

# **Westerly Public Schools**



## **District Strategic Plan**

**2011-2016**

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## **Introduction**

Westerly Public Schools 5 year Strategic Plan is a living document designed to guide the development and implementation of the Westerly School District's goals. The strategic plan consists of the District goals, a Vision Statement, our Core Beliefs, and Action Plans which will guide our work and inform our decisions over the next five years.

The strategic plan was developed with the input from a wide array of stakeholders over a period of many months. A working group was formed in the fall of 2011 to gather input from the community and develop a plan to be submitted to the School Committee for adoption in 2012. The working group consisted of teachers and administrators across all grade levels and buildings, as well as the Superintendent and School Committee members. This plan includes an update on work that was completed or is ongoing from the previous Strategic Plan (2009-2011).

The strategic plan working group conducted three forums to gather input from parents, educators, and community members (Attachment B). The forums were well attended by a wide variety of stakeholders and many meaningful comments and insights were shared and incorporated into this strategic plan. The themes that emerged from the forums were; 1) more access and opportunity for all students, 2) a desire for innovative school design, 3) flexibility and improved use of instructional time, 4) meaningful professional development and evaluations, 5) curriculum alignment and improvements, 6) an emphasis on early childhood learning, and 7) improve communications (Attachment C).

To further explore the themes which emerged, the group conducted surveys of parents and teachers (Attachment D). The group also reviewed the reports of several other groups including Westerly's Parent Academy, KidsFirst, Kids Count, and Surveyworks. (Attachment E). The working group gathered this information and presented a summary of the results to the community along with several draft action plans at a final community forum on March 6, 2012 (Attachment D). At this forum parents, educators, and community members were asked to share their opinions and help to guide the final development of some of the action plans contained within this 5-year strategic plan (Attachment A).

The surveys showed that both parents and teachers believe the most important factors in student success are the quality of instruction and curriculum, and support from home (Attachment D). Community forums revealed a desire among the community for innovative school designs and a desire for different models of education. This self-assessment process revealed both parents and teachers believe we can and should do more to challenge all students. Additionally, the community sent a clear message, provide higher achieving students with more options across all levels. The self-assessment also demonstrated that Westerly has the students, staff, resources, and community commitment needed to be the premier school district in New England.

The District goals, a Vision Statement, and Core Beliefs define the way our Action Plans integrate with the strategic areas outlined by RIDE (Attachment A).

## Vision 2020

### Westerly Public Schools will be the premier school district in New England!

Isaac Asimov said, “It is change, continuing change, inevitable change that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.” What will the future bring? No one knows. What we do know is if we envision that which we are striving for in clear concise ways it will be easier to understand and accomplish. As Westerly Public Schools moves forward into an undiscovered future we must think of our youngest children and our deepest wishes for them. Our vision must portray the district as it will be. We will accomplish the vision by appealing to our better selves and rising above petty differences. The only way to move forward is together! As we nurture a hyper vigilance about the changing fortunes of the world, we must maintain an unyielding faith in our people, our community and most importantly in our children.

Westerly Public Schools will be the premier school district in New England! To make this vision come to life the district has to be driven by a Theory of Action that defines its decision making parameters. Our Theory of Action describes Big Ideas and Simple Rules: Half-steps and small victories matter; people can and should own their success; Everything can be complex and ambiguous, we will strive to simplify and clarify; Yes, is the first answer to innovation; even our best can be better, there will always be more to do; and, all are welcome at the table of learning and discovery.

We are already the most connected and informed society in history. But more information does not mean deeper understanding. Our vision of the future expects teachers and students to be selective, to be reflective, and to take a moment to recognize where they are and what the world is doing. Our vision of the future includes schools that are well funded, well organized around the defined needs of our students, resources that are efficiently and effectively dispersed, staff that are fully invested in student success and students that are well prepared for their future. We will maintain high expectations for all and respect the uniqueness of all. The rigor of our learning process will be supported by our understanding of the needs of our learners. We see the walls of our schools and classrooms fading away and access and opportunity for all increasing as the world enters our classrooms through technology. We see new modes of instruction being freely implemented. We see our schools as places of acceptance, patience, compassion, benevolence and understanding. We see our schools as the bedrock of the quality of life for our entire community. A place where the doors are wide open, where joy and acceptance are evident, and anyone can come to learn, exchange ideas, share insights, describe adventures and be themselves.

We will improve SAT scores. We will improve graduation rate. We will improve math scores. We will improve choices for students. These along with other student performance data will be our measures of success.

We must hold on to our vision tenaciously and extend our reach, be our better selves, the quality of our children’s lives rely on it. Our core beliefs, our goals, and our action plans will move us into the adventurous and optimistic future.

***School Committee***

David Patten, Chair  
Gina T. Fuller, Vice Chair  
Mario Celico, Clerk  
John P. Carson, Sr.  
David Jay Goodman  
Patricia M. Hartford  
James E. Murano, Jr.

***Superintendent***

Roy M. Seitsinger, Jr., Ph.D.

***Assistant Superintendent***

Alicia Storey

***Building Leaders***

Steven Ruscito, Westerly High School Principal  
Anne Greene, Westerly High School Assistant Principal  
Mary Nancy Toscano, Westerly High School Assistant Principal  
Paula Fusco, Westerly Middle School Principal  
Stuart List, Westerly Middle School Assistant Principal  
Michael Templeton, Westerly Middle School Assistant Principal  
Debra S. Pendola, Bradford Elementary School Principal  
Christopher Haskins, Dunn's Corners School Principal  
Victor Ventura, Springbrook Elementary School Principal  
Audrey Faubert, State Street School Principal

***Central Administration Support Team***

Pamela Thompson, Director of Pupil Personnel  
James Lathrop, Director of Finance  
Mark Lamson, Director of Technology  
Peter Denomme, Transportation Coordinator  
Matthew Murphy, Director of Buildings & Maintenance  
Joan Serra, Director of Community Relations & Building Operations

***Strategic Planning Subcommittee***

Gina T. Fuller, Chair  
Patricia M. Hartford  
Roy M. Seitsinger, Jr., Ph.D.  
Alicia Storey  
Pamela Thompson  
Steven Ruscito  
Audrey Faubert  
Mary Nancy Toscano  
Sharon Dodge  
Peter Fusaro  
Carolyn Michaud  
John Tedeschi  
William Varden

## Mission Statement

To create an inspiring, challenging, and supportive environment where students are encouraged and assisted in reaching their highest potential.

## Core Beliefs

The core belief of Westerly Public Schools is all children can learn. It is our responsibility to assist in fostering a community of life-long learners with our students at its center. As educators, we know all children can achieve at high levels when provided with opportunities, sustenance, high expectations, and proper supports both in school and at home. As a learning community culture we strive to promote critical thinking and problem solving skills, to inspire creativity, and encourage risk taking among students and staff. We recognize that all children are unique and it is our responsibility to provide multiple pathways to success for our students and their families. Our staff is our most important resource and to provide for the best education of our students we are committed to developing their skill and ability.

## School Committee Goals

1.  *Support Excellence in Student Performance*
2.  *Recruit, Retain, and Develop High Quality Staff*
3.  *Fully Engage Parents and Community*
4.  *Improve and Maintain Westerly School Facilities*
5.  *Develop and Implement A Comprehensive Financial Strategy*

# Westerly Public Schools

*A place where learning has no limits and academic excellence is measured one child at a time.*

## Action Plans

Plan # <sup>1</sup>	Action Plan Name/Goal	RIDE Strategic Areas <sup>2</sup>	Status/Start Date	Comments
<b>Support Excellence in Student Performance</b>				
1	Implement Basic Education Plan	All		
2	Early Childhood	1, 5, 6		
3	Technology Rich Environment	1, 2, 3, 6, 7		
4	Expanding the School Day	1, 6		
5	School Redesign	1, 3, 6		
6	Visual and Performing Arts	1, 2	Updated	Status Report added
7	Global Best Practices	1, 2, 7		
8	Curriculum Articulation and Alignment	1, 2		
9	Student Wellness	6	Updated	Status Report added
<b>Recruit, retain, and develop high quality staff</b>				
10	Improve Professional Development Opportunities	1, 4, 7		
11	Response to Intervention	1, 6		
12	Learning Walks and Model Classrooms	1, 4		
<b>Fully engage parents and the community</b>				
13	Communications/Community Family Engagement	1, 5, 7		
14	Parent Academy	1, 5, 6, 7		
15	Tower Street	3, 5		
<b>Improve and Maintain Westerly School Facilities</b>				
16	Elementary Review & Redesign	1, 4, 6, 7		
17	Safe Schools	6		
18	Branding District	7		
<b>Develop and Implement a Comprehensive Financial Strategy</b>				
19	Financial System Improvement	3, 7		

<sup>1</sup> = Action Plan # as they appear in Attachment A.

<sup>2</sup> = RIDE Strategic Areas

1. Lead the Focus on Learning and Achievement
2. Guide the Selection and Implementation of Curriculum/Instruction/Assessment
3. Ensure Equity and Adequacy of Fiscal and Human Resources
4. Recruit, Support and Retain Highly Qualified Staff
5. Engage Families and Community
6. Ensure Safe and Supportive Environments for Students
7. Use Information for Planning and Accountability

# **Attachment A**

## **Action Plans**

The Action Plans contained herein follow a less traditional format. The Strategic Plan Team determined that it was crucial to set goals and take action but also recognized that as a “living document” there would be multiple adjustments in timing and process as the actions were initiated. We expect to review progress on at least a semi-annual basis. Additionally, we hold as a core doctrine the expectations described in the Basic Education Plan of the State of Rhode Island.

## Action Plan 1 Implement Basic Education Plan

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Develop means, methods and modes to fully implement the RI Basic Education Plan (BEP).</b></p>	<p style="text-align: center;"><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Embedded supportive BEP language into procedures as necessary.</li> <li>• Assure that BEP language is infused throughout collective bargaining documents.</li> </ul>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>Spring 2012-June 2014</p>	<p>Superintendent</p>
<p style="text-align: center;"><u>Justification</u></p> <p>The BEP is the cornerstone of change and improvement in Rhode Island. It must be built into every aspect of district operations to be a sturdy pillar of our performance and vision.</p>	<ul style="list-style-type: none"> <li>• Align policies with the BEP</li> <li>• Participate in Collaborative Learning Organization (CLO)</li> <li>• Align practices and procedures</li> <li>• Align non-union contracts</li> </ul>		<p style="text-align: center;"><u>Who else needs to work on the planning team?</u></p> <p>Executive Leadership</p> <ul style="list-style-type: none"> <li>• Assistant Superintendent</li> <li>• Director of Pupil Personnel</li> <li>• Director of Finance</li> <li>• Director of Technology</li> <li>• Director of Buildings &amp; Maintenance</li> <li>• Director of Transportation</li> <li>• Director of Community Relations &amp; Building Operations</li> <li>• Principals</li> </ul>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Open and constructive dialogue with collective bargaining units. Complete review of BEP with leadership. Policy Subcommittee review</p>	<p>BEP Document Collective Bargaining Agreements Perceptions at Leadership Survey Data Student Performance Data</p>	<p>Time Collective Bargaining Agreements Funding</p>	<p>The fundamental tenants of the BEP are embedded in district daily practice.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Assure that the BEP is a topic for discussion of impact during collective bargaining talks.</p>			

## Action Plan 2 Early Childhood

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>To develop and implement a comprehensive family support network for children from ages 0-6.</b></p>	<p style="text-align: center;"><u>Actions</u></p> <p><b>Establish a committee to assess the current status of family support for children ages 0-6.</b></p> <ul style="list-style-type: none"> <li>• Develop Early ID strategies</li> <li>• Develop Interventions</li> <li>• Develop gateways and support community infrastructure development for early childhood.</li> <li>• Broad based communication and engagement strategy.</li> <li>• Establish and promote common framework for working with families of newborns to 6 years of age.</li> </ul> <p><b>The committee will refine an action plan that meets indicators.</b></p> <ul style="list-style-type: none"> <li>• Review all programs and handle all in district strategies.</li> <li>• Promote family literacy.</li> <li>• Coordinate access to information and resources.</li> <li>• Promote health and safety support and programs.</li> </ul> <p><b>Establish a viable sustainable network and partnership with community service providers for early childhood.</b></p>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>Fall 2012-Spring 2016</p>	<p>Assistant Superintendent Director of Pupil Personnel Preschool Director</p>
<p><b>Justification</b></p> <ul style="list-style-type: none"> <li>• BEP implementation</li> <li>• RIDE 50 million</li> <li>• Parent research clearly indicates home and parents are teachers, we must seek ways to support your families and children.</li> </ul>			<p style="text-align: center;"><b>Who else needs to work on the planning team?</b></p> <p>Birth to Age 6 Providers Early Childhood Coordinator Daycare providers Special education service providers Pediatricians Community Leaders Spiritual Leaders Hospital and Medical Personnel</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Call to Action by Superintendent Basic needs network Kids Count Head Start Day care public and private Tower Street Community Center Parent Academy</p>	<p>Revenue of current services and models  Guidance from RIDE</p>	<p>Funding Staff District capacity Lack of coordination among stakeholders.</p>	<p>Fully integrated service and support for all families with young children.  The network partnership is established and ongoing.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>A call to action that is community wide focused on young families and young children.</p>			

## Action Plan 2 Early Childhood

### WPS District Strategic Plan

### Action Plan 2 Early Childhood

To develop and implement a comprehensive family support network for children from ages 0-6.

#### Actions

1. Develop Early ID strategies
2. Develop Interventions
3. Develop gateways and support community infrastructure development for early childhood.
4. Broad based communication and engagement strategy.
5. Establish and promote common framework for working with families of newborns to 6 years of age.

#### Results

Inherent in Action Plan 2 Early Childhood is the intent to establish an Early Childhood network with community service providers.

1. In the fall of 2012 a team of educators consisting of the Superintendent, Assistant Superintendent, Director of Pupil Personnel, Early Childhood Coordinator (ECC), Director of Tower St Community Center (TSCC), and Families Learning Together (FLT) Coordinator met to initiate dialogue focusing on family supports for children ages 0-6. In a follow up meeting, the ECC, FLT director and TS Community Center director met and identified stakeholders. By identifying stakeholders, lists of **Early Childhood Interventions** were developed and include referrals to and from or collaboration with: Early Intervention (servicing children with Developmental Delays 0-3), Child Outreach Screening children 3-5, VNS, day cares, community preschool programs, pediatricians, Head Start, Tower St. Community Center and Parent Academy.

2. Race to The Top Early Learning Challenge (RTTELC) has been a catalyst in guiding Early Childhood supports in the district. As part of the RTTELC, the KIDSNET data collection system has been reorganized to collect more detailed information on children.

September 2014, the Early Childhood Coordinator and Child Outreach Head Screener attended trainings for the **new** KIDSNET health information system. The new system is an **early ID strategy** which allows WPS to accurately locate, screen and monitor RI children, resulting in the ability to most effectively and efficiently provide supports and interventions to children and families. All live births are entered into the KIDSNET system (opt out by parents is available) and tracked as long as they reside in RI.

**3. KIDSNET will be used as a gateway to support the early childhood infrastructure in Westerly.** The KIDSNET data system collects information on children to identify who has received services, but more importantly, who hasn't received services. Starting September 15, the system will be monitored weekly and sometimes daily by Child Outreach staff, to ensure children in need of services are

## Action Plan 2 Early Childhood

efficiently located. Families can then be referred to appropriate local programs/agencies that can assist. Children who are currently receiving services can be monitored by the Early Childhood Coordinator and Outreach staff.

4. The Tower St. Community Center has been a resource for families in regards to family engagement opportunities and is the home for the Parent Academy. In October of 2012 the academy was developed to ensure that families, parents and other caring adults have access to the resources, education, skills development and community assets needed to help all the children of Westerly achieve academic and overall success. The center has been an example of one of the ***broad based engagement*** opportunities for families.

5. The district early childhood staff implements all RIDE initiatives and guidelines relating to children ages 0-6. There is strong collaboration between agencies ranging from Early Intervention, to ELL, GED programs, and preschool programming to name a few.

### Next Steps

The next steps include:

- Expanding the committee to include community stakeholders (day care providers, pediatricians, community leaders, spiritual leaders and hospital and medical personnel) by holding semi-annual meetings. The meetings are scheduled for Wednesday January 21, 2015 and Wednesday September 30, 2015.
- Producing a resource guide and directory.

### **The committee will complete the tasks outlined in Action Plan 2:**

- Review all programs and handle all in-district strategies.
- Promote family literacy.
- Coordinate access to information and resources.
- Promote health and safety support and programs.

This committee will be the foundation of establishing a viable sustainable network and partnership of community service providers for early childhood. This meets the districts goal of:

- Fully integrated services and support for all families with young children.
- Network partnerships established and ongoing.

### What would success in achieving the goal look like?

We are approaching achievable success as stated in Action Plan #2 Early Childhood ***“To develop and implement a comprehensive family support network for children from ages 0-6.”***

**Respectfully submitted to the Superintendent September 17, 2014.**



### Action Plan 3 Technology Rich Environment

Who should be responsible for seeing to it that the goal is achieved?	What must be done to achieve the goal?		GOAL
Technology Director	<p style="text-align: center;"><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Competitive Grant Information Available</li> <li>• Innovation Powered by Technology Conference</li> </ul>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>January 13, 2012</p> <p>February 11, 2012</p>	<p><b>Create a technology-rich learning environment at WHS that fundamentally rethinks and restructures teaching and learning through such initiatives as digital curriculum, gaming, 1:1 computing, virtual-learning environments, expanded learning opportunities, and flexible scheduling.</b></p>
<b>Who else needs to work on the planning team?</b>	<ul style="list-style-type: none"> <li>• Grant Applications Deadline</li> <li>• Award Announcement and School Preparation Work</li> <li>• Intensive Professional Development and Redesign Work –</li> <li>• Year 1 - "Launch Year"</li> <li>• Year 2 - "Refine Year"</li> </ul>	<p>April 27, 2012</p> <p>Spring 2012</p> <p>Summer 2012</p> <p>2012/13 School Year 2013/14</p>	<b>Justification</b>
Asst. Superintendent High School principal Teachers			<p>To create multipath ways for students to become ready for work and college while using technology as the catalyst.</p>
<b>What currently is being done to address the goal?</b>	<b>What information is needed to achieve the goal?</b>	<b>What obstacles would prevent realization of the goal?</b>	<b>What would success in achieving the goal look like?</b>
Attended Technology Conference 5 year Technology Plan WHS Virtual High School	Grant Application Does School Committee and Community support	Timing Readiness	A new model at WHS where all students are able to design a curriculum that will ensure their success in life.
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Discuss, look at grant application and decide if we want to submit.</p>			

### Action Plan 4 Expanding the School Day

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Expand “Beyond” school day learning options for all students in Pre-Kindergarten - Grade 12.</b></p>	<p><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Assess needs for after school programs at elementary, middle school, high school levels; academics based on NECAP, formative assessment data, local assessment and/or arts, cultural, technological, economic, etc.</li> <li>2. Create after school/before school programs based on actual needs of students (see above)</li> <li>3. Design explicit (6-8 week) programs that may be progress monitored with baseline formative and summative data.</li> <li>4. Share/celebrate students’ success throughout/and at end or public manner.</li> </ol>	<p><u>Time frame for each action</u></p> <p>Summer 2012</p> <p>September 2012</p> <p>January 2013</p> <p>Summer 2013</p> <p>September 2013</p> <p>Ongoing through 2016</p>	<p><b>Pupil Personnel Principals</b></p>
<p><b>Justification</b></p>			<p><b>Who else needs to work on the planning team?</b></p>
<p>Research suggests that an expansive array of programming beyond the school day that includes remediation, credit recovery and credit enhancement and enhancement to create more opportunities for academic success of students.</p>			<p>Teachers Department Heads Curriculum Coordinators Students Guidance Counselors</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<ul style="list-style-type: none"> <li>• RI Foundation Grant</li> <li>• District wide After School Programs</li> <li>• After School Tutoring</li> <li>• RTI</li> <li>• TSSCC Programs</li> <li>• Parent Academy</li> </ul>	<p>CBA Contractual Options Funding currently available Available space An assessment of staffing and material needs. An estimate of number of student impacted.</p>	<p>Funding Bargaining Unit Contractual Language Location/space Transportation Staffing</p>	<p>Before school/after school and Saturday programs that allows students to receive academic support, enhancement and enrichment.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Assessment of academic needs at elementary, middle school, and high school levels based on NECAP and local assessments in reading, math, writing, and science.</p>			

## Action Plan 5 School Redesign

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Examine design options for multi age, multi grade classroom and instructional design; school day and existing school structure.</b></p>	<p style="text-align: center;"><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Look at examples of multi-age classrooms.</li> <li>• Develop a plan for a pilot program.</li> <li>• Implement a pilot program.</li> <li>• Submit report to superintendent.</li> <li>• Seek approval from School Committee.</li> </ul>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>2012-2013 School Year 2012-2013 School Year 2013-2014 School Year Spring 2013 Spring 2013</p>	<p>Assistant Superintendent Building Principals Teachers</p>
<p><b>Justification</b></p> <p>Students learn at different rates and come to school prepared differently. Students demand different levels of prior knowledge and skills. Common Core PARCC</p>			<p style="text-align: center;"><u>Who else needs to work on the planning team?</u></p> <p>Parents Students</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<ul style="list-style-type: none"> <li>• Math and reading proficiency grouping.</li> <li>• WMS students distance learning with HS.</li> <li>• Virtual HS</li> </ul>	<p>Data which supports effectiveness of existing programs. Research to validate the effectiveness or programs. Best Practice Parent Involvement</p>	<p>Time Funding Scheduling Resistance to change WTA CBA</p>	<p>All students being challenged. Students scheduled based on proficiency. Evidence based on local assessments and/or student portfolios.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Research existing multi-age classrooms and report to Superintendent</p>			

## Action Plan 6 Visual and Performing Arts

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Examine options to expand visual and performing arts high school.</b></p> <p><b>Justification</b></p> <p>Access and opportunity: Address the lack of opportunity for gifted and talented students. There is no dance department. Expand theatre productions. Statistics on higher performance when students are involved in the arts. Prepare students for specialized art universities. Ex. RISD, MICA, Yale, SVA, Lyme Academy, NYU, SCAD 35 universities within 2 hours of Westerly that offer fine art programs.</p>	<p style="text-align: center;"><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Establish a visual and performing arts team to better build a K-8 program.</li> <li>• Examine more specialized time and scheduling at the middle school.</li> <li>• Identify students that are interested.</li> <li>• Arts administrator/supervisor – recruit dance, theatre, music, and visual arts instructors.</li> <li>• Link this effort to programming beyond school day.</li> </ul>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p><u>Spring 2012</u>-visit Jacqueline Walsh School of Performing Arts. Research other states that offer similar types of schools. <u>Fall 2012</u> survey parents and community to see if they would like this option. <u>Spring 2012</u> look at current program of studies at the high school and scheduling at the middle school. <u>School years 2012-13/13-14</u> build all arts programs and hire a dance instructor. Increased student enrollment in the arts, 2012 – 2014.</p>	<p>Assistant Superintendent</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Initial Conversation</p>	<p>Best practice state and nationally. Link to Common Core. Link to BEP. Research data on state assessments for students involved in the arts specialized professional development for art teachers. Connections to local universities to feed their programs. Recruiting high quality faculty. Money for additional faculty school within a school.</p>	<p>Budget Staff capacity</p>	<p>Fully implemented visual and performing arts program for K-12. Acceptance into competitive Arts Colleges and Universities in visual, music, dance and theatre. Attract neighboring towns to program dollars in South County Build a larger art department.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Visit Jacqueline Walsh School of Performing Arts. Look at current programs within the arts, district-wide (K-12).</p>			

## Action Plan 6 Visual and Performing Arts

### WPS District Strategic Plan

#### Action Plan 6 Visual and Performing Arts Update Report

**Action Plan Goal: Examine options to expand visual and performing arts high school.**

#### Actions

1. Establish a visual and performing arts team to better build a K-8 program.
2. Examine more specialized time and scheduling at the middle school.
3. Identify students that are interested.
4. Arts administrator/supervisor – recruit dance, theatre, music, and visual arts instructors.
5. Link this effort to programming beyond school day.

#### Results:

Inherent in Action Plan 6 Visual and Performing Arts is the acknowledgement of the importance of the arts in education, the intent to expand the district's offerings and the commitment to share and celebrate student work with the community.

In Spring 2012 a team consisting of the Superintendent, Assistant Superintendent and an art educator visited two (2) schools focused on the visual and performing arts: the Jacqueline Walsh School of Performing Arts and the Beacon Charter to observe, dialogue with administrators and teachers, gather information on planning, recruitment, scheduling and strategies used by these schools to develop visual and performing arts programs. Additional art schools were identified for further research and resource including: NYC arts schools, Manchester Craftsmen's Guild in Pittsburgh, Pa. a multidiscipline art, education and music organization, NFA Norwich Free Academy, in Norwich Ct., specifically their arts program, and Trinity Academy for the Performing Arts in Providence, RI.

The district established the Westerly Public Schools Arts Council. For the last two years the WPS Arts Council successfully produced Westerly's Arts Alive – a celebration of student art work. The Council acts as the districts **visual and performing arts team to build a better arts program** (action item 1).

After the school visits the assistant superintendent and art educators began conducting research. The research included examining programs from other states that offer similar types of schools, identifying and developing a list of resources and art organizations locally and regionally that represent best practice and innovation in the arts. The organizations includes: the RI Art Educator

## Action Plan 6 Visual and Performing Arts

Association, RI Arts Council, National Art Education Association, WPS Arts Council will be developing a survey for Secondary students and all parents to gather feedback on attitudes and interest for increased focus on performing arts.

The WHS course offerings have increased – AP Studio Art, Mural Painting class. Art curriculum for introductory art classes at the WHS were adjusted to focus on foundational drawing and painting skills. The realignment is essential to ensure WPS graduates have this necessary foundational skill. We continue to work with the middle school administration to create **more specialized art and scheduled opportunities** for students (action item 2). We are exploring the incorporation of the Arts with STEM to have a STEAM program– Science, technology, engineering, arts and math. The arts were integrated into special education classes for language acquisition at the WHS. The art department is **developing strategies to identify students interested** in art and promote the art pathway through to high school (action item 3). These actions will support the goal to increase student enrollment in the arts.

The district established a K-12 Fine Arts District Department Head position. This position **supervises the development of the arts program, seeks innovative strategies to recruit dance, theatre, music, and visual arts instructors and increase program participation (action item 4)**. Additionally under the leadership of the Fine Arts District Department Head the council is exploring ways to **link these efforts to programming beyond school day (action item 5)**.

We continue to further develop all arts programs including dance as a component of the performing arts.

To date, all action items have been reasonably addressed. Scheduling will be taking place in the near future and solutions for the aforementioned items will be sought.

### What would success in achieving the goal look like?

We are approaching achievable success criteria as stated in Action Plan #6 Visual and Performing Arts to “**fully implemented visual and performing arts program for K-12 with graduates gaining acceptance into competitive Arts Colleges and Universities in visual, music, dance and theatre.**” Arts Alive stands as evidence of our commitment and movement toward reaching this goal.

Respectfully submitted to the Superintendent May 21, 2014.

## Action Plan 7 Global Best Practices (STEM)

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p style="text-align: center;"><b>Expansion in STEM and foreign language programs to be K-12.</b></p> <p><b>Justification</b></p> <p>All 8<sup>th</sup> grade students are required to take a statewide technological literacy assessment.</p> <p>Future workplace success requires creativity, innovation, problem solving and critical thinking.</p> <p>Future workplaces will require collaboration and competition across the globe.</p> <p>Women are underrepresented in technology and engineering fields.</p>	<p style="text-align: center;"><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Examine feasibility of expanding technology and engineering into grades k-5.</li> <li>2. Examine feasibility of expanding foreign language to grades K-5.</li> <li>3. Develop a K-12 comprehensive technology and engineering curriculum.</li> <li>4. Develop a K-12 comprehensive foreign language curriculum.</li> <li>5. Seek School Committee approval.</li> <li>6. Develop consistent scheduling.</li> <li>7. Implement curricula in grades K-12.</li> </ol>	<p style="text-align: center;"><u>Time frame for each action</u></p> <ol style="list-style-type: none"> <li>1. January 2012 – October 2013</li> <li>2. 2013</li> <li>3. 2013</li> <li>4. 2013</li> <li>5. Fall 2013</li> <li>6. Fall 2013</li> <li>7. 2014 - 2015</li> </ol>	<p>Assistant Superintendent Building Principals Teachers</p>
			<b>Who else needs to work on the planning team?</b>
	<b>What information is needed to achieve the goal?</b>	<b>What obstacles would prevent realization of the goal?</b>	<b>What would success in achieving the goal look like?</b>
<p>Technology and engineering courses offered at middle school.</p> <p>Foreign language offered for grades 6 and 8 at middle school.</p> <p>Foreign language offered at HS.</p> <p>New STEM wing at HS.</p> <p>Technology and engineering courses at HS.</p> <p>Distributed technology and engineering exposure at elementary.</p>	<p>Results of May 2012 Tech Literacy testing (based upon latest ISTE standards).</p> <p>Review of existing articulation across grades/programs.</p> <p>Research-based programs and resources.</p>	<p>Staffing</p> <p>Scheduling</p> <p>Funding</p>	<p>A fully accessible and fully implemental K-12 foreign language program and STEM progress linked to appropriate technology/innovation.</p> <p>Students demonstrate proficiency in 8<sup>th</sup> grade tech literacy testing (standards for Global Learning in the digital age).</p> <p>Students able to apply the processes of creative thinking and design.</p> <p>Students as critical users of technology.</p> <p>Students able to collaborate and compete globally.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Research into comprehensive K-12 foreign language and technology/engineering curricula.</p>			

### Action Plan 7 Global Best Practices (Foreign Language)

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Students who have the skills to navigate the shrinking and changing world.</b></p>	<p style="text-align: center;"><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Renew Global Best Practices documents and expectations.</li> <li>• Initiate program review.</li> <li>• Correct and analyze results.</li> <li>• Explore program and instructional changes indicated by analysis.</li> <li>• Initiate changes in program.</li> <li>• Determine language choice priorities (i.e., French, Italian, Spanish, Chinese, Latin, Arabic)</li> </ul>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>Spring 2013</p> <p>Ongoing</p>	<p>Assistant Superintendent Foreign Language Department Head</p>
<p><b>Justification</b></p>			<p><b>Who else needs to work on the planning team?</b></p>
<p>Students are truly members of a global society to facilitate their success as lifelong learners, it is necessary to promote correlating instructional opportunities that enhance their skill and understanding.</p>			<p>Teachers Students Administrators</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Confucius Classroom International faculties and partner schools.</p>	<p>Global Best Practices Links to PARCC Links to Common Core PD Opportunities</p>	<p>Resistance to change Time</p>	<p>Students are aware of their position in the global cultural economy. Students are able to articulate how their efforts relate to global issues.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Initial Global Best Practice (NESSC) review.</p>			



## Action Plan 8 Curriculum Articulation and Alignment

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Aligned quality curriculum implemented with fidelity and assessed by proficiency including cross grade articulation strategies.</b></p>	<p><b><u>Actions</u></b></p>	<p><b><u>Time frame for each action</u></b></p>	<p>Assistant Superintendent</p>
<p><b>Justification</b></p>			<p><b>Who else needs to work on the planning team?</b></p>
<p>Will ensure that all WHS graduates are college and career ready. Meets the requirements of the BEP. Meets Rhode Island's commitment to maintaining high standards for its students.</p>	<ol style="list-style-type: none"> <li>1. Integrate grade level meeting strategies into school calendar development.</li> <li>2. Collaborate with union members to align with grade level meetings and CPT.</li> <li>3. Create vertical articulation/curriculum development team and set up schedule for meetings.</li> <li>4. Gap analysis of curriculum over transition years (4-5, 5-6, 8-9).</li> <li>5. Teachers complete curriculum maps and align to CCSS.</li> <li>6. Determine PD and resources necessary for implementation.</li> <li>7. Implement curriculum and offer PD.</li> <li>8. Reassess curriculum for alignment and adjust as necessary.</li> <li>9. Inform staff of change and performance expectations.</li> <li>10. Establish protocols for grade level meetings including evidence of outcomes/next steps, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. March 2012</li> <li>2. March 2012</li> <li>3. Summer 2012</li> <li>4. School year 2012-2013</li> <li>5. School years 2012-2014</li> <li>6. Summer 2014</li> <li>7. School year 2014-2015</li> <li>8. Summer 2015</li> </ol>	<p>Representatives from each building: Superintendent District Reading &amp; Math Coordinators Department Heads Instructional Coordinators Curriculum Leaders</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Dana Center Work CCSS Training Vertical discussions at each level (K-4, 6-8, 9-12) (not sure about 5) Begin calendar discussion with union leadership and administration.</p>	<p>PD on: Implementation/instruction (differentiation, pacing) Use of data from assessments to drive instruction CPT obligation Assign PD days available</p>	<p>Lack of time for vertical discussion between levels (elem, middle, high). Reluctance to change instruction to meet aligned curriculum. Assessment</p>	<p>A vertically aligned K-12 curriculum which includes real life applications of skills and concepts.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Plan is shared with all stakeholders.</p>			

### Action Plan 9 Student Wellness

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<b>Examine options for improving student wellness</b>	<p style="text-align: center;"><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Examine scheduling for student unstructured activity.</li> <li>2. Ensure all elementary schools allow students to play outside before school EVERY day.</li> <li>3. Line up parents and staff to support morning play.</li> <li>4. Set as negotiated priority additional 10-15 minute lunches.</li> <li>5. Refocus parent liaisons.</li> </ol>	<p style="text-align: center;"><u>Time frame for each action</u></p> <ul style="list-style-type: none"> <li>• March – May</li> <li>• September – Implementation</li> </ul>	<p>Building principals Assistant Superintendent</p>
<b>Justification</b>			<b>Who else needs to work on the planning team?</b>
<p>Parents, teachers and students all feel students need more physical activity</p>			<p>Teachers Staff Parents Parent Liaisons</p>
<b>What currently is being done to address the goal?</b>	<b>What information is needed to achieve the goal?</b>	<b>What obstacles would prevent realization of the goal?</b>	<b>What would success in achieving the goal look like?</b>
<p>Some schools already offer this.</p>	<p>Research of student health needs. Analysis of Kids Count data survey. Analysis of SurveyWorks data.</p>	<p>Time</p>	<p>All kids would start their day with physical activity and have enough time to eat lunch.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Establish a student wellness leadership strategy.</p>			

**Action Plan 9 Student Wellness**  
**WPS District Strategic Plan**  
**Action Plan 9 Student Wellness Update Report**

**Action Plan Goal: Examine options for improving student wellness**

**Actions**

1. Examine scheduling for student unstructured activity.
2. Ensure all elementary schools allow students to play outside before school EVERY day.
3. Line up parents and staff to support morning play.
4. Set as negotiated priority additional 10-15 minute lunches.
5. Refocus parent liaisons

**Results:**

Inherent in Action Plan 9 Student Wellness is the intent to standardized practice at the elementary level around recess, specifically number of opportunities for elementary students to play outside, in unstructured activities before school daily and at lunch time. The Health and wellness committee tasked the Assistant superintendent to survey elementary administrators to ascertain current standards of outdoor activity at each elementary school. Analysis of the responses revealed that inconsistencies around existed between the four elementary schools. At the direction of the Health and Wellness committee, the assistant superintendent engaged the elementary principals in discussion around action items 1, 2, 3 and 5. From this discourse the following results were derived:

- a. Acknowledging that schedules could not be changed mid-year, the principals are looking at mechanisms (including overcoming identified obstacles or challenges) to facilitate ***outside play every day before school*** at each of the elementary schools as they begin the scheduling process for the 2014-2015 school year. (action items 1 and 2)
- b. Elementary administrators actively sought to increase ***parents and staff to support morning play*** and have done so successfully. (action item 3)
- c. Elementary administrators collaborated with ***parent liaisons*** to support the health and wellness goals of the district. (action item 5)
- d. Elementary administrators participated in discussion around the timing of recess at lunchtime and continue to problem solve towards the goal of having recess before lunch period to address concerns raised relative to students not finishing lunch or finishing quickly to get to recess quicker.
- e. Extending the lunch period is a contractual issue and must be negotiated during future contract negotiations. However, it is acknowledged that in the interim research should be done to determine optimal time for lunch at the elementary level. (Action Item 4)

## **Action Plan 9 Student Wellness**

To date, all action items have been reasonably addressed. Scheduling will be taking place in the near future and solutions for the aforementioned items will be sought.

### **What would success in achieving the goal look like?**

We are approaching achievable success criteria as stated in Action Plan #9 Student Wellness that ***“All kids would start their day with physical activity and have enough time to eat lunch.”***

**Respectfully submitted to the Superintendent March 3, 2014,**

### **Health and Wellness Committee Members:**

Jim Murano, Health and Wellness Chair; school committee member

Gina Fuller, School Committee member

Anne Greene, Administrator

Cooper Ferreira, Student

Olivia Obertello, Student

Trace Serra, Educator: physical education

Jen Luther, Parent and YMCA Director marketing and membership

Mary Piccolo, Chartwells Food Service Director

Michelle Iacoi, WMS School Nurse teacher

Steven Scott, District Department Head Physical Education/Health

Linda Ward, Educator: physical education

Alicia Storey, Asst. Superintendent

## Action Plan 10 Improve Professional Development Opportunities

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>To provide timely, effective, meaningful professional development opportunities to educators. Create Professional Development master calendar.</b></p>	<p><u>Actions</u></p> <p>Identify all requirements for professional development (RIDE Eval System, WTA, Building Level, etc.).</p>	<p><u>Time frame for each action</u></p> <p>March – May 2012</p>	<p>Assistant Superintendent Principals</p>
	<p><u>Justification</u></p> <p>Professional development is critical to transforming WPS into a high performing school system that prepares ALL students for career/work success after graduation</p>	<p>Determine curriculum and organizational objectives for WPS-&gt;Strategic Plan.</p> <p>Develop a detailed professional development plan that supports the above requirements.</p> <p>Form solution implementation team.</p> <p>Determine implementation plan.</p>	<p><u>Who else needs to work on the planning team?</u></p> <p>3 Principals (Elementary, Middle, High School) 1 School Committee</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>State PD requirements (RIDE Teacher Eval) Modified contract language</p>	<p>Strategic Plan/curriculum/PD plan that addresses goals for content, instruction, student motivation, learning environment.</p> <p>Input from administration, teachers, parents and students.</p>	<p>Collective Bargaining Agreement Budget Expectations Capacity of existing staff. Availability of existing staff</p>	<p>As WPS is transformed into a 21<sup>st</sup> century school system, all educators will use data to determine PD opportunities necessary to ensure success.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Strategic plan describing objectives for WPS and detailed plan of objectives. Identification of PD necessary to support plan</p>			

## Action Plan 11 Response to Intervention

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>RtI is consistently implemented throughout district and is used to identify, monitor and support all learners prior to being referred to special education.</b></p>	<p style="text-align: center;"><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Establish a district RtI review team.</li> <li>2. Assess implementation of RtI.</li> <li>3. Establish common RtI forms and practice across district.</li> <li>4. Establish protocols and technology to tract RtI case load.</li> <li>5. Develop screening and instruction for specific areas of need. (Behavior, anxiety, PBIs etc ).</li> <li>6. Review teachers teaching strategy and modify as needed.</li> </ol>	<p style="text-align: center;"><u>Time frame for each action</u></p> <ol style="list-style-type: none"> <li>1. September 2012</li> <li>2. September – November 2012</li> <li>3. September – November 2012</li> <li>4. November 2012</li> <li>5. December – March 2013</li> <li>6. September 2014</li> </ol>	<p style="text-align: center;">Director of Pupil Personnel</p>
<p><b>Justification</b></p>			<p style="text-align: center;"><u>Who else needs to work on the planning team?</u></p> <p>Assistant Superintendent Principals Teachers Technology Director</p>
<p>RtI is a local, state and national priority established to reduce special education referrals. It is also used to continue and support student dated data analysis and scientifically based classroom instruction. The district is required to establish and implement a quality RtI program.</p>			
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>RtI implemented in schools</p>	<p>Full assessment of RtI implementation and RtI district practices for other districts.</p>	<p>Access to staff for training.</p>	<p>RtI process and procedures fully implemented consistently across the district by principal, teachers, and teacher assistants.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Establish the RtI review team.</p>			

## Action Plan 12 Learning Walks and Model Classrooms

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Improve practice by creating opportunities for district learning walks and model classrooms for collaboration.</b></p>	<p style="text-align: center;"><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Form team to monitor this work.</li> <li>2. Identify classrooms where best practice can be observed.</li> <li>3. Create opportunities across all schools to conduct peer observations/provide peer reflections etc.</li> <li>4. Create structures for district “iwalks” to be able to take place with consistency.</li> <li>5. Collect data thru “iwalking”.</li> <li>6. Training for iwalking and data analysis.</li> <li>7. Create or evaluate program evaluation to end program.</li> <li>8. Add practice to PD master calendar.</li> </ol>	<p style="text-align: center;"><u>Time frame for each action</u></p> <ul style="list-style-type: none"> <li>• 2012-2013 school year</li> <li>• Spring 2012</li> <li>• Spring 2012</li> <li>• May 2012</li> <li>• September 2012</li> </ul>	<p>Assistant Superintendent Principals</p>
<p><b>Justification</b></p>			<p><b>Who else needs to work on the planning team?</b></p>
<p>It has been shown that peer to peer learning and support is a powerful method to enhance teacher performance.</p>			<p>Teachers Teacher Assistants</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Membership in league of innovate schools. Dana Center training. Membership in NESSC.</p>	<p>Compendium of best practice.</p>	<p>None.</p>	<p>Model classrooms and teaching practices identified throughout district.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Form team to monitor this work.</p>			

## Action Plan 13 Communications/Community Family Engagement

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<b>Revise district wide communication plan that will promote student achievement and WPS success.</b>	<u>Actions</u>	<u>Time frame for each action</u>	Superintendent Assistant Superintendent
<b>Justification</b>			<b>Who else needs to work on the planning team?</b>
<ul style="list-style-type: none"> <li>• Community forums indicated desire and need for more positive and effective communications.</li> <li>• Required by SC goals and RIDE.</li> </ul>	<ol style="list-style-type: none"> <li>1. Appoint team.</li> <li>2. Review current procedures.</li> <li>3. Develop district plan.</li> <li>4. Develop press list.</li> <li>5. Review School Fusion usage and effectiveness.</li> <li>6. Develop online tool for teachers, building leaders, and district sanctioned groups to submit news.</li> <li>7. Develop policy for appropriate use.</li> <li>8. Roll out plan to staff, parents, and community.</li> <li>9. Review and update.</li> </ol>	<ol style="list-style-type: none"> <li>1. April 2012</li> <li>2. Summer 2012</li> <li>3. September 2012</li> <li>4. Spring 2013</li> </ol>	Building leaders Teachers Clerical staff Technology Tower Street
<b>What currently is being done to address the goal?</b>	<b>What information is needed to achieve the goal?</b>	<b>What obstacles would prevent realization of the goal?</b>	<b>What would success in achieving the goal look like?</b>
Building newsletters Superintendent and Assistant Superintendent newsletters School Committee agenda item, "Correspondence" School Fusion District wide parent email list. Tower Street WPS on Facebook Barker Robo-calls	Press list Parent contacts Best way to communicate to parents. What else is being done? What are the benefits and limitations of School Fusion? What is the usage of School Fusion?	Lack of participation by parents and staff.	All families and staff know how to access communications. Community is integrated in our communication plan. We have a clear and accessible Communication Plan.
<b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b> Appoint a team, set a deadline, develop action plan. Progress is already underway; we just need to pull it together.			

## Action Plan 14 Parent Academy

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Establish a learning series to engage students, teachers, parents, and community members to be lifelong learners.</b></p>	<p><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Establish a planning team.</li> <li>2. Plan 2-3 events.</li> <li>3. Recruit more team members.</li> <li>4. Develop long term plan/vision.</li> <li>5. Recruit community partners.</li> <li>6. Implement plan to engage parents, teachers, and community in series.</li> <li>7. Design plan to incorporate into professional responsibilities and professional development.</li> <li>8. Design plan for innovate school design and learning opportunities for students.</li> </ol>	<p><u>Time frame for each action</u></p> <ol style="list-style-type: none"> <li>1. March 2012</li> <li>2. Spring/Summer 2012</li> <li>3. Spring/Summer 2012</li> <li>4. Summer 2012</li> <li>5. Summer 2012</li> <li>6. Fall 2012</li> <li>7. 2012/2013</li> <li>8. 2013/2014</li> </ol>	<p>Parent Academy</p>
<p><b>Justification</b></p> <ol style="list-style-type: none"> <li>1. To provide critical thinking skills for all members of the learning community.</li> <li>2. To provide pathways to professional responsibilities, and development.</li> <li>3. To provide a method of communicating with the community about important issues.</li> </ol>			<p><b>Who else needs to work on the planning team?</b></p> <p>Teachers Parents Students Administrators Community members</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Local advisory council for special education (LAC). SIT/PTO/building level efforts. Parent liaisons District level initiatives?? RIDE initiatives School committee requests/suggestions. Book club/discussion groups/movies/community forums.</p>	<p>Who wants to be involved? What topics should be covered? How can students, parents, community be involved? What types of series should be encouraged? When is a good time? How can this encourage lifelong learning? What are the parameters should encourage debate and 2 or more views.</p>	<p>Lack of participation. Poor communications and advertising. An unsuccessful start to the program. Poor planning and coordination. Inertia WTA contract</p>	<ul style="list-style-type: none"> <li>• WPS would have an active and vibrant “Learning Series” program with students, teacher, parent, and community participation.</li> <li>• The programs would be teacher lead and standards/curriculum driven.</li> <li>• Students, teachers, community members can earn credits.</li> </ul>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Start informative learning series using the strategic plan as a platform. Pick a couple of topics (Common Core, Race to the Top, School Design). Book club, movie series and GO! Start slow to develop interest and capacity while a long term plan is developed.</p>			

### Action Plan 15 Tower Street

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p>To develop a long range strategic plan for Tower Street School Community Center that includes a mission and goals.</p>	<p style="text-align: center;"><u>Actions</u></p> <p>Establish a district planning team            Develop Time line            Develop and mission and vision            Get preliminary approval of concept from school committee and town council            Develop plan including budget.            Submit to School Committee and public for comment.            Approval of plan</p>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>Summer 2012            Summer 2012             Dec 2012             Winter 2013             Spring 2013</p>	<p>Superintendent            School Committee</p>
<b>Justification</b>			<b>Who else needs to work on the planning team?</b>
<p>The town and school need a clear vision of, and justification for, the need for programing at Tower St.</p>			<p>Assistant Superintendent            Director of Tower Street            Community members            Tower St Staff            Finance Department            Recreation Department &amp; Board</p>
<b>What currently is being done to address the goal?</b>	<b>What information is needed to achieve the goal?</b>	<b>What obstacles would prevent realization of the goal?</b>	<b>What would success in achieving the goal look like?</b>
<p>Parent Academy            Pre-school Planning            Tower St programs            Review of WHS programing            Literacy Volunteers            Elementary school planning</p>	<p>Budgets            School and Town Costs            Grants            Planned programming            Other work in progress            How programs should be supported            Sources of revenue            Community needs            Supports needed for schools</p>	<p>Nothing</p>	<p>Westerly would have a vibrant community center. This center would be a vital link between the community and the K-12 public schools. Programming would enhance educational outcomes for the Westerly learning community and support the public schools.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Establish a district planning team.</p>			

## Action Plan 16 Elementary Review and Redesign

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<b>To assess and develop a solution for elementary school location and design.</b>	<u>Actions</u>	<u>Time frame for each action</u>	Superintendent Subcommittee Assistant Superintendent Consultant
<b>Justification</b>			<b>Who else needs to work on the planning team?</b>
<ul style="list-style-type: none"> <li>• Student population has begun to drop.</li> <li>• One elementary school is significantly smaller than the other three.</li> <li>• Programming options would be improved with 3 schools.</li> </ul>	<ol style="list-style-type: none"> <li>1. Issue a RFQ for consultant.</li> <li>2. Establish elementary school planning team.</li> <li>3. Identify consultant</li> <li>4. Conduct data collection process, high school student, building programs, buses, staffing.</li> <li>5. Develop initial analysis for operation of all elementary buildings.</li> <li>6. Develop initial analysis.</li> <li>7. Hold at least two open community forums.</li> <li>8. Create draft proposal for school committee discussion.</li> <li>9. Create one page road map to change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2012</li> <li>2. Spring 2012</li> <li>3. Spring 2012</li> <li>4. Spring 2012</li> <li>5. April 2012</li> <li>6. June 2012</li> <li>7. September 2012</li> <li>8. September 2012</li> <li>9. September 2012</li> </ol>	2 representatives-school 2 principals 2 of large numbers 1 school committee Consultants as needed Finance Office Buildings/Grounds
<b>What currently is being done to address the goal?</b>	<b>What information is needed to achieve the goal?</b>	<b>What obstacles would prevent realization of the goal?</b>	<b>What would success in achieving the goal look like?</b>
Adjustments in bus routes. Adjustment in staffing Initiation of Strategic Planning Process.	Demographic analysis of student population. Enrollment numbers. Program and service breakout (IEP, RtI, ELL, support) Linkage to town comprehensive plan.	Possible funding concerns. Political pressure. Alternate options are not properly vetted and approved.	<ul style="list-style-type: none"> <li>• Appropriate school distribution</li> <li>• Improved programming options</li> <li>• Significant savings</li> <li>• Program Design</li> </ul>
<b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b> Establishment of strategic plan. Issue an RFQ for consultants Create budget proposal for changes.			

### Action Plan 17 Safe Schools

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Continue and increase school safety strategies</b></p>	<p style="text-align: center;"><u>Actions</u></p> <ul style="list-style-type: none"> <li>• Global practices</li> <li>• Assessment</li> <li>• Review existing reports</li> <li>• Establish safety committee</li> <li>• Initial training</li> </ul>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>Spring 2012</p> <p>Fall 2012</p>	<p>Assistant principal for security Superintendent</p>
<p><b>Justification</b></p>			<p><b>Who else needs to work on the planning team?</b></p>
<p>Safe schools must be a number one priority.</p>			<p>Assistant principal Principal Building and Grounds</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Buzz in system Fire drill training Safety Committee Anti-Bullying Task Force Early Childhood</p>	<p>Document review Practice review Current safety drill and training practices</p>	<p>None</p>	<p>Fully integrated school safety program</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Establishment of strategic plan. Create budget proposal for change.</p>			

### Action Plan 18 Branding District

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>To refine and establish the official logo/brand and a policy of use for Westerly Public Schools.</b></p>	<p style="text-align: center;"><u><b>Actions</b></u></p> <ul style="list-style-type: none"> <li>• Establish a Planning Team</li> <li>• Review current logos and mascots</li> <li>• Solicit Community Input</li> <li>• Prepare proposal</li> <li>• Submit to School Committee for review</li> </ul>	<p style="text-align: center;"><u><b>Time frame for each action</b></u></p> <p>Spring 2013</p> <p>Fall 2013</p> <p>January 2014</p>	<p>Superintendent</p>
<p><u><b>Justification</b></u></p> <p>It is important to have a clear and consistent brand for our schools to use for official school print or web purposes.                      The district should have one logo and one mascot image.                      Varied appearances and themes for the bulldog mascot selected by students for student initiated activities and clubs should be acceptable within guidelines.</p>			<p><u><b>Who else needs to work on the planning team?</b></u></p> <p>Technology Department                      WHS                      Art Department                      Students</p>
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>School Fusion                      School logo exists</p>	<p>What are we currently using?                      Where are we using logos/images to represent the district?                      How big of a makeover do we need?                      Do we include a review of School Fusion and recommendations for consistency across the district as part of this plan?</p>	<p>Nothing should prevent realization of this goal.</p>	<p>WPS will have a print and web brand image that is used consistently across the district and supported by a clear policy for use.                      WPS will have a print and web brand image that is easily recognized by everyone in the state.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Get student input for logo.</p>			

## Action Plan 19 Financial System Improvement

GOAL	What must be done to achieve the goal?		Who should be responsible for seeing to it that the goal is achieved?
<p><b>Create a financial reporting system that reports grants, donations, fundraising and other revenues related to student activities.</b></p> <p style="text-align: center;"><b>Justification</b></p> <p>Title I: School committee responsible for total care and control, policy development and funding approval. Needs to know how much it takes to run WPS. Access and opportunity for all students a priority.</p>	<p style="text-align: center;"><u>Actions</u></p> <ol style="list-style-type: none"> <li>1. Conduct analysis of grants.</li> <li>2. Conduct analysis of fundraising practices.</li> <li>3. Make recommendations to superintendent.</li> <li>4. Provide detailed list of all student activities, sports, chorus, science clubs, etc.</li> <li>5. Report to school committee detailed accounting of student activities.</li> <li>6. Report to school committee fundraising revenues.</li> <li>7. Report to school committee all grant funds.</li> </ol>	<p style="text-align: center;"><u>Time frame for each action</u></p> <p>December 2012</p> <p>August 2012 October 2012 September 2012 November 2012</p>	<p>Finance Director Business Manager</p>
	<p style="text-align: center;"><b>Who else needs to work on the planning team?</b></p> <p>Assistant Superintendent Principals Clerks</p>		
<p><b>What currently is being done to address the goal?</b></p>	<p><b>What information is needed to achieve the goal?</b></p>	<p><b>What obstacles would prevent realization of the goal?</b></p>	<p><b>What would success in achieving the goal look like?</b></p>
<p>Committee review of budget. Total redesign of budget. Reorganization of future rules and responsibilities.</p>	<p>Analysis data as described above. Collection of all fundraising activities Report of all grant activities</p>	<p>Manpower</p>	<p>A detailed set of reports that accurately describes full cost of district operations.</p>
<p><b>What is the desirable first step? That is doable and would indicate progress is being made? It may not be the first action listed</b></p> <p>Meet with Director of Finance and Business Manager to review tasks.</p>			