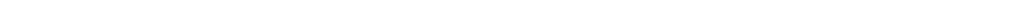


# WARWICK PUBLIC SCHOOLS STRATEGIC PLAN 2013-2018

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### **Vision Statement**

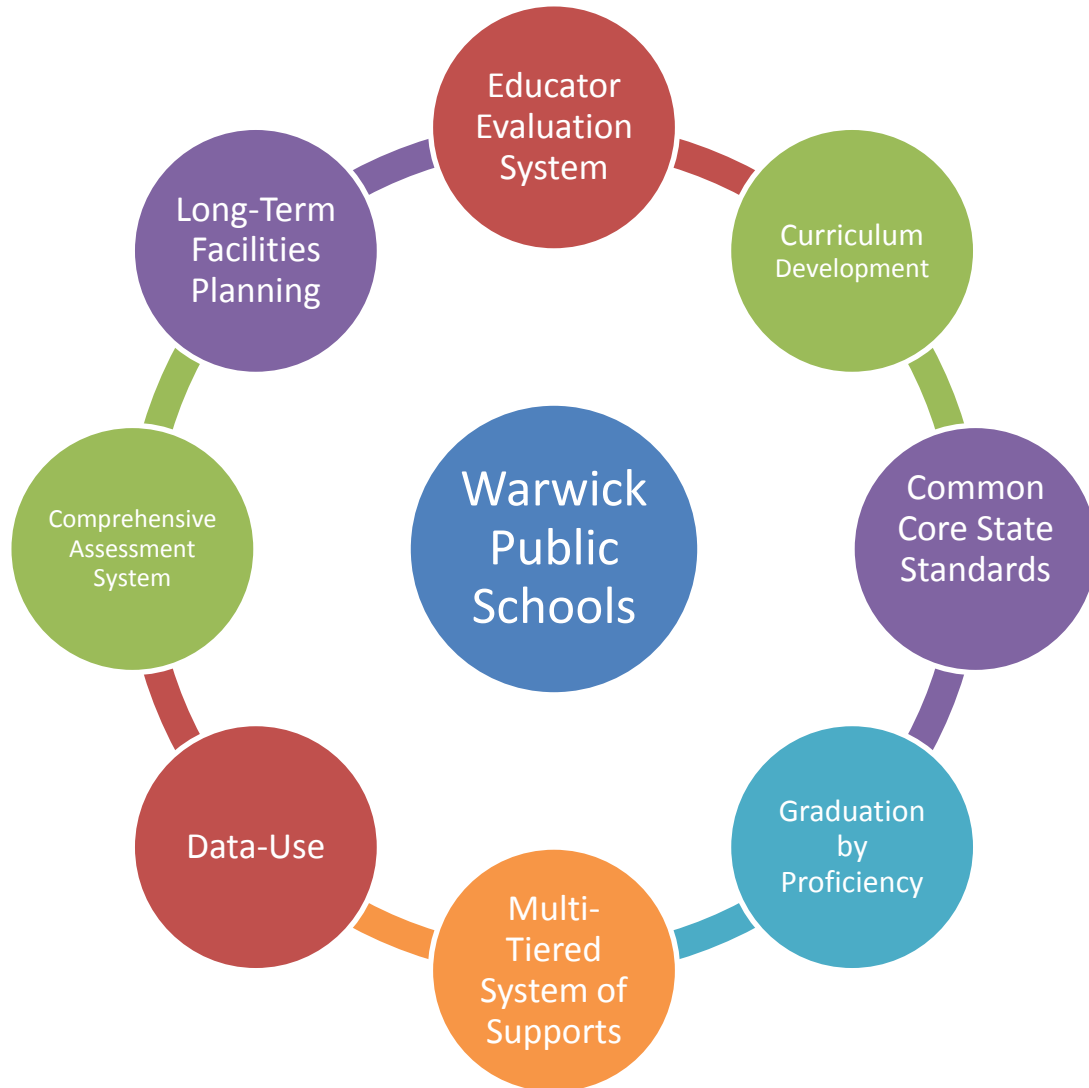
To educate all students to become self-directed learners, highly productive responsible citizens, and contributors to a technological and global society.

### **Mission Statement**

The mission of Warwick Public Schools, working cooperatively with families and the community, is to provide challenging, student-centered learning environments that enable all students to develop the skills, knowledge, and strategies necessary to excel in college, career, and life.



**Initiatives as of 2013**



The Warwick Public School District is currently engaged in many initiatives. We are committed to the continuation, development, and application of these initiatives as each significantly impacts teaching and learning.

Several of these initiatives are funded through Race to the Top (RTTT), a competitive federal grant that supports education innovation and reform. Race

to the Top supports the Educator Evaluation System, the shift to the Common Core State Standards (CCSS), curriculum development/alignment with CCSS, the Data Use Initiative, and the development of a Comprehensive Assessment System.

Warwick began full implementation of the **Educator Evaluation System** in 2011. The purpose of this system is to assure educator quality through a comprehensive evaluation system. Warwick continues to fully implement this system.

Warwick has begun the transition to the **Common Core State Standards (CCSS)**. The Rhode Island Board of Regents adopted the Common Core State Standards on July 1, 2010. Full implementation is planned for the 2013-2014 academic year with the first assessment of these standards scheduled for the 2014-2015 academic year. In conjunction with the Dana Center, Warwick developed a mathematics curriculum that is fully aligned with the CCSS in 2011-2012. The Warwick Public Schools will be working with WestEd to align the English/Language Arts curriculum in the 2013-2014 academic year.

Each of the schools in Warwick will participate in **Data Use** Professional Development. Teams from each school and district representatives participate in a year-long professional development series designed to provide Rhode Island educators with the knowledge, tools, and structures to effectively use data to drive instruction. In addition, data coaches visit each individual school up to three times throughout the school year to provide on-site support. Warwick currently has 17 schools involved in this initiative. The remaining schools will participate in 2013-2014.

The Rhode Island Department of Education calls for each district to develop and utilize a **Comprehensive Assessment System** which incorporates summative, formative, and interim assessments. Warwick has been engaged in this work for several years and continues to refine its system in each curricular area.

The Rhode Island Diploma System consists of proficiency-based graduation requirements. In order to graduate, students must complete both standards-based courses and diploma assessments that embed applied learning. In addition, students must complete two school-selected diploma assessments from the choices of: senior exhibition project, graduation portfolio and comprehensive course assessments. Warwick has been engaged in the development of these **graduation-by-proficiency** requirements since 2004. We currently have students engaged in a Senior Project and graduation portfolio.

The **Multi-Tiered System of Supports** Framework (MTSS) incorporates Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Both RTI and PBIS are problem-solving processes that use data to match instruction/interventions to students' needs. While RTI focuses on academic needs, PBIS focuses on behavioral and/or social/emotional needs. Warwick has been engaged in the development of the MTSS Framework for several years. We will continue to develop this framework in order to achieve consistency throughout the district.

Finally, the **Long-Term Facilities Planning** Committee continues to meet in order to respond to the declining enrollment and changing needs of the district.

**GOAL ONE: TEACHING AND LEARNING**

**Ensure the foundation for achieving lifelong success for all students.**

Strategy	Action	Completion Date
Student-Centered Learning	Utilize the analysis of state, district-wide, and formative assessments to plan, guide, differentiate, and personalize instruction, and then evaluate the impact of that instruction on student growth.	2013-2018
	Create a culture of collaboration by developing and providing research-based professional development for teachers and administrators to foster the integration of the Common Core State Standards (CCSS) across all curricula.	Spring 2013
	Continue to allocate funding for the purchase of CCSS – aligned material and/or resources across all subject areas.	Ongoing
	Update/revise curricular/guidance documents to communicate and facilitate the district’s shared vision of the CCSS.	2013-2018
	Identify one high-effect strategy per year to be adopted district-wide.	Ongoing
	Create a CCSS Transition Team to plan for full implementation of Common Core State Standards.	January 2015
21 <sup>st</sup> Century Technology	Define what 21st Century skills are and what skill sets are necessary to adapt to new technologies.	December 2013
	Evaluate the current level of 21st century skills with our students and teachers (needs assessment).	December 2014
	Engage students in situations which require them to problem solve using 21st century skills across all content areas.	December 2013 → ongoing
	Align professional development for teachers as defined by the needs assessment.	December 2014
Data-driven Instruction	Implement a K-12 universal screening tool three times a year for the purpose of: <ul style="list-style-type: none"> <li>• Universal screening</li> </ul>	Ongoing

	<ul style="list-style-type: none"> <li>Progress Monitoring (ongoing throughout the year for students deemed at risk)</li> </ul>	
	Data team/grade level meetings will be held after each screening period in order to develop strategies/interventions to close the gap and improve student proficiency levels.	Beginning September 2013
	Develop action plans for all students after each screening period using universal screening data.	Ongoing
	Monitor and evaluate the district-level data that has been generated from the universal screeners through administrative reports.	Ongoing (3 times a year)
	Utilize district/school accountability reports to analyze and create action plans to: <ul style="list-style-type: none"> <li>Close the achievement gaps</li> <li>Prioritize opportunity for improvement</li> </ul>	Starting Fall 2013 - Ongoing
	Identify a leadership team from every school to participate in data training and formative assessment training.	Ongoing until Spring 2014
	Provide the Warwick Public Schools Directors with a list of school leadership team members.	Starting in Fall 2013
	Complete and review the district's Comprehensive Assessment System.	Annually
	Create a schedule and timeline to facilitate data use and formative assessment trainings to all educators in all schools.	Fall 2013
	Participate in the RIDE Data System Trainings.	Spring 2014



**GOAL TWO: TECHNOLOGY**

**Develop a technological community with a shared vision for district-wide technology immersion.**

Strategy	Action	Completion Date
Communication	Utilize available applications, and school and district websites, to effectively communicate information and progress for transparency and accountability with all stakeholders. 1) Establish a district technology advisory group <ul style="list-style-type: none"> <li>• Oversee and support technology plan</li> </ul> 2) Student Information System <ul style="list-style-type: none"> <li>• Open parent and student portals</li> <li>• Personalize Pages tab for teachers</li> </ul> 3) Parent/staff Notification System <ul style="list-style-type: none"> <li>• Monitor and build capacity for use</li> </ul> 4) email and collaboration system <ul style="list-style-type: none"> <li>• Cloud computing, document sharing, archiving</li> </ul> 5) Individual school website maintenance <ul style="list-style-type: none"> <li>• Build capacity at each school to maintain school website</li> </ul>	June 2013  Ongoing  Ongoing  Ongoing  June 2014
Data Management	Build capacity and develop systems within the district and schools to make data-driven decisions to improve district functionality and support student success. 1) Student Information System <ul style="list-style-type: none"> <li>• Build and implement a Multi-Tiered System of Support (MTSS) Module (Personal Literacy Plan, Intervention Plan, Math Progress Plan)</li> <li>• Monitor and build capacity quality of demographics and contacts (families and staff)</li> <li>• Develop and implement central enrollment</li> <li>• Build and implement Assessment module                             <ul style="list-style-type: none"> <li>○ NECAP/PARCC</li> <li>○ Universal Screening</li> </ul> </li> </ul>	Ongoing

	<ul style="list-style-type: none"> <li>○ Benchmark</li> <li>● Build and implement teaching and learning module             <ul style="list-style-type: none"> <li>○ Curriculum</li> <li>○ CCSS</li> <li>○ Assignments</li> </ul> </li> <li>● Revise Transcripts (etranscripts, WaytoGoRI)</li> <li>● Monitor Conduct Referral</li> <li>● Build and implement Interims module</li> <li>● Monitor Special Services module (feed state census)</li> <li>● Research and explore other modules (Teacher Evaluation and personalizing system i.e. webpages)</li> <li>● Monitor and build capacity quality of Health module</li> <li>● Monitor and build capacity for family and student portal</li> <li>● Build capacity for scheduling</li> <li>● Monitor daily attendance</li> <li>● Monitor electronic grade book secondary</li> <li>● Build and implement an electronic grade book elementary</li> <li>2) Universal Screening and Progress Monitoring Tool</li> <li>3) Early Warning System</li> <li>4) Operational applications             <ul style="list-style-type: none"> <li>● Library management</li> <li>● School Lunch Point of Sale (POS)</li> <li>● eFinancePlus</li> <li>● ePortfolio</li> <li>● Parent communication</li> <li>● ELA applications</li> <li>● Transportation application</li> <li>● iSafe</li> <li>● GRADE</li> <li>● Read 180</li> </ul> </li> <li>5) Reporting             <ul style="list-style-type: none"> <li>● State                 <ul style="list-style-type: none"> <li>i) Teacher Count Student</li> </ul> </li> </ul> </li> </ul>	<p>June 2013</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> <li>ii) Daily Attendance</li> <li>iii) Discipline</li> <li>iv) Enrollment Census</li> <li>v) Demographics</li> <li>vi) Health</li> <li>vii) Intervention codes</li> <li>viii) Rlcats</li> <li>• Federal <ul style="list-style-type: none"> <li>i) Civil Rights</li> <li>ii) eRate</li> <li>iii) Military options</li> </ul> </li> </ul> <p>6) Maintain equipment inventory 7) Maintain applications system backups</p>	<p>Ongoing Ongoing</p>
Professional Development	<p>Continue to improve proficiency by providing a variety of professional development to all end users; specifically in the areas of devices, applications, and integration in order to increase efficiency.</p> <ul style="list-style-type: none"> <li>1) Identify a budget for technology professional development</li> <li>2) Build capacity to provide on-going professional development to all users in <ul style="list-style-type: none"> <li>• Software applications</li> <li>• Technology devices</li> <li>• Integration-Blended Learning</li> </ul> </li> </ul>	<p>Annually Ongoing</p>
Emerging Technology	<p>Advance innovative technologies to enhance instruction, improve achievement, and support assessment.</p> <ul style="list-style-type: none"> <li>1) Wireless initiative <ul style="list-style-type: none"> <li>• Infrastructure improvements (CAT 5e-6 wiring, switches)</li> <li>• Vendor assessment</li> </ul> </li> <li>2) Network Infrastructure <ul style="list-style-type: none"> <li>• Expand storage platform</li> <li>• Expand VMWare</li> <li>• Buildings Security</li> </ul> </li> <li>3) PARCC devices <ul style="list-style-type: none"> <li>• Thin client devices, desktop virtualization</li> <li>• Laptop versus tablet</li> </ul> </li> </ul>	<p>2013-2015  2014  2013-2015</p>



**GOAL THREE: SCHOOL ENVIRONMENT**

**Provide the students, teachers, and families with innovative structures that support 21<sup>st</sup> century learning and living.**

<b>Strategy</b>	<b>Action</b>	<b>Completion Date</b>
Building/Structures	Continue Long Range Planning Committee to reflect declining student enrollment and changing student needs.	Ongoing
	Continue Short Range Facilities Planning Committee to reflect declining student enrollment and changing student needs.	Ongoing
Readiness for Learning (Personalized Learning)	Establish process/protocol for the Multi-Tiered System of Supports (MTSS) and/or early identification system	6/2014
	Continue to explore expansion of early education for all students	ongoing
	Identify district-wide social and emotional needs	6/2014
	Develop student-centered support systems	1/2015
	Review advisory/guidance	1/2014
Enhance Communication	Establish roles/responsibilities for transforming communications among school personnel	January 2014
	Develop a process/triggers/consistency for parent communication	Ongoing
	Increase use of parent communication through use of the Student Information System (SIS)	Ongoing

**Appendix A**

**Strategic Planning Committee Members 2013-2018**

School Environment

Richard D'Agostino  
Rosemary Healey  
Mary Townsend  
Susan Perkins Brillat  
Anne Siesel  
Karen Monteiro  
Dorrie Carter  
Kristin Murray  
Robert Mattis  
Michelle Paton  
Jen Ahlijanian

Teaching and Learning

John Livsey  
Robert Bushell  
Dennis Mullen  
Kathy Desrosiers  
Ryan Mullen  
Lynn Dambruch  
Claire Flaherty  
Brad Wilson  
Nancy Sinotte  
Amy Griffin  
Candace Caluori

Technology

Jennifer Ahearn  
Dianne Silvia  
Jeff Taylor  
Marie Cote  
Denise Bilodeau  
Meryl Feeney  
Kim Carson  
Colleen Mercurio

Additional Committee Members

Sara Monaco  
Carol Maloney

**Appendix B**  
**Strategic Planning Process**

**December 2012** – Invitations sent out to join committee

**December 2012** – Formal letters sent out to selected members

**January 10, 2013** – 1<sup>st</sup> Meeting; Analysis of district; Creation of action planning teams

**February 13, 2013** – 2<sup>nd</sup> Meeting; Writing of goals and action plans

**March 20, 2013** – 3<sup>rd</sup> Meeting; Revision of Strategic Plan

**Appendix C**

**Analysis of Strengths, Weaknesses, Opportunities, and Threats**

*Consider: Leadership, Personnel Supports, Infrastructure, Content*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Dedicated Staff</li> <li>• Reading Program</li> <li>• Willingness to try new things</li> <li>• We believe in putting students first</li> <li>• Vast array of talent</li> <li>• Curriculum work and progression – PD Office</li> <li>• Communication Dana Center common vision</li> <li>• Teachers working together as a team</li> <li>• Career &amp; Tech Center</li> <li>• Listening to and involving all stakeholders in important areas</li> <li>• Change in leadership brought new ideas &amp; perspectives</li> <li>• Evaluation system that focuses on teaching and learning with an emphasis on all students</li> <li>• School environments are safe, civil &amp; respectful of individual differences</li> <li>• Family communication – Connect Ed, Aspen</li> <li>• Active family WSEAC input in to decision making CTPC</li> <li>• New/change of staff bringing fresh ideas, particularly since beginning of the school year</li> <li>• Community Resource Guide available on website</li> <li>• New CCSS aligned K-6 Reading program/assessments</li> <li>• New CSS aligned 7 -12 Literature Program/Assessments</li> <li>• Professional development on CCSS</li> <li>• Additional periods of literacy support Grades 7 -12</li> <li>• Reading Specialist/Special Educators provide instructional supports in each building</li> <li>• Well-trained classroom/support teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Math &amp; Science programs</li> <li>• Need more support - example: reading teachers, math coaches</li> <li>• More intensive Tier 3 supports</li> <li>• Old buildings                             <ul style="list-style-type: none"> <li>○ Poor electrical; wireless</li> </ul> </li> <li>• Embedded professional development</li> <li>• Lack of business practice protocols                             <ul style="list-style-type: none"> <li>○ Need to streamline</li> <li>○ Need to think “out of the box”</li> </ul> </li> <li>• Tendency to be reactionary rather the proactive</li> <li>• Size of our district and scope of the work that needs to be completed leads to reliance on traditional methods of communication</li> <li>• Obstacles exist within the district that stifle implementation with fidelity of initiatives and state requirements</li> <li>• Lack of Technology vision</li> <li>• Need to be more student-centered</li> <li>• Inadequate funding</li> <li>• Talent not used to potential</li> <li>• Bureaucracy</li> <li>• Closing the achievement gap with low performing students</li> <li>• Consistency of instruction across system</li> <li>• Family support for academics/parent involvement</li> <li>• Need to strengthen infrastructure and communication skills                             <ul style="list-style-type: none"> <li>○ communication technologies aren’t being fully utilized</li> <li>○ gaps in communication</li> </ul> </li> <li>• Need more mental health professionals to catch issues early, particularly in junior high &amp; high school                             <ul style="list-style-type: none"> <li>○ Need IEP/RTI for mental health issues</li> </ul> </li> <li>• Slow response to parent needs</li> <li>• WPS website needs to be updated more often, particularly school event calendars. Website navigation and parent access to information is difficult (i.e. beginning of the year paperwork)</li> </ul>



Opportunities	Threats
<ul style="list-style-type: none"> <li>• RTTT</li> <li>• Airport → Career Opportunities</li> <li>• Partnership with Higher Ed</li> <li>• Evaluation System with focus on student learning</li> <li>• Grant opportunities (Champlin)</li> <li>• Technological Advances</li> <li>• Career and Tech program → expand to newer techs and all levels</li> <li>• CCSS – move toward integration, data use, national standards, research and expectations</li> <li>• Changes need to be pushed through because it is good for students and adults</li> <li>• The ability to look at things differently (i.e. data-driven)</li> <li>• Increase in accountability</li> <li>• Potential for future leadership</li> <li>• Double blocks for math at the secondary level</li> <li>• Declining enrollment (Consolidate Resources)</li> <li>• Piloting new math textbooks</li> <li>• Better use of technology for transparency and user friendly</li> <li>• Expand upon existing mental health programs</li> <li>• Expand on existing Parent Resources (ex: STEP) to meet greater cross section of families               <ul style="list-style-type: none"> <li>○ Middle/Junior High needs resources for families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Local Funding</li> <li>• Declining enrollment</li> <li>• Economic downturn</li> <li>• Shift in students’ social emotional needs</li> <li>• Race To The Top</li> <li>• Evaluation System</li> <li>• Public perception towards education and teachers</li> <li>• Technology advances moving too quickly for district</li> <li>• Unfunded state mandates</li> <li>• Scheduling limitations (needs vs. interests)</li> <li>• Aggressiveness of the changes coming to school districts</li> <li>• Logistics and sustainability of the change</li> <li>• School Safety – Nationwide</li> <li>• Parent Involvement</li> <li>• Old Buildings</li> <li>• Poverty levels increasing/homelessness on the rise – transiency</li> </ul>