

**DISTRICT STRATEGIC PLAN
2007-2010**

**Johnston Public Schools
10 Memorial Avenue
Johnston, RI 02919-3222
401-233-1900**

MISSION STATEMENT

The Mission of the Johnston Public Schools, in partnership with the school community*, is to provide students the education to become responsible citizens of a global society by offering rigorous and dynamic programs, which challenge all students to achieve high standards, become life-long learners, and lead self-fulfilling productive lives.

** We believe the school community consists of: students, parents, school personnel, businesses, governmental and public service agencies, and residents.*

District Objective # 1:

Students will be able to analyze and interpret information in a wide variety of disciplines (English Language Arts, Math, Science, Arts, and Social Studies)

RIDE Strategies: Leading the Focus on Learning and Achievement

Guiding the Selection and Implementation of Curriculum, Assessment and Instruction.

Objective # 1 Result:

We will increase English Language Arts and Math NECAP scores by 3% toward student proficiency in all targeted areas (Reading, Writing and Math).

Changes in student learning behaviors: What things will the students need to reach the identified result?

- Analyze information
- Make connections
- Clear expectations
- Academic Rigor
- Test Taking Skills
- Application of Rubrics
- Use available technology
- Research Skills and Strategies
- Rubrics that Assess Analysis and Interpretation

Changing Instruction: What will the teachers need to do to ensure all students are able to do the things they need to achieve the identified result?

- Align instructions with *Grade Span Expectations* and *Grade Level Expectations* in Reading, Writing, Math, and Science
- "Teacher as facilitator"
- Reciprocal Teaching
- Differentiate instruction
- Utilize *Common Rubrics*
- Teach researched based skills and strategies
- Utilize supplemental reading programs for specialized population
- Utilize information from analysis of student work to inform instruction

Objective # 1 Action:

Actions that will be taken by the district to support student learning and classroom instruction.

| Actions: | Local Leadership Support | Funding Source | Time Frame | How well was this result achieved? B-beginning; D-developing; A-achieved (as of 4/08) |
|--|---|-----------------------------|-------------------|--|
| Professional Development for teachers that focus on inquiry based instruction | Professional Development Institute | Article 31 Local Revenue | 7/07-6/10 | B |
| Convene Grade Level Teacher meetings for curriculum strategies | Assistant Supt, Lead coaches, Union Leadership | CRP and Local | 7/07-6/10 | D |
| Schedule Curriculum Committee Meetings to: <ul style="list-style-type: none"> • Monitor curricula implementation • Develop common assessments and rubrics • Align Social Studies curriculum with GLE/GSEs | Assistant Supt, Lead coaches, administrators and teachers | Local | 10/07-6/10 | D |
| Align all district assessments with Grade Level Expectations and Grade Span Expectations | Assistant Supt, Lead coaches, administrators and teachers | Local | 7/07-6/10 | D |
| Pilot supplemental reading programs and pilot programs in writing that utilize research based strategies | Assistant Supt, Lead coaches, administrators and teachers | Local | 9/08-6/10 | B |

Objective # 1 Monitoring and Evaluation:

Evidence about **learning, teaching, and support** that will be provided to determine effectiveness of these actions.

| Evidence: (<i>i.e.</i> , specify test data, surveys, documents) | Anticipated Review Date(s) |
|---|-----------------------------------|
| Learning | |
| Student decisions on portfolios entries (Entry slip) | End of each grading period |
| Student input on Individual Learning Plans at the secondary level | September 2008 January 2009 |
| Student utilization of Common Analysis and Interpretation Rubrics | End of each grading period |
| Teaching | |
| Teacher utilizes Common Analysis and Interpretation Rubrics during instruction | June 2009 |
| Looking at student work to assess Analysis and Interpretation | June 2009 |
| Support | |
| Assistant Superintendent collects data listed above | Ongoing |
| Dedication of Article 31 funds for looking at student | July 2008 |
| Development of Common Elementary and Secondary Rubrics that include elements that assess Problem Solving; Analysis & Interpretation | June 2009 |

District Objective # 2:

Utilize data to inform teaching and learning decisions.

RIDE Strategy: Using Information for Planning and Accountability

| | |
|--|--|
| <p>Changes in student learning behaviors: What things will the students need to reach the identified result?</p> | <p>Changing Instruction: What will the teachers need to do to ensure all students are able to do the things they need to achieve the identified result?</p> |
| <ul style="list-style-type: none"> ▪ Clear Expectations ▪ Common Rubrics ▪ Opportunities to reflect on learning | <ul style="list-style-type: none"> ▪ Use data to inform instruction ▪ Opportunities for looking at student work |

Objective # 2 Action:

Actions that will be taken by the district to support student learning and classroom instruction.

| <p>Actions:</p> | <p>Local Leadership Support</p> | <p>Funding Source</p> | <p>Time Frame</p> | <p>How well was this result achieved? B-beginning; D-developing; A-achieved (as of 4/08)</p> |
|---|---|------------------------------|--------------------------|---|
| <p>Utilize technology to organize and report district data in a user friendly format e.g. common assessments and student demographic data</p> | <p>Information Technology, Business Manager, Administrators</p> | <p>Local</p> | <p>7/07-6/11</p> | <p>D</p> |
| <p>Identify and select appropriate data to evaluate programs</p> | <p>School Personnel</p> | <p>Local</p> | <p>9/07-6/10</p> | <p>B</p> |
| <p>Maintain records of decisions determined by data</p> | <p>School Personnel</p> | <p>Local</p> | <p>9/07-6/10</p> | <p>D</p> |

Objective # 2 Monitoring and Evaluation:

Evidence about **learning, teaching, and support** that will be provided to determine effectiveness of these actions.

| Evidence: (e.g., specify test data, surveys, documents) | Anticipated Review Date(s) |
|--|-----------------------------------|
| Learning | |
| Student Portfolio Reflections | January / May Semi-annually |
| Teaching | |
| Schedules of "looking at student work" events | January / May Semi-annually |
| Support | |
| Faculty meetings set aside for review of data | January / May Semi-annually |
| School Report Nights | Annually |
| Assistant Superintendent maintains district data | Annually |

District Objective # 3:

Develop policies and procedures to create a positive learning environment for the school community.

RIDE Strategies: Leading the Focus on Learning and Achievement

Recruiting, Supporting, and Retaining Highly Qualified Staff

Ensuring Safe and Supportive Environments for Students

Objective # 3 Result:

Increase positive variables (*i.e.*, graduation rate, attendance, parent involvement) and decrease negative variables (*i.e.*, drop out, suspension, retention) by 3%.

Changes in student learning behaviors: What things will the students need to reach the identified result?

- Come to school every day prepared to learn
- Complete the graduation by proficiency requirements by the end of their senior year
- Be aware of and have access to all district and school policies and procedures

Changing Instruction: What will the teachers need to do to ensure all students are able to do the things they need to achieve the identified result?

- Be aware of and enforce all district policies and procedures
- Select and identify appropriate programs and instructional practices to meet the needs of all students to support a positive learning environment

Objective # 3 Action:

Actions that will be taken by the district to support student learning and classroom instruction.

| Actions: | Local Leadership Support | Funding Source | Time Frame | How well was this result achieved? B-beginning; D-developing; A-achieved (as of 4/08) |
|--|--|--------------------------|-------------------|--|
| Develop a profile of students who are dropping out for early identification of potential drop outs | High School Administrators | | 7/07-12/08 | D |
| Organize and update all district-wide policies to support teaching and learning | Assistant Superintendent, Director of Facilities, School Committee Member | Local | 6/07-6/09 | D |
| Develop supplemental programs to accommodate the academic, emotional, behavioral, and social needs of all students e.g. establish partnerships and investigate grant opportunities for supplementary programs. | Superintendent, Special Education Director, Assistant Superintendent, Administrators, Support Staff, Teachers | Local, State and Federal | 9/07-6/10 | D |
| Provide professional development to address academic behavioral and social development of all students | Professional Development Institute | Local, State and Federal | 9/07-6/10 | D |
| Re-establish Parent Advisory Council to examine and recommend best practices for increasing parent involvement | Superintendent | | 9/08 – 6/09 | New |
| Identify Model Classrooms that exemplify best practices in core academic areas for demonstration and teaching purposes | Superintendent A. Superintendent Union Leadership | CRP Local | 9/08-6/10 | New |

Objective # 3 Monitoring and Evaluation:

Evidence about **learning, teaching, and support** that will be provided to determine effectiveness of these actions.

| Evidence: (e.g., specify test data, surveys, documents) | Anticipated Review Date(s) |
|---|-----------------------------------|
| Learning | |
| Number of students who have successfully completed a graduation portfolio | May |
| Increase attendance rate | January / May |
| Increase graduation rate | May |
| Decrease suspension rate | January /May |
| Teaching | |
| Conduct learning walks to monitor student engagement | |
| Number of students reaching proficiency or making progress based on New England Common Assessment Program results | March |
| Support | |
| A profile of students who drop out | January 2009 |
| Updated district-wide policy and procedure manual | March 2009 |
| Attendance data; suspension data; graduation data | March |
| District policies posted on website | March 2009 |

