

Woonsocket Education Department



District Improvement Plan Formative Assessment

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Spring 2016



Woonsocket Education Department
DIP Formative Assessment Spring 2006

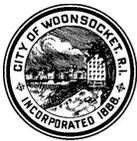


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Introduction

This document serves as a formative assessment of the five-year District Improvement Plan (DIP) 2015 – 2020 developed in the summer of 2015. The Introduction of the DIP indicated

“In the spring of each school year, the DIP should be reviewed in its entirety and the plan updated for the new school year. This should precede the development of School Improvement Plans, produced by the individual school’s School Council, that are closely linked to the updated DIP. Goals and objectives that have been accomplished may be eliminated from the future plan. Those goals that have not been completed should be carried over into the new plan. Any new goals that will be enacted upon in the new school year will be supported minimally by articulated objectives, strategies, and person(s) responsible. This planning cycle, when successfully and routinely adopted, will maintain focus and stability over time.”

The Administrative Team met several times in the spring of 2016 to review the Objectives and Strategies of the DIP and provided input on the current status of each Strategy/ Activity. This is presented as a series of comments related to the Strategies. This was not in any way an exercise to evaluate performances, nor to comment on successes or failures, but simply to inform all stakeholders as to what extent each activity has been addressed. It is a communication that enables administrative and instructional staff to understand what has happened during the current school year to move the district plan forward. Thus, this formative assessment is as much a new starting point as it is a report on accomplishments. Also, a number of Objectives and Strategies were not scheduled to be addressed at this point in time; and, some are not designated to be addressed even in the upcoming school year.

The Woonsocket Education Department may choose to actually produce a DIP update, or to simply use this Formative Assessment as a model for a similar undertaking in the spring of 2017. Whatever model is pursued, it is clear that the district undertakes planning through focused collaboration and demonstrates a reflective culture through ongoing assessment of its progress.



Initiative: Curriculum Articulation	
Priority I: Implement guaranteed and viable curricula aligned to state and national standards and map those with articulated vertical and horizontal K-12 outcomes.	
Objective A: The Common Core and other national or recognized subject area frameworks are adopted and implemented, identifying set student outcomes for each grade level and subject.	
<ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• K-5 Reading <li style="display: inline-block; width: 45%;">• K-8 Math (Eureka) <li style="display: inline-block; width: 45%;">• K-5 Writing <li style="display: inline-block; width: 45%;">• 9-12 Math (exploration of Eureka) <li style="display: inline-block; width: 45%;">• 6-12 Reading Intervention <li style="display: inline-block; width: 45%;">• K-12 Science (NGSS) <li style="display: inline-block; width: 45%;">• 6-12 ELA <li style="display: inline-block; width: 45%;">• K-12 Social Studies 	
Strategies A1: Provide online copies of the Common Core and other appropriate standards to instructional and administrative staff, with the expectation that educators instruct students in those outcomes that most support 21st century understandings, knowledge, strategies, and skills.	Comments: <ul style="list-style-type: none"> • Curriculum committees have been established in the various subject areas/ levels. The Social Studies committee is small due to lack of funding. • Committee work is ongoing in Reading, Writing, and K -8 Math, and 9 – 12 World Languages. • ELA is completed in grades 6 – 8; is underway in grades 9 – 12. • Teachers and administrators have access to the Common Core and other standards where they exist. The importance of 21st century skills has been communicated.
Objective B: All teachers, provided professional development and administrative oversight, teach the same content across schools and within grade levels based on approved student outcomes.	
Strategies B1:	Comments:
Curricula are made easily accessible to all stakeholders through the use of <i>Skyward</i> .	<i>Skyward</i> is the tool in use for communicating curricula. Updates are ongoing as overseen by the Asst. Superintendent.
Objective C: Administrative duties are reorganized to provide oversight of the functions of articulation and coordination of elementary and elementary/secondary curricula, as well as the implementation of new adoptions, instructional practices, and assessment procedures.	
Strategies C1:	Comments:
Develop a reorganization plan to address curriculum	<ul style="list-style-type: none"> • No new positions were added. The position of Asst. Superintendent is filled incorporating responsibility for curriculum



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coordination and articulation across the grade levels	coordination and articulation. <ul style="list-style-type: none"> Curriculum committees have been formed as part of the reorganization plan.
Objective D: A process for monitoring the implementation of the curriculum is developed and initiated.	
Strategies D1: Identify a process for monitoring curriculum implementation in classrooms and schools, including, but not limited to, Learning Walks, and Essential Questions	Comments: <ul style="list-style-type: none"> An observation checklist has been developed. Professional development for principals has been conducted to include effective observation practices. The process is being phased in.
Objective E: Expand the use of common assessments to guide teaching and learning and to monitor consistency of curriculum implementation.	
Strategies E1: Evaluate existing common assessments to assess how well they correspond to the curricula and develop additional formative/summative assessments that aid in the oversight of curriculum implementation.	Comments: <ul style="list-style-type: none"> Common assessments have been reviewed and identified at the elementary levels. Teacher-made assessments are being phased out and replaced by research-based models. Common summative assessments are currently being developed, but not common formative assessments at this time. At all levels, teachers have student learning objectives and share assessments within schools. At the secondary levels, Math and ELA share common assessments, but these need more work. Science and Social Studies teachers are beginning to work on common assessments. STEM SCOPES is being piloted as the district science program and common assessments will ultimately emerge from this. The high school science program has consistency within subject areas.



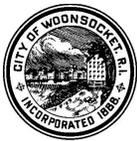
Initiative: Curriculum Articulation	
Priority I: Implement guaranteed and viable curricula aligned to state and national standards and map those with articulated vertical and horizontal K-12 outcomes.	
Strategies E2: Continue to use common literacy and math assessments at least three times per year at the elementary level, quarterly at middle and high school using a researched-based assessment system that offers real time feedback.	Comments: <ul style="list-style-type: none">• Fountas/Pinnell is used in elementary reading, consistent with the guided reading approach and utilizing Fountas/Pinnell online to store and access data. Eureka Math modules are currently used in K – 2; expanded to K – 5 for all classrooms next year.• Reading Intervention teachers at the middle school level have common assessments (QRI-V, Orchard, Scholastic Reading Inventory).• Middle and high school math and literacy formative assessments are under consideration but not yet identified and implemented.
Strategies E3: Provide professional development opportunities to enable teachers to engage in data analysis and data-driven instructional practices.	Comments: <ul style="list-style-type: none">• Professional development opportunities are available in a summer academy for all curriculum areas. About half of the teaching staff attends.• Implementation of Eureka Math, grades 3 – 8, will be a priority for the summer of 2016 and beyond.• Title II study groups are conducted at teachers' request, with the goal of ten hours of participation for attending teachers.• A Teachers Partners approach, offered through Title II, has problem solving and vocabulary development as areas of focus.
Objective F: The student management system adopted by the district, Skyward, is fully implemented enabling teachers to communicate from grade to grade on the mastery levels of individual students in critical content areas.	
Strategies F1: Develop easy-to-use data entry and reporting mechanisms in <i>Skyward</i> on critical skills identified in all disciplines, to include an end-of-year reporting mechanism that serves as a grade-to-grade transition report regarding skill mastery levels for students incoming to a grade.	Comments: <ul style="list-style-type: none">• Populating <i>Skyward</i> has just started. Fountas/Pinnell outcomes at various reading levels are being placed online. Eureka math modules are to be entered next.• Current curricula will be mapped against new curricula developments.



Initiative: Curriculum Articulation	
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Objective G: Opportunities for the study of World Languages are increased for students.	
Strategies G1: Investigate ways to incorporate/expand World Languages opportunities for all students.	Comments: <ul style="list-style-type: none">• Reorganization of world language instruction is ongoing.• Budget and teaching time limitations have impeded expansion of world language opportunities.• French and Spanish is being reconsidered at the middle school.
Strategies G2: Explore the options of World Languages courses for students with prior knowledge of the language (e.g. Spanish for Spanish-speakers; French for French-speakers.)	Comments: <ul style="list-style-type: none">• This option has been considered and rejected for the time being, as there is not enough time available to implement this.



Initiative: Multi-Tiered Support Systems	
Priority II: Continue to develop programs that address the needs of at-risk students to close achievement gaps and raise proficiency.	
Objective A: Tier II and Tier III models of intervention in math and literacy are used effectively in all grades, based on appropriate diagnostic and prescriptive assessment tools for both screening and progress monitoring purposes.	
Strategies A1: Continue to support differentiated instruction as a pedagogical approach in all content through professional development.	Comments: <ul style="list-style-type: none"> Differentiated instruction is a professional development topic for summer academy and into the upcoming school year.
Strategies A2: Ensure that staffing, RTI intervention strategies and models are acquired and in place for ongoing support in fiscally responsible and appropriate ways.	Comments: <ul style="list-style-type: none"> Tier II support in math and literacy is minimally available at the high school due to need for additional intervention teachers. Elementary and middle school have significant Tier II support, but more support is necessary. Tier III math is not supported with intervention staff at the high school. Tier III math at the elementary and middle school level is available, but more support is necessary. A push-in model is supported over pull-out models. A Multi-Tiered Support System at the high school needs significant attention.
Strategies A3: Communicate closely with parents in regard to assessments, interventions, and student progress to encourage their ongoing home support. (See Parent Involvement Policy; Partnerships/ Collaborations).	Comments: <ul style="list-style-type: none"> The Asst. Supt. maintains a parent page on the district website. More communication with SPED parents is desired. As part of the RTI process, letters regularly go home to parents. A universal school-wide letter is needed. RTI chairs and co-chairs hope to meet on this.
Objective B: An MTSS process is designed and implemented at the middle and high school.	
Strategies B1:	Comments:



Initiative: Multi-Tiered Support Systems	
<p>Develop a multi-year action plan for implementing MTSS district-wide identifying timelines, persons responsible, professional development, assessments, and intervention strategies.</p>	<ul style="list-style-type: none"> • A district-wide multi-year action plan specific to MTSS has not been done and is needed and should a priority for the upcoming school year. The MTSS process at the elementary level is established and documented. • Local budget will include Deans of Students at the middle school to enable Assistant Principals to chair MTSS.
<p>Strategies B2: Identify RTI training consultant(s) to help the schools define an appropriate RTI model for each level, conduct trainings, and provide ongoing support as needed.</p>	<p>Comments:</p> <ul style="list-style-type: none"> • David Kane completed an audit of the MTSS system for Woonsocket. Need to revisit. More needs to be done.
<p>Strategies B3: Integrate available district and statewide tools for formative and summative assessments in math and literacy for real time identification of low performing students.</p>	<p>Comments:</p> <ul style="list-style-type: none"> • The district is in the process of identifying more current online reading and math assessments to replace ORCHARD (e.g. STAR – Renaissance Learning) at middle school. • The district needs to identify assessments for the high school level.
<p>Objective C: Teacher professional development is conducted for MTSS and classroom differentiation models, using timely formative assessments as a tool for grouping strategies.</p>	
<p>Strategies C1: Conduct MTSS professional development sessions that inform all teachers, with targeted training to follow in priority subject areas, particularly at the middle and high school levels.</p>	<p>Comments:</p> <ul style="list-style-type: none"> • This needs to be part of the long-term plan. • The RTI chairs need to collaborate on this, especially at the middle school level. This cannot be an optional professional development situation. All teachers must participate • Challenge at the high school level.
<p>Strategies C2: Work with Building administrators to plan and utilize faculty meetings and Common Planning Time as professional development opportunities to support implementation of MTSS.</p>	<p>Comments:</p> <ul style="list-style-type: none"> • This needs to be part of the long-term plan. • Utilize the services of a consultant (e.g. David Kane)





Initiative: ELL Education	
Core Value: Student Achievement	
Priority III: Expand programming for ELL students at all levels as needed.	
Objective A: An ELL integrated service model is implemented that includes services to identified students in each school.	
Strategies A1: Review the status of the ELL population in each school in terms of numbers and English language proficiency.	Comments: <ul style="list-style-type: none">• Conducted on annual basis. Process in place.
Strategies A2: Identify staffing at each school needed to provide required levels of support at each grade level.	Comments: <ul style="list-style-type: none">• Done, process in place
Objective B: Increase the number of faculty certified to provide instruction to ELLs.	
Strategies B1: Survey all teachers to determine certification, the level of training, and experience in ELL instruction.	Comments: <ul style="list-style-type: none">• In process – plan is in place.
Strategies B2: Develop a plan to recruit applicants, giving preference to applicants certified by RIDE to teach English Language Learners in new hire situations.	Comments: <ul style="list-style-type: none">• Additional staffing is planned in 2016-17 to avoid bussing.• A process for recruiting is in place with preference for ESL certified. HR works with ESL Coordinator and administrators involved.• Collaborative efforts are in place with the Rhode Island Foundation and Title II to help teachers pay for ESL certification.• ESL classrooms are being added at 1-2 schools.



Initiative: NGSS Science Curriculum	
Priority IV: Adopt the Next Generation Science Standards (NGSS) in PreK – 12.	
Objective A: Develop a plan for roll-out of the Pre-K – 12 Next Generation Science Standards.	
Strategies A1: Coordinate district-wide efforts to develop an NGSS implementation plan (NGSS Lead Team).	Comments: <ul style="list-style-type: none"> • There is a district-wide lead team that is beginning to develop a multi-year plan to guide implementation process at all levels including forming committees to facilitate implementation of NGSS. • Need to identify areas of weakness in the curriculum by area of science
Strategies A2: At the district level, create committees by grade level (elementary) or topics (secondary) to identify common resources and create common assessments responsive to the NGSS.	Comments: <ul style="list-style-type: none"> • An Integrated Science Curriculum Committee was formed at the high school. It met during CPT by core area to discuss implementation and potential assessment components. • Title II funded Professional Development Facilitator at the middle school provides professional development for middle school science teachers. • The NGSS-aligned STEMScopes program is currently being piloted in a number of classrooms K-12 for potential adoption as a district resource. • Common assessments for Science will be identified as part of the STEMScopes pilot, particularly for grades 6-12.
Strategies A3: Reorganize instructional time frameworks as needed in elementary schools to accommodate time needed for full implementation of NGSS.	Comments: <ul style="list-style-type: none"> • Instructional time frameworks in the elementary schools have not yet been adjusted to accommodate NGSS.
Objective B: Provide professional development, support, and resources to initiate implementation of the NGSS science standards in each grade level.	
Strategies B1:	Comments:



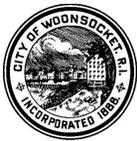
Initiative: NGSS Science Curriculum	
Priority IV: Adopt the Next Generation Science Standards (NGSS) in PreK – 12.	
Provide initial and ongoing NGSS professional development to ensure that all elementary classroom teachers and teachers responsible for teaching science at the secondary level are familiar with the new standards (NGSS Lead Team).	<ul style="list-style-type: none">• HS Study Groups have been formed for NGSS implementation. Most science teacher in the HS uses STEMScopes to guide implementation.• A voluntary STEMScopes workshop will be held in late June. There is not enough planning time, using CPT alone, to complete tasks such as creating common assessments. However, not everyone participates in voluntary PD time.• Title II funded teaching partners are being used by some teachers to engage in mentoring for science instruction.• Title II funded Professional Development Facilitator at the middle school provides professional development for middle school science teachers during CPT.
Objective C:	
Develop an inventory and annual ordering system for science resources in each building for supporting the new standards. NOTE: In the DSP/DIP, these are listed as part of Objective B. NECC is sending a revised DSP/DIP.	
Strategies C1:	Comments:
Develop an inventory of required resources based upon grade level science, tech, and engineering units to be taught K-12.	<ul style="list-style-type: none">• Because science/ tech units for each grade level have not been specified district-wide, there have not yet been decisions on required resources.• There has not been full agreement on which labs and activities at the secondary level should be used for common assessments. Therefore, a supplies list has not yet been determined.
Strategies C2:	Comments:



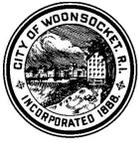
Initiative: NGSS Science Curriculum	
Priority IV: Adopt the Next Generation Science Standards (NGSS) in PreK – 12.	
Develop and maintain science equipment inventory information on a spreadsheet required at the various levels; and, identify a person in each school to maintain inventory information and to expedite ordering.	<ul style="list-style-type: none">• Science equipment lists for each grade level have not been specified nor entered into a spreadsheet. School-based persons responsible for maintaining inventory information have not been designated.• Chemicals are inventoried but most other supplies are not. Technology is also inventoried.• The process for inventorying and oversight by school has not yet been addressed.
Strategies C3: Upgrade secondary laboratories and demonstration equipment as needed to ensure capability of addressing NGSS.	Comments: <ul style="list-style-type: none">• Plans have been made to repair broken items in one of the chemistry rooms so that more experiments may be conducted in those areas.



Initiative: Eureka Math Implementation	
Priority V: Implement the Eureka Math program grades K-8 with exploration of Eureka Math as a resource for grades 9-11.	
Objective A: Elementary and middle school teachers are prepared and equipped to use the Eureka math program as aligned with the Common Core in Mathematics.	
Strategies A1: Continue regular meetings of the K-8 District Math Lead Team.	Comments: <ul style="list-style-type: none">• Continuing to meet• Consultant meets with the Lead Team
Strategies A2: Create and implement a grade level specific professional development and support plan to be led by members of the K-8 District Math Lead Team.	Comments: <ul style="list-style-type: none">• In progress
Strategies A3: Ensure that classroom teachers and intervention teachers for mathematics K-5 and all teachers of mathematics 6-8 are systemically provided with professional development in the Eureka Math program resources.	Comments: <ul style="list-style-type: none">• Voluntary professional development is made available to all teachers K-8 throughout the school year with the consultant and the lead team. Professional Development Day August 2015 was dedicated to Eureka Math for K-2 and August 2016 will be dedicated to 3-5. Additional professional development will be provided at summer academy. Some teachers use teaching partners to enable them to visit classrooms of lead team teachers. Titles I and II funds were leveraged for math professional development.
Objective B: Use formative assessments to ensure that students are maintaining the pace, skills, and conceptual knowledge provided through the Eureka Math program.	
Strategies B1:	Comments:



Initiative: Eureka Math Implementation	
At each grade level, identify/ create unit-based formative assessments in Eureka Math.	<ul style="list-style-type: none">• All teachers K-2 are using the mid-module and end-of-module assessments from the Eureka Math program. Many teachers in grades 3-8 are using the mid-module and end-of module assessments from Eureka or its predecessor, EngageNY. Data is gathered.• As of 2016-17, all teachers K-8 will be using Eureka Math.
Strategies B2: Use the formative assessments as a basis for grouping, re-teaching, or providing extensions in math instruction.	Comments: <ul style="list-style-type: none">• Continued need for professional development





Initiative: Social Studies Curriculum	
Priority VI: Complete the implementation of the Social Studies curriculum K-12.	
Objective A:	
Social Studies (SS) curriculum is mapped and articulated for all grades K-12.	
Strategies A1: Research state and national curricula to identify the most current and appropriate frameworks for Woonsocket	Comments: <ul style="list-style-type: none"> • National curriculum in social studies has been in flux for some time. Recent emergence of standards may impact consistency in states and local districts. • The district will continue to explore national and state curricula for guidance. • Meanwhile the district operates under concepts developed over a decade ago. • Elementary social studies continue to be taught as opportunity permits with competing claims on instructional time from math, ELA, and science. • At the middle school, a year course in geography /civics has been replaced by a second year in US History. • High school offerings require two years of World History and one year of US History. A number of elective and AP courses are also available.
Strategies A2: Investigate a consultancy to assist in the work of the SS curriculum committee.	Comments: <ul style="list-style-type: none"> • Consultant help has been obtained.
Strategies A3: Create a cross-level SS curriculum committee charged with producing a K-12 curriculum map.	Comments: <ul style="list-style-type: none"> • Representatives from all levels meet organizationally. What currently is being taught at the elementary, middle, and high school levels has been identified in a working document. • Norms for meeting and continuing curriculum development have been established. • On the secondary level, a set of skills and precursor understandings desirable in students (based on Common Core Standards and Reading/Writing Literacy in History/ Social Studies has been identified and documented.



Initiative: Social Studies Curriculum	
Priority VI: Complete the implementation of the Social Studies curriculum K-12.	
Objective B:	
All teachers will have grade level appropriate resources for implementing the social studies curriculum.	
Strategies B1: Investigate and facilitate the purchase of resources to support the implementation of the SS curriculum.	Comments: <ul style="list-style-type: none"> Once new standards and a curriculum have been established for Social Studies, resources for implementing those standards will be identified and budgeted for. This has not yet happened.
Strategies B2: Acquire SS resources over time in a way that respects reasonable grade level transitions and preparedness.	Comments: <ul style="list-style-type: none"> To be considered once updated curriculum is established.
Strategies B3: Develop a spreadsheet that identifies required SS resources and provides a foundation for ordering and replenishing.	Comments: <ul style="list-style-type: none"> To be considered once updated curriculum is established.
Strategies B4: Collaborate with community partners to support and enrich the SS curriculum.	Comments: <ul style="list-style-type: none"> To be considered once updated curriculum is established.
Objective C:	
Any professional preparation and development for required SS teaching will be planned and equitably carried out in all schools.	
Strategies C1: Create study groups to disseminate the curriculum, identify common instructional strategies and create assessments to implement the curriculum.	Comments: <ul style="list-style-type: none"> To be considered once updated curriculum is established.



Initiative: Foundations Implementation	
Priority VII: Foundations Implementation	
Objective A: Ensure full implementation of the Wilson <i>Foundations</i> (Phonics) Program in the early elementary grades.	
Strategies A1: Acquire and maintain resources for successful implementation of <i>Foundations</i> .	Comments: <ul style="list-style-type: none">• <i>Foundations</i> has been fully adopted as the district's phonics program for early elementary (K-2).
Strategies A2: Provide quality training and have experienced teachers' model for incoming staff K – 2.	Comments: <ul style="list-style-type: none">• <i>Foundations</i> training was provided school year 2014-15.
Strategies A3: Offer supplemental <i>Foundations</i> training sessions for those teachers who need additional exposure to the program.	Comments: <ul style="list-style-type: none">• In house staff provide supplemental <i>Foundations</i> training during the school year to new staff and to teachers who need additional exposure
Strategies A4: Purchase multi-level <i>Foundations</i> kits for all grade 3 teachers of English Language Learners and Intermediate Self-Contained Special Education classes.	Comments: <ul style="list-style-type: none">• <i>Foundations</i> kits will be provided to appropriate instructional staff for special populations.



Initiative: 9th Grade Transition Program	
Priority VIII: Develop 9th Grade Transition programming	
Objective A: Cultivate a supportive and accepting environment through the creation of strong relationships within a small learning community.	
Strategies A1: Implement a freshman seminar class and maintain resources dedicated to this class.	Comments: <ul style="list-style-type: none">• A seminar class, Success 101, was created and offered for all incoming 9th grade students on a half or full year basis as dictated by student need (electives).• Resources have been made available – Career Choices.• Numerous staff have attended training on the effective use of the resources.• Binders will be created for either full-year and half-year use.• Teacher-created resources are used as a supplement to Career Choices.• District textbook budget utilized to purchase resources• District leveraged Title II funds to provide professional development.
Strategies A2: Implement a comprehensive communication process for all incoming 9 th grades students and their parents, including those from WMS, the non-public middle schools in Woonsocket, and those students who have been home-schooled for 8 th grade.	Comments: <ul style="list-style-type: none">• There is a summer orientation for parents and students dealing with both academic expectations and extra-curricular opportunities.• High school students visit middle schools to talk with students and answer questions about the high school.• In 2016 – 17, guidance counselors will develop a transition plan for home-schooled students and students from non-public schools.
Strategies A3: Explore the most effective means for creating 9th grade small learning communities which can be sustained by our district	Comments: <ul style="list-style-type: none">• All incoming freshmen have advisory at the same time where freshman mentoring takes place.• Freshman advisory teachers meet a few times a year to discuss ways of improving students' success and communication.• Small communities can be created within departments, allowing for more student choice while still keeping classes focused on just incoming freshmen.• Monthly meetings are conducted around this issue. Ideas will continue to be explored and implemented through 2018.



Initiative: 9th Grade Transition Program	
Priority VIII: Develop 9th Grade Transition programming	
Strategies A4: Allocate common planning time to Freshman Seminar instructors for collaboration and professional development.	Comments: <ul style="list-style-type: none"> • Success 101 teachers meet two times per week. • Advisory teachers also meet to discuss curriculum, individual students, and make adjustments as needed. • PD is also supported through Title II funds.
Strategies A5: Provide professional development for 9th grade transition leaders and selected high school teachers and support professionals.	Comments: <ul style="list-style-type: none"> • PD hours are awarded for participation above CPT. • PD is also supported through Title II funds. • Summer academy opportunities are also available. • Idea of maintaining lead teachers in this transition endeavor is considered.
Strategies A6: Evaluate 9th grade instructional and assessment structures to facilitate student transition from middle school to high school expectations.	Comments: <ul style="list-style-type: none"> • Data indicates that students lack skills for success. Self-awareness is one critical skill. Students need to become responsible for their grades and be able to proactively check Skyward for their grades. • A list of skills should be developed for grade 8, including portfolio maintenance, project status. • Students need to become self-learners, starting this in grade 8. • There is an awareness of a disconnect between middle and high school expectations which the district is beginning to address (meetings between middle school and high school principals, cross-level meets by department) • A goal is to build this activity into a portfolio system by 2017 – 18. • Explore options for students who are accelerated and students who are in need of interventions.
Objective B:	
Foster academic and social/emotional success for all students transitioning from middle school to high school.	
Strategies B1: Maintain existing study groups dedicated to 9th grade transition, freshman seminar design, student peer mentors	Comments: <ul style="list-style-type: none"> • Success 101 teachers meet with the lead teacher to discuss best practices and freshmen transition strategies. • Freshman seminar design is ongoing. Teachers are assigned for next



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	year. • Student peer mentorships are scheduled for 2016 – 17
Strategies B2: Define the metrics that will describe success for this program and collect data to monitor student progress within the program for both short-term and long-term measures.	Comments: <ul style="list-style-type: none">• Student passing rates for Q1 and Q2 are used.• There is agreement that the focus should be more on self-improvement skills and not curriculum.• Metrics should include attendance, poverty data, skill-base data, and discipline referral history.• No hard data is collected. There is no one to collect it, analyze it, and report on it.• The need for data management and analysis is clear.• High performing students in math/ science are already targeted. Low performing students may be considered for double period of Pre-Algebra.• This has opened more dialogue around overall school reform.



Initiative: Social/Emotional Supports	
Priority IX: Update and implement a comprehensive support structure to address social, emotional, and academic growth for students in grades K-12.	
Objective A: Update of comprehensive school counseling curriculum	
Strategies A1: Review personnel allocation priorities to work towards providing increased social-emotional support for students, particularly at the elementary level.	Comments: <ul style="list-style-type: none"> • Through Title One grant, the number of elementary social workers has been increased by five. • The local budget will be reviewed for more positions, adding a psychologist and/or additional social worker.
Strategies A2: Provide professional development opportunities for school counselors/risk-prevention specialists to work collaboratively on an updated counseling curriculum.	Comments: <ul style="list-style-type: none"> • School counselors, social workers, and psychologists have participated in training regarding suicide prevention. • Counselors meet monthly at the High School. All social workers attend as well. Facilitated by high school social workers. • The Title I Director meets with elementary social workers and the Risk Prevention Guidance Counselors at the middle school six times per year. • The counseling curriculum is at least eight years old. • Work on updating the counseling curriculum has not yet begun. • The Adolescent Sexual Health Grant will provide funding for 1 – 2 persons at a national conference in 2016-17.
Strategies A3: Identify resources and a structure that enable use of community support services to work with students with social/ emotional problems.	Comments: <ul style="list-style-type: none"> • Second Step has been identified as a social/ emotional program available or use in K – 5. Materials have been acquired and will be implemented in 16 – 17. • Professional development for the Second Step program will begin during summer of 2016 and continue into the 2016-17 school year. • Title I social workers will be instrumental in the delivery of the Second Step program. • A structure and protocols for linking students with social/emotional issues to district and community resources will be developed over a two-year period from 2016-18.



Initiative: Social/Emotional Supports	
Priority IX: Update and implement a comprehensive support structure to address social, emotional, and academic growth for students in grades K-12.	
Strategies A3 (cont'd): Refer to previous page	Comments: <ul style="list-style-type: none"> • An At-Risk assessment has been accomplished. • A Family Engagement Grant (20K) may be used to help students' and family linkages with community supports. • A staff position for overseeing a community support structure is proposed for 2017 - 18.
Strategies A4: Explore expansion of mentoring programs using district and community resources.	Comments: <ul style="list-style-type: none"> • Four elementary schools have a mentoring program using school and community resources funded through The Rhode Island Mentoring Project. • The potential for expanding this resource to include one more school (i.e., middle school) will be explored. • The mentoring program model should be included as part of the protocols mentioned in section A3.
Objective B:	
Encourage in each building an environment that promotes the social and emotional well-being of each child.	
Strategies B1: Define and optimize the use of the services of social/emotional support professionals at all levels.	Comments: <ul style="list-style-type: none"> • At elementary schools, social workers are directly involved with crisis prevention. • The services of social/emotional support staff created this year are defined and will be fully implemented in 2016 – 17. • Protocols for services are currently being developed.
Strategies B2: Design service infrastructure so that they are appropriately scaffolded to ensure progress and sustainability.	Comments: <ul style="list-style-type: none"> • As the service infrastructure is defined and protocols developed, scaffolding is being considered to ensure continuing progress and sustainability.
Strategies B3: Explore, select, and implement new approaches to social/emotional learning (e.g. PBIS, Resilient Kids,	Comments: <ul style="list-style-type: none"> • Second Step has been selected and will be used through involvement of Title One social workers. A supplemental intervention resource, Second Step is not the behavior program, but rather a supplemental resource



Initiative: Social/Emotional Supports	
Priority IX: Update and implement a comprehensive support structure to address social, emotional, and academic growth for students in grades K-12.	
Peaceful Playground).	available to the social workers.
Strategies B4: Provide professional development for all faculty and staff on research-based instructional and support programs to impact students' social and emotional learning.	Comments: <ul style="list-style-type: none"> • Risk prevention is a focus of professional development for guidance counselors. • At the high school level, PASS teachers will be trained. (This is an in-school suspension program.) • S/E support professional development is provide in an ongoing mode. Second Step training is a priority. • There are several strategies for professional development in this area: study groups, attendance at conferences, summer PD academy, mentoring programs. • IDEA (Individuals with Disabilities Education Act) is currently being considered as a funding source for this in 2016 – 17.
Objective C:	
Improve student attendance	
Strategies C1: Revisit and rewrite the district attendance/truancy policy.	Comments: <ul style="list-style-type: none"> • Policy is written and awaiting School Committee approval. • The Student/ Parent Handbook will be modified to include this policy.
Strategies C2: Re-establish Truancy Court.	Comments: <ul style="list-style-type: none"> • This has been re-established. Attendance officers preside.
Strategies C3: At the secondary level, form an attendance working group/task force that includes both staff and students.	Comments: <ul style="list-style-type: none"> • To be considered in 2016 – 17, to follow policy development.
Strategies C4: Expand availability of digital tools and content to help reach students who are disengaging from school.	Comments: <ul style="list-style-type: none"> • In exploration mode.



Initiative: Social/Emotional Supports	
Priority IX: Update and implement a comprehensive support structure to address social, emotional, and academic growth for students in grades K-12.	
Strategies C5: Investigate flexible scheduling and alternative educational opportunities.	Comments: <ul style="list-style-type: none">• This is a three to five year exploration. Not yet started.



Initiative: Student-centered Partnerships	
Priority X: Support Woonsocket students in achieving success through engagement among students, families, community partners, businesses, and institutions of higher education	
Objective A: Expand engagement with community partners with a focus on providing informational and experiential resources	
Strategies A1: Meet with community partner representatives to share/discuss ideas that support student learning, interests, and goals (e.g., CCF, CCA, RiverzEdge, NeighborWorks, YWCA, YMCA, Boys' and Girls' Clubs, religious organizations).	Comments: <ul style="list-style-type: none"> • The first collaborative summit was held utilizing the Nellie Mae/Great Schools Partnership grant. Additional summits are planned. • District leadership meets with technical assistance team provided under the Nellie Mae/Great Schools Partnership grant to plan and organize community summits. • Collaboration has been initiated between city and school department grants offices.
Strategies A2: Once opportunities with partnerships, community organizations, businesses, and higher education are identified, develop and maintain an online resource guide of community partners.	Comments: <ul style="list-style-type: none"> • Not yet undertaken. • Nelly-Mae Foundation Grant may help accomplish strategies A1 and A2. Will be addressed in 2016-17
Objective B: Establish relationships with local businesses for supporting all students in better understanding career opportunities and related expectations.	
Strategies B1: Invite businesses and community partnerships to participate in school-based celebrations.	Comments: <ul style="list-style-type: none"> • This is ongoing. Some examples are Career Day at the middle school, block party sponsorship. There is an expressed need to make these connections district-wide. • A liaison with the city could help seek out grants and write proposals.
Strategies B2: Conduct a forum with local business representatives to identify partnership opportunities such as career advice, job shadowing, and internship opportunities.	Comments: <ul style="list-style-type: none"> • Not yet. It will be initiated in 2016-17. • Dr. McGee is a member of The Health Equity Zone; current priority is prevention of teen pregnancy.



Initiative: Student-centered Partnerships	
Priority X: Support Woonsocket students in achieving success through engagement among students, families, community partners, businesses, and institutions of higher education	
Objective C: Improve interaction with parents for promoting interest, support, and guidance for high school students in regard to options after graduation.	
Strategies C1: Meet with higher education and business/community outreach representatives to plan and implement college/career awareness opportunities for secondary students.	Comments: <ul style="list-style-type: none"> • College/ career counselors collaborate with higher education and business representatives to conduct awareness activities. • There is an awareness event for secondary ELL students. • Brown University funds a college/ career counselor position.
Strategies C2: Promote ongoing communications with industry partners to foster career and technical post-secondary options.	Comments: <ul style="list-style-type: none"> • This is ongoing as part of the career and technical school program. Discussion is underway to improve and enhance communication.
Strategies C3: Expand resources for supporting Woonsocket students in decision-making in regard to career readiness and higher education opportunities.	Comments: <ul style="list-style-type: none"> • Expanded Learning Opportunities College Fair • College Crusades program • Brown University College/Career counselor • Junior ROTC
Strategies C4: Expanded opportunities for community service projects for all students.	Comments: <ul style="list-style-type: none"> • Several opportunities are ongoing, but not yet expanded. These include National Honor Society project requirements. • It is recognized that Career/Tech needs to create similar opportunities. ROTC should follow suit. • This will be a topic at Administrative Council meeting to encourage buildings to do more in this area. • At the high school level, Expanded Learning Opportunities (ELO) is an approach to raising the impact. • At the elementary and middle school levels, a consideration might be for each school to undertake a community service project.



Initiative: Partnerships with Families	
Priority XI: Address the specific academic and social needs of all students through increased family interaction, engagement, and involvement.	
Objective A: Increase familial involvement in the education of all students.	
Strategies A1: More effectively employ parent/family groups (e.g., PAC, SELAC, PESLO, PTOs/PTAs) to convey and stimulate the interests of parents and families of students.	Comments: <ul style="list-style-type: none"> • PESLO currently provides English classes to parents. Attendance at classes has increased. • Title III parent outreach workshops have been conducted. • Efforts have been made to have school representatives at PAC and SELAC. • A Nellie Mae grant has been awarded for the purpose of expanding parent interest and involvement in the schools.
Strategies A2: Use the partnerships with community agencies (e.g., Center for Southeast Asians, Progreso Latino) to develop and implement a plan to support targeted populations.	Comments: <ul style="list-style-type: none"> • Meetings have been attended. No plan has been developed thus far. • Office space could be made available in some schools. • This will be pursued in 2016 – 18.
Strategies A3: Maintain the positions of Title I Parent Liaisons at the elementary and middle schools.	Comments: <ul style="list-style-type: none"> • This is done and will continue.
Strategies A4: Investigate ways to fund a parent liaison position at Woonsocket High School.	Comments: <ul style="list-style-type: none"> • Title One is a consideration for funding. To be investigated in 2016 – 17, maybe established in 2017 – 18.
Strategies A5: Create “road shows” to present to parents/families in their own environments (e.g., present at churches, community centers).	Comments: <ul style="list-style-type: none"> • Not yet addressed
Strategies A6: Continue the practice of radio outreach (e.g., WNRI, WOON) by the Superintendent.	Comments: <ul style="list-style-type: none"> • Ongoing



Initiative: Partnerships with Families	
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Strategies A7: Maintain and keep current the district and schools' websites.	Comments <ul style="list-style-type: none">• Ongoing.• Some graduation pictures along with chosen schools/ careers will be placed on the website.
Strategies A8: Develop the capacity of Building Administrators to use a range of communication tools to improve communications with parents	Comments: <ul style="list-style-type: none">• Some principals are tweeting and blogging with families.• Middle school parent communications are now excellent.• In 2016 – 17, a professional development priority will be to develop a capacity to use a range of communication tools.• Title II funds are leveraged to provide Technology coaches who offer professional development to principals and Superintendent/Assistant Superintendent on the use of technology to improve teaching and learning, including family engagement.
Strategies A9: Create a Superintendent's Blog for families posted on our website.	Comments: <ul style="list-style-type: none">• In operation.
Strategies A10: Provide professional development to all teachers and staff on parent and family interaction, engagement, and involvement.	Comments: <ul style="list-style-type: none">• This has been recently been initiated as part of a Nellie Mae grant.



Initiative: Improved District/School Climate	
Priority XII: To improve the climate/culture in schools and in the district through the building of positive relationships among students, families, faculty, and community partnerships	
Objective A: Improve two-way communication and collaboration between and among all stakeholders.	
Strategies A1: Use electronic tools to facilitate communications among stakeholders.	Comments: <ul style="list-style-type: none"> • The Superintendent has an active blog site. • The Assistant Superintendent maintains a robust and up-to-date district website. • Administration uses appropriate technology for communications. • Some professional development may be planned in the near future on ways to enhance internal communications.
Strategies A2: Create a district-wide public relations committee with broad stakeholder representation.	Comments: <ul style="list-style-type: none"> • This may be addressed in 2016 – 17 through a Nellie Mae grant.
Objective B: Improve morale and participation among all stakeholders.	
Strategies B1: Identify sources and/or consultants to guide work in improving district/ school climate.	Comments: <ul style="list-style-type: none"> • The DIP development and assessment processes have increased participation in decision-making and in bringing stakeholders together. • Outside consultants may be considered for addressing school/ district climate in near future.
Strategies B2: Use technology and media to provide information to pertinent stakeholders.	Comments: <ul style="list-style-type: none"> • May be part of Nellie Mae grant in 2016 – 17.
Strategies B3: Establish research-based protocols and structures for supporting professional collaboration in endeavors such as looking at student work, teaching practices, and assessment issues.	Comments: <ul style="list-style-type: none"> • Will be a focus for 2016-17, particularly around cross-level articulation



Initiative: Learning Environments	
Priority XIII: Ensure all students PreK – 12 learn in environments conducive to achievement of high expectations and acquisition of 21st century skills.	
Objective A: Physical surroundings within buildings are provided that enable students to access instructional tools, equipment, and spaces that accommodate all aspects of the curricula and district-approved teaching strategies.	
Strategies A1: Implement the 5-year capital improvement plan to improve health and safety.	Comments: <ul style="list-style-type: none"> The five-year capital improvement plan is in process. It is currently in Phase Two.
Strategies A2: Have Building Administrators review conditions of the school facilities and report on any deficiencies that impair full functioning of the building as a comprehensive learning environment.	Comments: <ul style="list-style-type: none"> This was part of Phase One of the planning process. It is done, but any emerging deficiencies are reviewed for inclusion.
Strategies A3: Where applicable, provide all classes with safety equipment and effective resources to adequately deliver programs that entail laboratories, demonstration areas, and/or performance space.	Comments: <ul style="list-style-type: none"> One chemistry lab is equipped and in operation. Three more require updating. This should be a priority undertaking.
Strategies A3: Where applicable, provide all classes with safety equipment and effective resources to adequately deliver programs that entail laboratories, demonstration areas, and/or performance space.	Comments: <ul style="list-style-type: none"> One chemistry lab is equipped and in operation. Three more require updating. This should be a priority undertaking.
Objective B: Develop a long-term instructional technology plan that identifies technologies that enable students to develop 21st skills and access current online resources.	
Strategies B1: Acquire selected technologies that both support curriculum areas and provide students daily experience with technology skills aligned with national guidelines and supportive of 21st century skills.	Comments: <ul style="list-style-type: none"> Highlander Institute (FUSE RI) is currently planning work with the schools. Long term instructional technology planning for the district with a focus on 21st century skills has not yet been undertaken.



Initiative: Learning Environments	
Priority XIII: Ensure all students PreK – 12 learn in environments conducive to achievement of high expectations and acquisition of 21st century skills.	
Strategies B2: Provide professional development for all faculty and staff in the use of technology as an instructional tool.	Comments: <ul style="list-style-type: none">• Professional development on the use of existing technology equipment is ongoing.• Two coaches, supported by Title II• A number of teachers and administrators have attended professional development specific to technology integration and blended learning.
Strategies B3: To the extent of available funding, acquire and pilot selected classroom technologies to promote students' research, problem-solving, and presentational skills.	Comments: <ul style="list-style-type: none">• New classroom technologies have been identified and acquired on an extremely limited basis at this time utilizing grants from (RI Foundation SPARK grants, Title I for intervention teachers) and donations (Donors Choose). This is an area that needs much future consideration and funding.



Initiative: Recruitment and Mentoring	
Priority XIV: Over time, develop a high quality, culturally diverse faculty and staff	
Objective A: Recruit, hire, and retain faculty and staff that more closely reflect the diversity of the student population.	
Strategies A1: Implement culturally responsive hiring practices such as district recruitment fairs, outreach to community cultural organizations, local college recruitments, targeted advertisement.	Comments: <ul style="list-style-type: none"> • Targeted advertisements have been done. • Local college recruitment efforts are being initiated. • No outreach to community cultural organizations has been done.
Strategies A2: Create a central administrative office level function to actively engage with teacher preparation programs of area and online institutions of higher education to aid in the placement of pre-practicum, practicum, and student teachers in district schools at all levels.	Comments: <ul style="list-style-type: none"> • Not done this year. May be proposed in 2016 – 17.
Objective B Increase the pools of: <ul style="list-style-type: none"> • secondary educators holding certification as Teachers of Math or Science • secondary educators holding dual certification as Teachers of Students with Disabilities (Special Education) and the content areas of Math or Science • educators holding certification as Teachers of English Language Learners. 	
Strategies B1: Investigate a change in the policy that precludes compensation for earned creditable service for step placement purposes to candidates with out-of-state service.	Comments: <ul style="list-style-type: none"> • Not done. Will be considered in 2016 – 17.
Strategies B2: Post anticipated openings as early as April to create a pool of applicants, particularly for hard-to-fill positions.	Comments: <ul style="list-style-type: none"> • Started in 2016. Need to ensure fidelity. • Pursuing grant opportunities to recruit in hard-to-fill positions
Objective C	



Initiative: Recruitment and Mentoring	
Priority XIV: Over time, develop a high quality, culturally diverse faculty and staff	
Provide ongoing support of newly hired and existing faculty through a tiered mentor/induction program.\	
Strategies C1: Re-establish a multi-tiered mentor/induction program extending beyond Basic Education Plan requirements, making modifications as necessary.	Comments: <ul style="list-style-type: none">• Re-established utilizing Title II funds. Teacher mentors are available for all non-tenured classroom teachers and support professionals. Teaching partners are hired under Title II to provide mentor teachers the opportunity to observe/assist mentees and provide mentees the opportunity to observe the mentor teacher or other teachers.