a comprehensive secondary (7-12) plan for delivering and monitoring academic research-based tiered interventions, with fidelity.
Specialized Instruction	● Provide/design professional development for special educators and related service providers on delivering specially-designed instruction (SDI) in the least restrictive environment. (Marilyn Friend Book Study, *Specially Designed Instruction for Co-Teaching*- Met with all special educators on a monthly basis regarding SDI in the co-taught classroom) ● Develop and implement a collaborative process for meeting with the Special education director prior to IEP development to examine current data in order to develop/determine specific, targeted IEP goals, instructional strategies and additional supports. (Met prior to all IEP meetings-focused on data)

	- Provide staff training to expand the use of assistive technology to ensure access to the general education curriculum. <mark>(Training occurred, established AT Team)</mark> - Provide/design professional development on recommended high use co-teaching strategies and service delivery models. <mark>(Met monthly with special education teams)</mark> - Develop a rubric collaboratively to examine "look fors" in a co-taught classroom across the district. <mark>(Developed rubrics specific for school teams. Initiated use of rubrics)</mark> - Utilize AT assistive team to consult and increase the use of assistive technology <mark>(Purchased additional AT resources, completed AT assessments, provided AT recommendations and trainings for students)</mark> - Assess and determine effective service delivery models at the secondary level (7-12 grade). - Utilize SDI in the co-teaching classroom "look fors" rubric to collaboratively support all educators - Examine effectiveness of SDI through data/goal progress monitoring - Increase use of provided AT tools including Learning Ally, Speech to Text, Clicker, C Scan Pen, augmentative communication devices, etc

Priority Area: Excellence in Learning

Baseline Information/Data:
- 2018-19 State Assessment Results indicate that 56% of children were proficient in ELA, 49% were proficient in mathematics, and 51% were proficient in science. Students were not tested in 2019-20 due to a global pandemic.
- 2020-2021 State Assessment Results indicate that 46% of children were proficient in ELA, 38% were proficient in mathematics, and 42% were proficient in science.
- 2021-2022 State Assessment Results indicate that 51% of children were proficient in ELA, 47% were proficient in mathematics, and 46% were proficient in science.
- In 2019-20, a total of 138/1586 (8.7%) of students were chronically absent, with disproportionate numbers for students with disabilities, students of color, and students who are economically disadvantaged. To earn the maximum number of points for this category in the state accountability system, the rate of chronic absenteeism must be below 6.6%.
- In 2020-2021, a total of 111/1523 (7.3%) of students were chronically absent, with disproportionate numbers for students with disabilities, students of color, and students who are economically disadvantaged.(Accountability ratings were suspended due to COVID.)
- In 2021-2022, a total of (26.1%) of students were chronically absent, with disproportionate numbers for students with disabilities, students of color, and students who are economically disadvantaged. To earn the maximum number of points for this category in

- the state accountability system, the rate of chronic absenteeism must be below 15% (percentage adjusted for COVID).
- Accountability data posted by RIDE in April, 2023 indicates a SHS 4-year graduation rate of 92%. The 4-5-6 year combined graduation rate for children with disabilities is at 65%, This represents a 27 percentage point differential, earning the fewest number of points in the Accountability System for this variable.
- As of July, 2021, there are three (3) state-approved CTE programs at the senior high school. The post-secondary success index (a measurement of the state accountability system) is determined by the number of students who earn credentials (AP, college credits, CTE credentials) beyond the high school diploma. In 2018-19, the EWG index score was 61 and in 2019-20, the index score was 68. To earn the maximum number of points for this category in the state accountability system, the post-secondary success index must be at least 75.
- As of April 2023, there are seven (7) state-approved CTE programs at the senior high school. The post-secondary success index (a measurement of the state accountability system) is determined by the number of students who earn credentials (AP, college credits, CTE credentials) beyond the high school diploma. In 2021-2022, the EWG index score was 59. To earn the maximum number of points for this category in the state accountability system, the post secondary success index must be at least 75.
- According to 2020 Survey Works data, 51% of students in grades 3-5 and 32% of students in grades 6-12 reported that they are interested in their classes. In 2021, those percentages were 54% and 32%, respectively. In 2022, those percentages were 55% and 30%, respectively.

Initiatives:	Action Steps (2021-2022) Action Steps (2022-2023) Action Steps (2023-2024)
High Quality (HQ) Curriculum	- Implement High-Quality preschool curriculum (piloted in 2020-21). Boston Public Schools curriculum chosen and implemented 2021-2022. - Implement High-Quality ELA curriculum, grades 6-12 (piloted in 2020-21). (Wit and Wisdom for grades 6-8 and My Perspectives for grades 9-12 chosen and implemented) - Pilot High-Quality ELA curriculum, grades K-5 in 2021/2022 - Provide implementation training for 2021-22 action steps (above). - Implement High-Quality ELA curriculum, grades K-5. (Into Reading for grades K-1 and EL for grades 2-5 chosen and implemented) - Contract with Boston Public Schools curriculum specialist to provide ongoing implementation support for preschool curriculum, now in year two of implementation. (Completed) - Hire an in-house implementation coach to support year-1 implementation of grades 2-5 high-quality ELA curriculum at Metcalf School. (Completed and provided extensive access to coaching training for selected individual - all grant funded) - Pilot and select High-Quality mathematics curriculum, grades 6-12. (Completed - Reveal Mathematics) - Convene K-5 Mathematics Committee to investigate

	high-quality mathematics programs. Choose two to pilot. ● Implement High-Quality mathematics curriculum, grades 6-12 (Reveal Mathematics). ● Participate in RIDE Algebra I pilot opportunity at the SHS to support struggling learners. ● Pilot two high-quality elementary mathematics programs. Choose one to purchase for implementation in 2024-2025.
==CTE Expansion== ==Met expansion goal==	● Submit applications for 2 additional identified CTE programs for RIDE approval. ==(2 new programs received RIDE approval, Accounting and Wind Energy)== ● Develop courses and secure school committee approval for newly adopted CTE programs. ==(Completed with School Committee approval)== ● Enter into a third-party agreement for professional marketing of CTE program options to increase tuition revenue. ● Submit applications for 2 additional identified CTE programs for RIDE approval. ==(2 new programs received RIDE approval, Biotechnology and Child Development)== ● Develop courses and secure school committee approval for newly adopted CTE programs. ==(Completed with School Committee approval)== ● Apply for grant to seek Roger Williams University CTE certification for Culinary Arts teacher.
==Post-Pandemic Return to School Supports==	● 2021-22: Utilize the LEAP Taskforce recommendations and leverage ESSER funds to address post-pandemic social-emotional and learning gaps/acceleration needs across the district, including summer programming, added-time, and staff realignment/reassignment. ==(Completed - ESSER III grant approval and implementation of all identified priorities for 21-22)== ● 2022-23: Utilize the LEAP Taskforce recommendations and leverage ESSER funds to address post-pandemic social-emotional and learning gaps/acceleration needs across the district, including summer programming, added-time, and staff realignment/reassignment. ==(Completed - ESSER III grant amendment approval and implementation of all identified priorities for 22-23)== ● 2023-24: Utilize the LEAP Taskforce recommendations and leverage ESSER funds to address post-pandemic social-emotional and learning gaps/acceleration needs across the district, including summer programming, added-time, and staff realignment/reassignment.
Student Engagement	● Provide training for all staff in project-based learning and encourage all teachers to implement at least one PBL opportunity as an embedded course activity/assignment. ==(Completed in August, 2022; Provided PBL activities access to all staff through trainer/vendor site)==

Priority Area: Engaged Communities

Baseline Information/Data:
- According to 2020 Survey Works data, 76% of parents reported a favorable opinion of their child's school culture and instructional decisions. In 2021, the data decreased by 2% to 74% and in 2022, the percentage increased back to 76%.   - According to 2020 Survey Works data, 40% of parents reported that they receive frequent communication from the school about their child's performance. In 2021, that percentage rose to 47% and in 2022, the percentage was at 45%.   - According to 2020 Survey Works data, 52% of students in grades 3-5 and 41% of students in grades 6-12 reported a feeling of belonging in their school. In 2021, those percentages were 74% and 37%, respectively. In 2022, those percentages were at 64% and 42%, respectively.

Initiatives:	Action Steps (2021-2022) Action Steps (2022-2023) Action Steps (2023-2024)
Student and Family Voice	- Include specific strategies in each school-based plan for gathering (and using) student feedback and recommendations for school improvement. - Establish a schedule for ongoing community forums with the superintendent and/or school/district leaders to solicit feedback and recommendations from families for school improvement. - Establish a set of recommendations/expectations to be implemented by IEP teams for increasing parent voice in the development of Individualized Education Programs. (Developed resources and process for parent communication and parent/student input) - Establish and communicate a clear set of options for parents to engage in school-based meetings, including virtual and in-person options. (Meetings have virtual or in person options) - Partner with the SELAC to create a parent survey to seek feedback from families who have a student (s) with a disability (Completed and results examined among all special educators) - Utilize parent feedback from SELAC survey to update school-home communications. (Updated email communications, frequency and ways to provide input)
Communication	- Secure and maintain technology platforms (such as See-Saw and Google Classroom) to increase regular communication with families about student performance. (Completed) - Develop/revise district policy to ensure that direct, two-way and

	timely communication occurs with parents when academic/other concerns arise, and to ensure they (parents) are involved in the development of intervention plans to address those identified needs.
	● Increase opportunities to support families in understanding school programs/initiatives, including special education and intervention supports.
	● Ensure consistent communication from case managers is occurring prior to special education meetings (Form email being used and sent by all case managers prior to meetings)
	● Develop and utilize a parent resource library focused on special education, related services, social emotional learning and strategies to implement.
	● Convene AT and AAC groups to support the home-school connections and increase use of AT.

Note: Initiatives identified for the first three priority areas of the District Strategic Plan will certainly have an impact on progress toward goals identified across priority areas.

Priority Area: Capital/Facilities Improvements

Baseline Information/Data:
- In April, 2021, voters approved a $17.8M capital/facilities improvement bond to address health & safety and educational enhancements throughout the district. Projects include the HVAC system at the JSHS, roof replacements at Wawaloam and Metcalf, replacement and relocation of the Wawaloam playground, and renovations/upgrades to the JSHS auditorium, science labs and the greenhouse.
- The district received Stage I and II approval for the entire scope of work, and stage III and IV approval for the HVAC replacement project at the JSHS.
- Bids were issued and awarded for the JSHS HVAC system replacement project.

Initiatives:	Action Steps (2021-2022) Action Steps (2022-2023) Action Steps (2023-2024)
N/A	● Complete the HVAC system replacement at the JSHS. (Completed)
	● Submit and receive Stage III approval for the remaining projects included in the $17.8M capital/facilities improvement bond. (Received all final RIDE approvals for remaining projects)
	● Issue and award bids for projects that will begin in summer, 2022.(Completed)
	● Complete SHS site/parking project, JSHS auditorium renovation,

| | and Wawaloam & Metcalf roofing projects.
- Conduct site safety assessments for all district campuses. (Completed)
- Identify safety enhancement projects based on safety assessments. (Completed)
- Secure funding for safety project enhancements and receive RIDE approval for projects. (School Committee authorization provided on 8/22/22)
- Issue and award bids for Tier I priority safety projects that will begin in summer, 2023.
- Complete remaining capital bond projects: Greenhouse, SHS science laboratory upgrades, Wawaloam playground, classroom flooring, JHS gymnasium floor
- Complete safety projects identified as Tier I priorities based on RIDE approval.
- Prepare Tier II safety priorities for action based on reimbursement received for Tier I completed projects. |
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