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NARRAGANSETT SCHOOL SYSTEM DISTRICT DEVELOPMENT PLAN

School System Strategic Goals, Actions, and Key Performance Indicators



OCTOBER, 2017



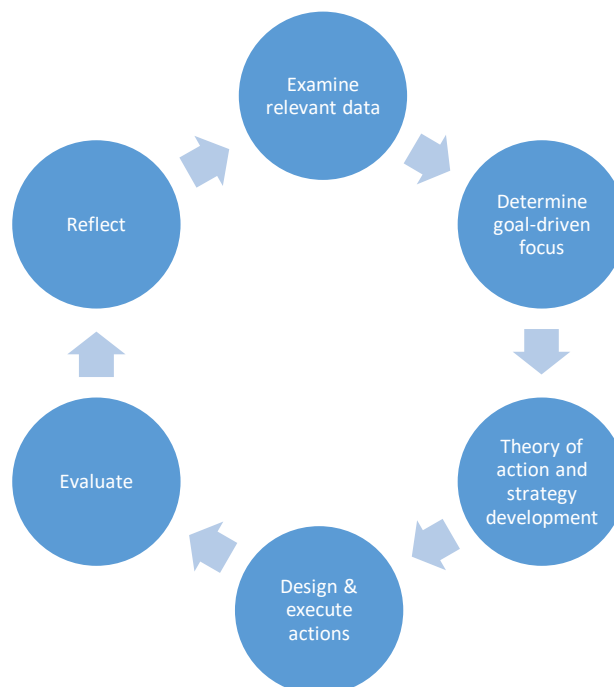
Mission

The Narragansett School System will enable every student to develop the knowledge, skills, and habits of mind necessary to be a life-long learner and productive citizen through systems which establish rigorous academic expectations, support caring, healthy and safe environments, and create personalized, innovative and engaging learning experiences.

Introduction

The District Development Plan for Continuous Improvement is designed to provide an overview of priorities and strategic actions for the Narragansett School System. These priorities are driven by careful data analysis at the district, school, and classroom levels. They are developed to promote the achievement of the district's mission and goals, and to help guide and facilitate school development plans.

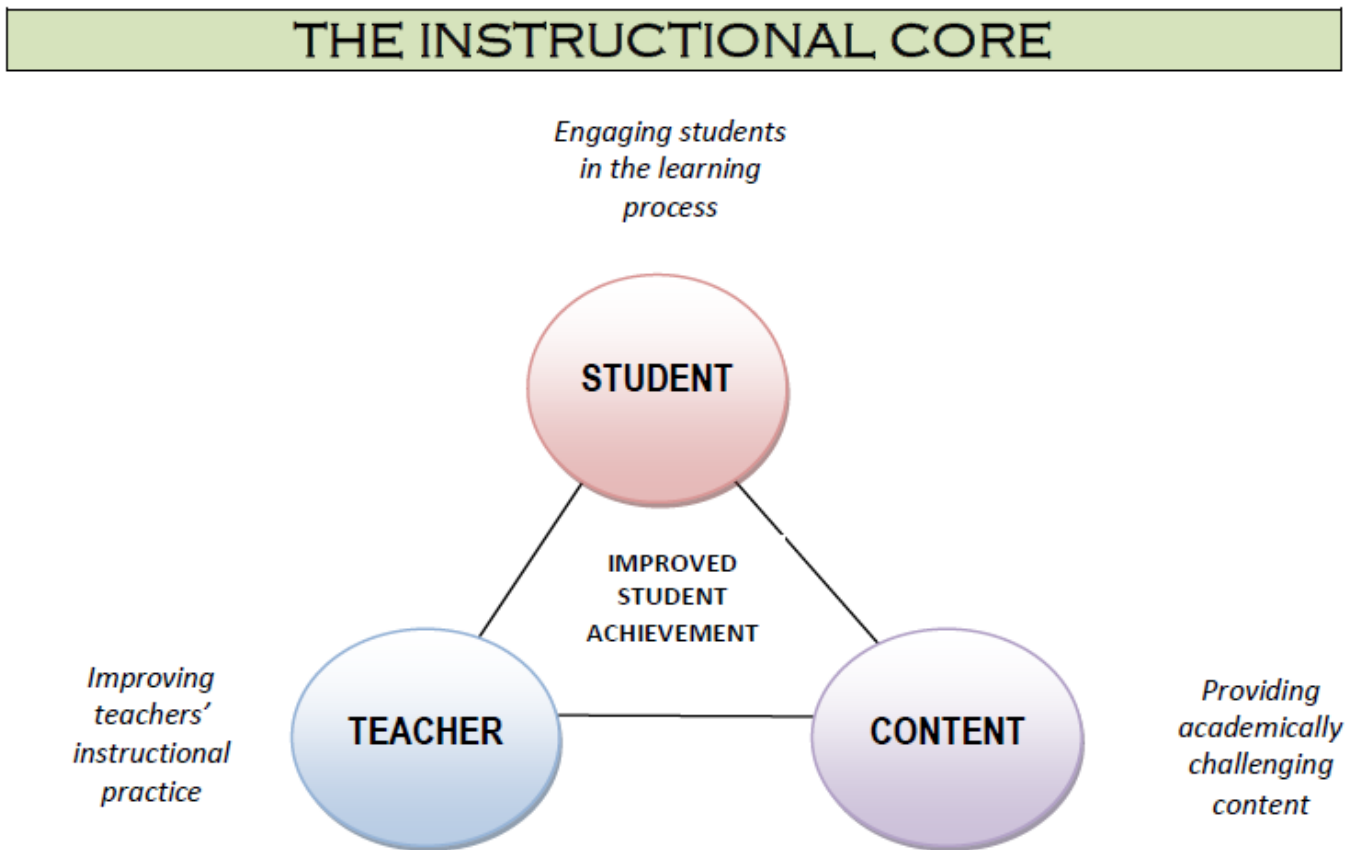
Each goal area identified by the Narragansett School Committee is broken down into a series of key strategic initiatives and actions which are intended to support the mission of the Narragansett Schools. In designing an approach to district development, the Narragansett School Committee has adopted a “continuous improvement model” (Carnegie Foundation for the Advancement of Teaching, 2013) consisting of the following steps:



Goals and strategies are developed through an analysis of data, input from the School Committee, Superintendent, administrators, faculty, students, and parents, and research and best practices in PK-12

education. The District Development Plan for Continuous Improvement supports the mission, goals and core values of the school system by designing and monitoring the actions steps necessary to enable every student to develop the knowledge, skills, and habits of mind necessary to be a life-long learner and productive citizen.

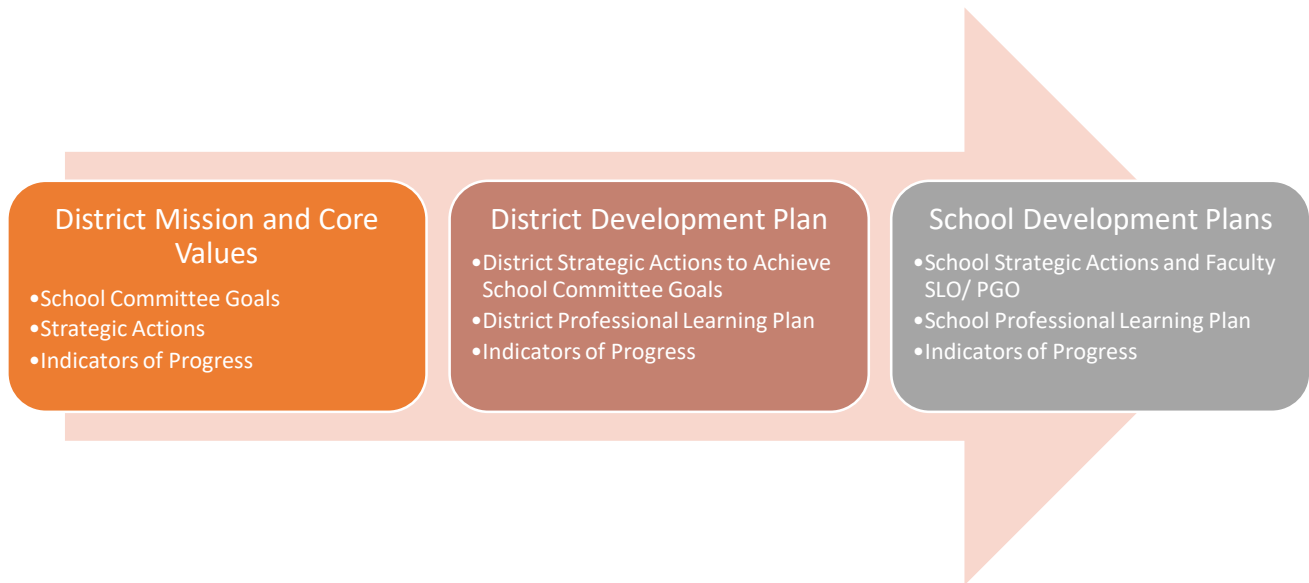
At the root of the continuous improvement process is a focus upon the *instructional core*, which is defined by City, Elmore, and Fiarman (2009) as the essential interaction between teacher, student, and content that creates the basis of learning. The goals, strategic plans, and action steps of the district, school, and staff all should be aligned to support the development of the instructional core. As the authors state, “Increases in student learning occur only as a consequence of improvement in the level of content, teachers’ knowledge and skill, and student engagement.” (23) The diagram below illustrates the instructional core:



Thus, School Committee goals and the associated strategic actions are designed to support the development of the instructional core and, consequently, increases in student learning. Ensuring that Narragansett has high quality staff, innovative and engaging curriculum and instruction, a learning environment that supports the

physical and mental health and wellness of students, and opportunities for student personalization and choice are all essential elements of supporting the instructional core.

The goals, strategic actions, and indicators below are intended to coherently develop the structures, systems, and actions steps necessary to achieve the district mission. Each school in Narragansett will craft a School Development Plan (see Appendix B below) which will drive school-based improvement efforts in the main goal areas identified by the District Development Plan. Furthermore, department and subject-area goals and teacher goals (Student Learning Objectives and Professional Growth Objectives) will align to the School and District Development Plans and indicators of progress, and be supported through relevant and timely professional learning experiences (see Appendix A below). This relationship is illustrated by the graphic below:



Developing a “through-line” from the district mission and core values to the daily work of teaching and learning requires intentional development of coherent practices within and among Narragansett schools. To this end, the Curriculum and Professional Development Council (CPDC) is charged with developing and monitoring the professional learning and instructional design process for the district, and district leaders and school based leaders are expected to develop coherent district and school development plans aligned to district goals and focused on student learning and development.

The goals and strategic actions below are followed by specific strategies and action steps to accomplish the goal. These steps are then supported by specific indicators of progress that will help to determine whether or not progress has been made toward each goal through these strategic action steps. In sum, the goals, action steps, and indicators below support the continuous improvement process and the development of coherent, intentional strategic actions focused on the instruction core and supportive of the whole child.

Goals, Strategic Actions, and Key Performance Indicators

Goal 1: *To prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship.*

District Strategic Action: Focus Direction to Deepen Learning

1.1 We will continuously strengthen our curriculum, instruction and assessment practices to provide dynamic opportunities for feedback to ensure all students consistently experience coherent, rigorous and engaging learning opportunities PK-12.

- Teachers, coaches, and administrators will continue to develop common curriculum maps/expectations for all disciplines, courses, and grade levels.
- Teachers, coaches, and administrators will develop our literacy curriculum to support student development and to help all students meet local and national standards.
 - Narragansett Elementary School will adopt and support the Teachers College Readers and Writers Workshop approach to literacy, focusing on writing in 2017-2018 and reading in 2018-2019.
 - Narragansett Pier Middle School and Narragansett High School will examine current practices and align curricula to support common expectations and develop learning progressions to advanced coursework.
- The middle school, elementary school, grade 9 math teachers, and the district math coach will continue the process of aligning our mathematics curriculum so more students can complete Algebra I in grade 8.
- Narragansett Elementary School and the Special Education department will design and develop a full day preschool option so all students have opportunity for and access to high quality early learning programming.
- We will continue to expand AP and Dual Enrollment courses at Narragansett High School.

1.2 We will engage in a data-based cycle of continuous improvement to support all Narragansett students in meeting state and national learning standards and becoming college and career ready.

- A district committee will revise our graduation standards and develop a “vision of the graduate” to guide our work as we develop student learning experiences.
- At all levels, will use common formative assessments, common interim assessments, and universal screenings as quality data sources for use with data teams and individuals to inform and drive instruction.
- Administrators and school improvement teams will develop district and school development plans to guide the strategic actions of each school and subject area.

1.3 We will support Narragansett students in developing the habits of mind that lead to life-long learning and success.

- All Narragansett School System employees will begin the process of examining our district and school cultures and practices to ensure a focus on student and adult efficacy and a growth mindset.

- Schools will focus upon using Carol Dweck’s *Mindset* (2009) work as a focal point in professional learning opportunities regarding efficacy and feedback.
- The district and high school administration and guidance department will establish a system to track the persistence of and 4- and 6-year college completion rates for Narragansett graduates.

Key Performance Indicators:

- Creation, implementation and monitoring of district and school development plans.
- Growth of students over time, including analysis of student learning gains year on key state and district benchmark assessments.
- Grade level and cohort student learning outcomes, including:
 - Percentage of students by grade level scoring proficient or better on all required state assessments, including RICAS, PSAT, and SAT
 - Percentage of student sub groups (low income, ELL, special education, ethnicity) by grade level scoring proficient or better on all required state assessments
 - Percentage of students scoring proficient or better on common assessments across subject areas, including reading, math, ELA, science, social studies, and world language
 - Percentage of students receiving interventions through the RTI process
- Percentage of students reading at or above grade level benchmarks grades K-8.
- Percentage of students meeting mathematics grade level benchmarks grades K-8.
- Percentage of students grades 9-12 who:
 - Enroll in 1 or more AP or concurrent college enrollment classes
 - Achieve industry certification in 1 or more Career and Technical Education areas
- Percentage of students who:
 - Graduate (4 and 5-year graduation rates)
 - Enroll in and graduate from 2 and 4-year college programs (National Student Clearinghouse Data)
 - Enroll in the military within 6 months of graduation
 - Find gainful employment in a career related to completion of a Career and Technical Education program

Goal 2: To support, retain, and attract high quality staff by providing the structures, systems, and resources necessary to create dynamic learning environments.

District Strategic Action: Build Capacity for Systemic and Student Learning

2.1 We will support and develop opportunities for collaboration within and among schools to promote coherence and enhance innovation.

- The Curriculum and Professional Development Council (CPDC) will develop key instructional practices that will serve as a basis for professional development for the district.
- Teacher leaders will be trained in leading teams, facilitation, and data protocols.
- The RTI process at each school and among schools will be updated and streamlined to enhance supports for at-risk students and integrate intervention practices with Special Education.

2.2 We will develop systems and structures to engage in ongoing, embedded professional learning experiences for educators which build our individual and collective capacity to help all students learn at high levels.

- School administrators and teacher leaders will examine existing structures and processes to allow focused collaboration time for teachers within subject and grade level assignments.
 - We will train facilitators to make the most of collaborative time through the use of structured protocols and organizational development strategies to align student learning experiences across classes.
 - We will train building and district administrators to maximize available time through the “meeting wise” focus on effective communication and structures.
- Professional learning will include a focus upon subject-specific content and pedagogy to increase rigor and differentiation.
- District and building administrators will establish a process to conduct Instructional Rounds and include teachers, building administrators, and district administrators in ongoing collaborative professional learning.
- The Director of Curriculum, Coaches, and Superintendent will convene a Curriculum and Professional Development Council.

2.3 We will continually support the infrastructure, technology, and operational resources necessary to most efficiently and effectively provide opportunities for all students to learn at high levels and become college and career ready.

- The district will review and update practices related to human resources as well as the design and implementation of a talent management strategy
 - We will design and publish an employee handbook to ensure coherent practices across the district.
 - We will continue to refine our hiring and induction practices to attract and support high quality educators to our schools.
 - We will prioritize recruiting and hiring a diverse workforce across all aspects of the district.
- The district will continue to prioritize and support the capital investment in school buildings necessary to create optimal learning conditions for students.
 - We will regularly analyze, update, and provide resources to implement the Narragansett School System Capital Plan.
- The district will regularly review the internal processes related to budgeting, purchasing, and other processes related to the operation of the school system to create coherent practices and develop the most efficient practices possible.
- The district will continue to support best practices regarding the integration of technology to enhance the learning process.
 - Schools will continue to support and refine the infrastructure and instructional practices related to 1:1 student technology program.
 - Schools will integrate specialized technologies as opportunities become available, particularly in the areas of science, mathematics, and CTE.

- The Director of Technology will lead the development of the Student Information System (SIS) as a platform to organize district wide data and to develop coherent administrative practices within and among schools.
 - The Data Manager will use the SIS to streamline the enrollment process and efficiently update student data.
 - Nurses supported by the Director of Technology will implement a new health records management system to comply with all HIPA and data privacy regulations.
 - The Director of Technology and his team will continue to train our data managers and school staff to utilize the capacity of the SIS to collect and generate reports on key student learning indicators.

Key Performance Indicators:

- Documentation of professional learning areas of focus, activities, and outcomes.
- Establishment of systems which support teacher and administrator collaboration to promote a shared understanding of high quality instruction.
- Development of the Student Information System to support student learning through data analysis and the RTI process.
- Development and implementation of a technology plan to support learning.
- Development and implementation of capital improvement plan to support infrastructure.

Goal 3: To create a safe and respectful learning community where all students are known, cared for, and held to high expectations.

District Strategic Action: Support Safe, Healthy, and Equitable School Environments

3.1 We will create the conditions that foster and support intellectually, physically, socially, and emotionally healthy learning as a community.

- The District Wellness Committee will continue to work with schools and community partners to develop systems and structures within the district to support the health and wellness of members of the school community.
 - The Wellness Committee will examine key initiatives, including but not limited to nutrition, physical activity, school start times, and stress and anxiety among students.
- All members of the faculty, staff, and administration will have the opportunity to be trained in Mental Health First Aid.
- A core group of mental health support professionals will be trained in the QPR protocol regarding suicide prevention, and all staff members will have training on the signs of depression and suicide and the steps to take to support at-risk students.
- All schools will continue to participate in the Narragansett Prevention Partnership to support community efforts to reduce substance abuse.

3.2 We will cultivate family and community partnerships to support all students and create positive and meaningful learning opportunities within and beyond the school setting.

- Narragansett High School will further develop the senior project to build mentoring relationships with community members.
- We will develop meaningful internship opportunities for high school students through CTE programs to expand learning opportunities into the field.
- Schools will increase the frequency and quality of school to home communication so parents and guardians are well informed about school events and have the opportunity to participate in each child's education.
 - The communications advisor will develop and enhance the websites of the district, school, and specific programs.
 - We will increase the social media presence of the district and schools to better connect with parents and students.

3.3 We will create equitable learning environments that develop a sense of belonging for all students and families and establish learning opportunities which close achievement gaps and promote mutual respect and understanding.

- Schools and grade levels will examine student learning data by subgroup (race, ethnicity, gender, special needs, etc.) to identify achievement gaps within the Narragansett student body.
- All schools will examine and refine the RTI process to ensure students are receiving the social and emotional supports needed to fully access learning opportunities.
- Secondary schools will examine and refine anti-bullying programs, particularly focusing on supporting students from underrepresented groups.
- Schools will conduct surveys with students and faculty and will use the data to target specific culture and climate needs at each level.

Key Performance Indicators:

- Summary of district and school disciplinary data
- School and district parent survey data
- School and district student survey data including indicators of social/emotional wellness
- Feedback and communication with families celebrating student and school growth and successes
- Percentage of parents participating in parent conferences at all levels
- Percentage of students participating in extracurricular activities
- Percentage of Special Education students who meet or exceed their IEP goals and objectives
- Disaggregation of grade level and course grades by subgroup

Goal 4: *To develop student engagement, identity, voice, and choice.*

District Strategic Action: Empower Students to Foster Innovation

4.1 We will create personalized learning pathways and opportunities which allow students to develop ownership of and choice in the learning process.

- Narragansett High School will enhance the Guidance and College Counseling program to more deeply involve students and families in planning for post-secondary opportunities.

- Grade 9 at Narragansett High School will pilot an approach to learning based on Nellie Mae’s personalized learning framework supported by the Fuse Architect Grant.
- The Narragansett Curriculum Academy will continue to develop key unit and course assessments that support a personalized approach to instruction and incorporate student choice.
- Narragansett Elementary School will implement the Writers Workshop model which emphasizes the development of voice and student interest in the writing process.

4.2 We will partner with students in the continuous improvement process to highlight student voice and input and allow for the development of student self-direction and identity.

- Narragansett High School and Narragansett Pier School will continue to develop their advisory programs to involve students in decision making.
- Narragansett Elementary School will continue and expand the PBIS ambassador program.
- Narragansett High School 9th grade will pilot a new form of student government and involvement to allow more student voice in key decisions.
- Narragansett School System will establish a student advisory council to assist in designing and implementing key learning initiatives.
- Narragansett High School will pilot a “teaching assistant” program to allow students more say in the instructional process and develop mentors for 9th and 10th grade students.

4.3 We will utilize advancements in technology and communication to enhance personalization of the learning process while continuing to recognize the power of community and the importance of relationships.

- Narragansett High School will pilot a Learning Management System to develop a platform which allows student personalization of the learning process as well as collaboration among groups of students.
- The district will consider and incorporate a blend of resources (electronic, print, and community-based) into curriculum design
- Grade 9 teachers and the Blended Learning Committee will support the development of faculty expertise in using digital resources to design personalized learning experiences (FUSE Fellowship).

4.4 We will create and support Career and Technical Education programs which attract students from across the region to engage in innovative learning experiences which result in industry certification and college and career readiness.

- Narragansett High School will continue to develop CTE programs which benefit students in district and across the region.
 - NHS will continue to develop and expand our AgriScience and Computer Science programs.
 - The district will explore and pilot additional CTE programs as opportunities become available.
 - The district will continue to establish key industry partnerships to support our CTE programs.

4.5 We will establish and support key district partnerships to allow opportunities for students to attend Narragansett schools

- The district leadership team will continue to strengthen our relationship with the Jamestown Public Schools to allow access to NHS for Jamestown high school students.

Key Performance Indicators:

- Development of personalized learning platforms and opportunities.
- Development and completion of senior projects.
- Tracking and reporting on utilization and outcomes of advisory and mentorship programs.
- Tracking and reporting on recruitment for Career and Technical Education programs and retention of Narragansett students at key transition points (grades PK-K, 4-5, and 8-9).
- Development of integrated Guidance programs which focus on completion of Individual Learning Plans and the college planning process.

Appendix A
District Wide Professional Development Overview
2017-2018

The central purpose of professional development in Narragansett is to improve student learning. Professional development activities are designed to help faculty, staff and administration develop the skills to help all children learn. These district-wide professional development activities are organized according to the goals and strategic actions listed above.

Goal 1: *To prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship*

Focus	Purpose	Structure
<ul style="list-style-type: none"> • Development of K-12 curriculum maps, units, and assessments in Narragansett Curriculum Academy with follow up throughout the year 	<ul style="list-style-type: none"> • Develop an aligned and coherent curriculum with common benchmark assessments 	<ul style="list-style-type: none"> • Curriculum Academy June 2018 • Curriculum and Professional Development Council • PK-12 Vertical Teams in Mathematics and ELA
<ul style="list-style-type: none"> • Implementation of Teachers College Readers and Writers Workshop Model 	<ul style="list-style-type: none"> • Support teachers and administrators in aligning Narragansett ELA curriculum and instruction with Common Core Standards and Learning Expectations • To increase student engagement in and the personalization of the writing process 	<ul style="list-style-type: none"> • Training at summer workshops with TCRWP experts • Full and half day PD sessions with consultant throughout the year • Design and support of program in curriculum academy
<ul style="list-style-type: none"> • Alignment of curriculum to new expectations incorporated in transition to RICAS and PSAT/SAT accountability system 	<ul style="list-style-type: none"> • Support teachers in designing scope and sequence to be sure key standards are addressed and assessed 	<ul style="list-style-type: none"> • Grade level meetings and faculty meetings
<ul style="list-style-type: none"> • Development of personalized learning framework and approach to instruction 	<ul style="list-style-type: none"> • Develop pedagogy and learning tasks which incorporate personalized learning qualities 	<ul style="list-style-type: none"> • Curriculum Academy • Grade 9 FUSE Architect support meetings

	<ul style="list-style-type: none"> To expand learning tasks and pedagogy to fully capitalize on student 1:1 computer resource 	<ul style="list-style-type: none"> District Blended Learning team
<ul style="list-style-type: none"> Development of “growth mindset” practices throughout the district 	<ul style="list-style-type: none"> To allow students and staff to approach challenges as opportunities for growth To equip staff and students with essential tools to incorporate growth mindset practices into day to day experiences 	<ul style="list-style-type: none"> District Professional Learning days Faculty meetings Book Clubs within schools

Goal 2: To attract, retain, and support high quality staff by providing the structures, supports, and resources necessary to create dynamic learning environments.

Focus	Purpose	Structure
<ul style="list-style-type: none"> Investment in distributed leadership through CPDC and building leadership teams 	<ul style="list-style-type: none"> To build our capacity to function as a learning community To increase participation in and ownership of strategic decisions that frame our school growth and development To develop our capacity to make instructional decisions in the interest of all students To build our collaboration skills so that we are using the expertise of the members of our community 	<ul style="list-style-type: none"> CPDC meetings Leadership Team meetings Course team meetings Instructional Rounds
<ul style="list-style-type: none"> Align vision of high quality instruction throughout district 	<ul style="list-style-type: none"> To create coherence among schools and ensure students experience aligned and rigorous expectations and approaches to learning 	<ul style="list-style-type: none"> Instructional Rounds at all schools and Jamestown

<ul style="list-style-type: none"> Grade Level and Course Teams Purpose and Function 	<ul style="list-style-type: none"> To train facilitators to make the most out of collaborative time To align student learning experiences and outcomes within courses To monitor and adjust learning experiences for students based on State standards 	<ul style="list-style-type: none"> Grade Level and Course team time School based PD and meeting time Faculty professional development on collaborative work
<ul style="list-style-type: none"> RTI program 	<ul style="list-style-type: none"> To better support the RTI process through training of facilitators, development of student learning data, and increasing knowledge base of participants 	<ul style="list-style-type: none"> Building and district RTI meetings
<ul style="list-style-type: none"> Student Data system Development 	<ul style="list-style-type: none"> To utilize the Student Information System to help faculty and parents access and utilize student learning information Pilot Learning Management System platform 	<ul style="list-style-type: none"> Faculty meetings, technology committee meetings, district PD days

Goal 3: To create a safe and respectful learning community where all students are known, cared for, and held to high expectations

Focus	Purpose	Structure
<ul style="list-style-type: none"> Mental Health First Aid Training 	<ul style="list-style-type: none"> Train all staff in Mental Health First Aid 	<ul style="list-style-type: none"> PD days throughout the year
<ul style="list-style-type: none"> Advisory Development 	<ul style="list-style-type: none"> To develop supportive relationships among students and faculty To build decision making skills of students 	<ul style="list-style-type: none"> Development of advisory resources
<ul style="list-style-type: none"> Common expectations for behavior 	<ul style="list-style-type: none"> To develop consistent expectations for student conduct to maintain a supportive learning environment Reduce bullying behavior 	<ul style="list-style-type: none"> Faculty meetings PBIS trainings Leadership meetings

		<ul style="list-style-type: none"> • RTI meetings
<ul style="list-style-type: none"> • Supporting Efficacy principles 	<ul style="list-style-type: none"> • To help students and faculty recognize the effect effort has on achievement 	<ul style="list-style-type: none"> • Articles in updates to staff • CPDC meetings • Curriculum Academy • <i>Mindset</i> by Dweck reading and discussion with faculty

Goal 4: To develop student engagement, identity, voice, and choice

Focus	Purpose	Structure
<ul style="list-style-type: none"> • Guidance and Career Counseling 	<ul style="list-style-type: none"> • To develop more advanced Guidance programming 	<ul style="list-style-type: none"> • Visits to highly regarded Guidance programs across New England • Development of programming changes with key stakeholders
<ul style="list-style-type: none"> • Redesign of Grade 9 Experience 	<ul style="list-style-type: none"> • To reimagine Grade 9 to allow a more personalized approach to learning while also increasing the level of rigor 	<ul style="list-style-type: none"> • FUSE Architect grant and associated professional learning activities
<ul style="list-style-type: none"> • CTE program enhancement and design 	<ul style="list-style-type: none"> • To develop programs which meet industry standards in key areas of the economy • To develop programs which attract student interest throughout the region 	<ul style="list-style-type: none"> • Design days with core industry partners • Curriculum Academy

