

North Kingstown School Department

Educate, Inspire, Challenge

High Performing and Improving

2019-2024 Strategic Plan (updated fall 2021)



Mission

Our mission is to educate our students to become intellectually active adults, to inspire them to reach individual excellence, and to challenge them to become responsible, contributing members of a global society.

Vision

All students of the North Kingstown School Department will achieve rigorous learning goals and will continuously improve their academic, social, emotional, creative, and physical growth. In order to do this, we will provide a learning environment that meets the diverse needs of every student. Each student will have access to a high quality, rigorous curriculum through multiple and varied opportunities. With the help and engagement of our staff, families, and community members, our students will attain the skills, strategies, and knowledge necessary to be prepared for their college and career choices and ultimately their roles in a global society. We commit to using our resources to support our priorities: student learning and achievement, effective and innovative instruction, and continuous professional improvement.

This strategic plan is based on the seven core functions as presented in the Basic Education Plan (BEP) of the Rhode Island Department of Education (G-12-4.2)

- Lead the Focus on Learning and Achievement. The LEA shall provide on-site direction that continuously guides site-based leadership; identify expectations and accountability for implementation of proven practices; and address barriers to implementation of identified educational goals.
- Recruit, Support, and Retain Highly Effective Staff. The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.
- Guide the Implementation of Curriculum, Instruction, and Assessment. The LEA shall provide access to rigorous, guaranteed, and viable curricula for all students; ensure differentiated instructional strategies, materials, and assessments; and build systems that provide opportunities for common planning and assessment.
- Use Information for Planning and Accountability. The LEA shall develop and implement proficiency-based comprehensive assessment systems; distribute results of measured school progress and student performance; and maintain responsive and accessible information systems.
- Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.
- Foster Safe and Supportive Environments for Students and Staff. The LEA shall address the cultural, physical, social, and emotional needs of all students; ensure safe school facilities and learning environments; and require that every student has at least one adult accountable for his or her learning.
- Ensure Equity and Adequacy of Fiscal and Human Resources. The LEA shall identify and provide requisite resources to meet student needs; allocate fiscal and human resources based on student need and overcome barriers to effective resource allocation at the school level.

Goal 1: Support achievement of rigorous learning goals and continuous growth.

Action Steps	Person(s) Responsible	Timeline
Review and roll out the English Language Arts curriculum and the mathematics curriculum that are aligned to the RI State Standards (RISS) and for the preschool, the RI Early Learning and Development Standards revise as necessary.	Assistant Superintendent; Director of Curriculum; Principals; Teacher Teams; Staff	2021-2022 <ul style="list-style-type: none"> - Roll Out of Wit & Wisdom (K-5), Heggerty (PK-1), and Foundations (K-3) - Roll Out of enVision Math grades 6-8 - Four teachers in grades 9-12 are piloting the enVisions Alg1, Alg 2 and Geometry with access to Mathia for interventions - Mathia software--access for all students (those not in the classes listed above) who need interventions - 9-12 English department reviewing current curriculum and materials to ensure HQC. - Professional learning at all levels to support HQ curriculum rollout
Continue to review all formative and summative assessments that align to the RISS; regularly review the Comprehensive Assessment Plan to inform decisions on assessment implementation	Assistant Superintendent; Principals; Curriculum coordinators; Staff	2021-2022 <ul style="list-style-type: none"> - Alignment to RICAS; data review from all assessments - Elementary and Middle - ELA assessments are part of the ELA high quality curriculum rollout. - School level data base review - Common Planning review data - District-wide using DBDM protocol to review assessment data after benchmarks - Second year of EL curriculum assessments - embedded and reviewed during grade level CPT - STAR Reading and Math will be utilized from grades 2-11

Action Steps	Person(s) Responsible	Timeline
<p>Continue to utilize program designed assessments such as: Number Corner, Bridges Pre-Assessment</p> <p>EnVision Pre-Assessment per Unit</p>	<p>Assistant Superintendent; Principals; Curriculum coordinators; Staff</p>	<p>2021-2022</p> <ul style="list-style-type: none"> - CCAs are part of high school graduation requirements verify the fidelity of assignment and review implementation - Grading committee will continue to evaluate (9-12) assessments, instruction and curriculum policies
<p>Investigate ways to collaboratively share lessons</p>	<p>Assistant Superintendent; Director of Curriculum; Principals; Elementary Teachers</p>	<p>2021-2022</p> <ul style="list-style-type: none"> - Use of Canvas, including a common format. Teachers are able to share lessons/assignments - Grade level leaders to help curate lessons, lead discussions and be the keeper of the knowledge by grade. - District Professional Development days -- scheduled time to work as grade level teams or dept teams to unpack lessons - Train students as well as teachers to use Canvas to its fullest. Consider using Advisory at the HS to do some training with students in Canvas - Parent Workshops (HS) - Student Workshops (HS) (embedded into Ritual & Routines of class)

Action Steps	Person(s) Responsible	Timeline
<p>Elementary/Middle Continue to provide training in hybrid conditions for the new and advanced inquiry kits from GEMSnet</p>	<p>Assistant Superintendent; Principals; Curriculum Coordinators</p>	<p>2021 - 2022</p> <ul style="list-style-type: none"> - GEMS-Net provides ongoing training/PD during the school year. Return to in person training for those teachers who only have ever had virtual training. - Additionally trainers will work with our district onsite for specific requests. - URI GEMS-Net updated from SY 2021 - Creation of Google Classroom for every grade with asynchronous professional learning modules, resources and optional sessions for after school and during state PD for new teachers and new teachers of each grade. - Updated modules and moved them around to accommodate for district. - School administrators and central office administrators are included in the professional learning with individualized sessions for their groups. - Utilize the in-building training with GEMS-Net during - CPT - (MS) Assessments will be aligned to NGSS to determine how the kits are preparing students for NGSA

Action Steps	Person(s) Responsible	Timeline
<p>Provide a multi-tiered system of support to afford access to academic/behavioral supports and interventions for all students; specifically concentrating on closing the achievement gap and increasing growth for subgroups: English language learners, race/ethnicity, socio-economic status, and students with disabilities. (supports may include but are not limited to: Lexia, Virtual High School, DreamBox, IXL, FLVS.)</p>	<p>Assistant Superintendent; Principals; HS Department Chairs; Curriculum coordinators; Teacher Teams; District Tech Coach and Tech Lead Teachers; Staff</p> <p>Support Personnel: School Psych, Social Worker, Behavior Specialist, and Guidance Counselors</p>	<p>2021-2022 Ongoing:</p> <ul style="list-style-type: none"> - Dreambox 1-2, LEXIA K-2; - IXL grades 3-12 - RazPlus K-2 with ELL K-8 <p>High School</p> <ul style="list-style-type: none"> - Afterschool Resource Center - Screencastify - Staff and Student Use - Kami - Staff and student use <p>Middle Schools</p> <ul style="list-style-type: none"> - Implement Mathia - Addition of Lexia at the middle level for Reading Intervention - Intervention Blocks scheduled across elementary and middle schools in both math and reading - Continue at the middle schools, and add time during CPT at the high school to review humanities lessons. Use the RIDE Culturally Responsive & Sustaining Education (CRSE) Review Tool to audit the curriculum at the three schools. - QES will be the focus school for Conscience Discipline - Using the restorative practices training from previous years at the middle schools and high school to incorporate in the classroom lessons or to restore community of any harm between or among parties in the buildings. - Monitor assessments; increase formative assessment/immediate feedback - Continue using Choose Love, Open Circle, etc to address SEL at all levels. - Continue LETRS Training and incorporate additional training for the Science of Reading for all teachers grades 6-12 and all administrators to meet the Right to Read Act legislation by 2023. - Train k-8 teachers using the Bridge-RI MTSS modules.

Action Steps	Person(s) Responsible	Timeline
Analyze and share data related to student progress	Assistant Superintendent; Principals; Teacher Teams; Staff	2021-2022 <ul style="list-style-type: none"> - District-wide Assessment Calendar - Continue Data based decision making protocols after benchmarks. - District Level Team for MTSS. K-8, all teachers, staff and administrators using the updated MTSS plans in ASPEN. - All schools have a school-based team and include parent communication to access. - High School MTSS Team - updating processes. Formalizing. - SGP @ 52 - PreSchool: Teaching Strategies GOLD
Continue the district curriculum plan; utilize a district curriculum committee to review draft curriculum documents	Assistant Superintendent; Curriculum Coordinators; Principals; Teachers	2021-2022 Curriculum cycle: <ul style="list-style-type: none"> - Continue with ELA and Math (9-12) per RIDE and RIGL§ 16.22.30-33 that all districts will have a high quality curriculum in ELA and Math by 2023. - The high school is applying for approval from RIDE in order to continue with our current curriculum and maintain or increase our growth rate within our subgroups - Health/PE curriculum review - Social Studies curriculum review. This is a work in progress. Locally updating curriculum and working to align with the near future release of the social studies state standards. In partnership, the Rhode Island History and Social Studies Advisory Committee along with RIDE has launched the development of new social studies standards K-12 education in Rhode Island.

Action Steps	Person(s) Responsible	Timeline
<p>Assess current Career and Technical Education (CTE) offerings, the processes to sustain RIDE approval of current programs. Incorporate new pathways, such as NEIT/EB Welding program.</p>	<p>Superintendent; Assistant Superintendent; NKHS Administrators; CTE Program Director, CTE Curriculum Coordinators and Teacher Teams</p>	<p>2021-2022</p> <ul style="list-style-type: none"> - Depending on grant funding, continue NEIT/EB Welding Program and explore how it aligns with the engineering - CTE - Continue to grow the pathway program and meet with program managers. - Explore the addition of a Health Science pathway - Continue with CTE Open House in November for 8th grade families
<p>Provide the leadership to support rigorous CTE programs, including business finance and engineering/robotics that includes overseeing business partnerships, internship opportunities for CTE students and vertical STEAM initiatives K-12.</p>	<p>Superintendent; Chief Operating Officer; NKHS Administrators; Curriculum Coordinators, STEAM Coordinator, Internship Coordinators, Teacher Teams</p>	<p>2021-2022</p> <ul style="list-style-type: none"> - Continue to investigate STEAM programs. - Pilot a TeamShip program supported by District C (Problem Solving Learning) Targeting 16 students provides 40 work-based hours - Resume Advisory board meetings in person after suspending in the 20-21 school year due to pandemic parameters in place. - Resume CS4RI committee to finalize middle school piece in building a curriculum from k - 12 that is vertically articulated and cost effective. - Continue year 3 rollout of Code.org in grades 1 and 5. Training elementary curriculum coordinator in PLTW Launch and integrating PLTW Launch in our elementary schools - Curriculum coordinator - Grant - CS4RI Coding and a Second Language (Planning year 2021-2022, implementation at FP 2022-2023) - Continuous support of our district STEAM coordinator

Action Steps	Person(s) Responsible	Timeline
Increase access to personalized learning experiences that are experiential, blended, flexible, and differentiated	Assistant Superintendent; Principals; District Technology Coordinator; Teacher Teams; Staff	2021-2022 (annual goal) <ul style="list-style-type: none"> - Increase participation in Advanced Placement, Advanced Coursework Network (including welding and construction safety classes), Dual/Concurrent Enrollment, college credit bearing, internship, and Career and Tech courses - Investigate the Internship course offering to non-CTE students
Continue to develop a robust Preschool curriculum that aligns to the Preschool standards	Pre-school Staff and Administrators	2021-2022 <ul style="list-style-type: none"> - Continue cross-grade conversations to ensure understanding and knowledge of pre-K and K. - Use of Foundations in the pre-school - Heggarty Program roll out Jan 2022 - SEL curriculum rollout - Al's Pals
CS4RI across the curriculum.	Assistant Superintendent; Principals; District Technology Coordinator; Teacher Teams; Media specialists, Staff	2021-2022 <ul style="list-style-type: none"> - CS4RI Group will continue to meet to build a curriculum from k - 12 that is vertically articulated and cost effective. - Continue year 3 rollout of Code.org in grades 1 and 5.

Goal 2: Provide a school climate that addresses cultural, social, emotional, creative, and physical needs of all students.

Action Steps	Person(s) Responsible	Timeline
<p>Expand school-wide cultural competency training for faculty, staff and students throughout the district. Continue social/emotional literacy and anti-bullying programs (i.e. Open Circle, Second Step, Positive Behavioral Interventions, and Support, Restorative Practices, Think Social, etc.)</p>	<p>Principals; Teachers; Staff; School Psychologists; Speech and Language Pathologists</p>	<p>2021-2022</p> <ul style="list-style-type: none"> - Continued sustainability of Open Circle, Leading Together, and Playworks Training at Elementary School. - HS - continue Restorative work with the committees at the school level; MS - Strong Teens; Sandy Hook Promise, “Start with Hello” across all schools. - QES - Pilot school for Conscious Discipline - MS - Mental health awareness week - year 2. - High school-Continue the School Culture and Climate Committee with Youth Restorative Practice members. - District-wide: Scheduled Conscious Discipline guest speakers throughout the year during Professional Learning dates.
<p>Maintain and strengthen advisory, SEL and Directed Learning Centers (DLC) programs</p>	<p>Secondary / Middle / Elementary Administration; Teacher Advisors; Guidance Counselors</p>	<p>2021-2022</p> <ul style="list-style-type: none"> - HS: Continue Advisory, Mindfulness meditation, - Personal Learning Time (PLT), Peer Partners - Increase Leadership Team activities in advisory - MS: Continue Strong Teens, Peer Partners, Directed Learning Centers (DLC) programming, Kindness Challenge; - Elementary: Elementary lunch bunches. yoga enrichment, Peer Pals, Buddy Benches - District: Continue Blessings in a Backpack, Turkey Trots, Trunk or Treat, Pennies for Patients across elementary & middle school, food drives/pantry support and assorted service projects

Action Steps	Person(s) Responsible	Timeline
Maintain and strengthen grade-to-grade and new student transition program	Administrators; Teachers; Guidance Counselors, PTSO, leadership advisors, building ambassadors	2021-2022 <ul style="list-style-type: none"> - Working with the high school Leadership Team, continue to improve transitions between schools Pre K - 12. Final product--create a district-wide welcome program using high school leadership academy as a model. - K and pre-K, and new student orientations and information sessions at building level; preK- K transition with home school teams, 9th grade orientation led by Leadership Academy; college credit courses. - Countdown to Kindergarten Event-July.
Continue to provide a variety of extra-curricular / co-curricular activities	PTO & PTSOs; School Improvement Teams; Principals; Teachers	2021-2022 <ul style="list-style-type: none"> - Reviewing all extra curricular activities to continue following Covid protocols. Phasing in academic assistance as a priority followed by clubs and other extracurricular activities. - Providing busing for after school activities. - Return of after school programming at Quidnessett through the Office of Family Learning. Additional busing through ESSER funds.

Action Steps	Person(s) Responsible	Timeline
Provide in-service training for staff regarding student behavioral and mental health issues	Director of Pupil Personnel; Assistant Director of Pupil Personnel; Assistant Superintendent; Administration and Support Staff	2021-2022 <ul style="list-style-type: none"> - Suicide Prevention Training for all staff through Bradley Hospital's virtual conference, fall 2021. - Seek grants through Student Assistance Counselors to continue training opportunities. - Sustain Mental Health 101 to TAs and Support Staff; Six hour mental health training open to all staff in March 2022. - Effective School Solutions (ESS) consultants will provide mental health support at the high school and middle school and will provide professional learning for our support professionals. - Sargent Center providing training to teachers and staff at Quidnessett Elementary for Conscious Discipline. - Sustain CPI training fall 2021 including teachers in the de-escalation component of the training; SEL programming; PD organized by PPS. - High School and middle schools continue with their restorative practices committees to provide opportunities to build community among the youth and the adults in the schools.

Goal 3: Provide modern, high quality facilities and technology that effectively support our educational programs.		
Action Steps	Person(s) Responsible	Timeline
Complete projects in priority order from the Capital Improvement Plan	Chief Operating Officer, Superintendent, and School Committee	Working On <ul style="list-style-type: none"> - \$1.5 million projects in 21-22 - Ventilation at HES - Generator for D Building (November 2021) - Change rooftop units at QES - WMS ventilation project for summer 2022
Purchase appropriate classroom technology for all schools	IT department	2021-2022 <ul style="list-style-type: none"> - Refresh 5 year tech strategic plan - Propose a standardized classroom display - Investigate reliable casting devices and conduct demos and allow teachers to demo and provide feedback in Fall/Winter 2021-22 - Delivery of spring devices in fall 2021 (Covid supply chain)
Focus on the safety and security needs for buildings	Superintendent; Chief Operating Officer, Director of Technology	2021-2022 <ul style="list-style-type: none"> - Follow the Tech plan for safety and security - Generator in D-building will provide some level of hardware and software security to allow systems to continue running
Implement the five-year technology strategic plan	Superintendent; Assistant Superintendent; IT Department; Chief Operating Officer; School Committee	2021-2022 <ul style="list-style-type: none"> - Continue to update plan

Action Steps	Person(s) Responsible	Timeline
Continue to offer training in the electronic systems/portals to new staff and share updates as needed. (Frontline Employee Evaluation Management EEM and Professional Learning Management PLM, Go Guardian, ASPEN, etc.)	Assistant Superintendent; Principals; District Technology Coordinator; Mentors; Teacher Teams; Staff	2021-2022 <ul style="list-style-type: none"> - Continue PD for EEM and teacher training for LMS-Canvas. - Canvas Liaison will set-up trainings for faculty and staff to build confidence in daily use of the software. - District technology coordinator providing a schedule of after school opportunities for training for new teachers and refreshers for current teachers on regularly used software products.
Short and Long Term Planning including school start and Pre-K	Superintendent; Assistant Superintendent, Special Education/PPS Director; Chief Operating Officer; School Committee	2021-2022 <ul style="list-style-type: none"> - Complete Educational Facilities Assessment during Fall/Winter 2021-22 - Present findings of Educational Facilities Plan to School Committee & community
Propose a long-term plan for future utilization of school facilities	Superintendent; Assistant Superintendent; Chief Operating Officer; School Committee	2021-2022 <ul style="list-style-type: none"> - Complete Educational Facilities Assessment during Fall/Winter 2021-22 - Present findings of Educational Facilities Plan to School Committee & community

Goal 4: Engage families and the community to support student achievement		
Action Steps	Person(s) Responsible	Timeline
Create and distribute an Annual Report to the Community; increase the availability; notify community about the distribution	Superintendent	Annually <ul style="list-style-type: none"> - 2021-2022 continue to use consultant TBD based upon budget needs in our district - Increase distribution in community (library, Town Hall, realtors) - Highlight our schools throughout the year Using the NKSD apps for communication to highlight
Update parents regarding Rhode Island State Standards (RISS), new assessments and NGSS. Communications to parents on high quality curriculum rollout before each module.	Assistant Superintendent; Director of Curriculum; Principals; teachers	2021-2022 <ul style="list-style-type: none"> - On schedule for State Assessments. - Annual presentation to the School Committee. Continue updates on the website; parental access to Canvas. - Newsletter/letter to parents (translated in most common languages) before each new module in ELA at both the elementary schools and middle schools.
Increase communication regarding PTO functions district-wide Continue NK Educational Foundation (2019-2020) created to support all schools in a variety of ways through grants. Create/re-establish NK PTO Meeting schedule	PTO; Principals; IT department	2021-2022 <ul style="list-style-type: none"> - Sustain information provided through ASPEN emails; alternate meeting times; coordination of dates with district website calendar - PTO presidents continue to meet monthly to discuss ways to increase family engagement - Re-establish leadership to unify all PTO groups (ex: district-wide PTO meetings) Meet to share ideas of what has worked well in the past year. - Middle School PTOs to work together

Action Steps	Person(s) Responsible	Timeline
Expand the implementation of online registration tools	Data Manager; Administrative Staff	2021-2022 Continue training for new parents re: <ul style="list-style-type: none"> - workflows for parent permissions (Responsible Use of Technology, Photo Releases, Handbook, Chromebook Agreement); - Health Collection; - Updating Student Contacts; - Chromebook Insurance - There are three family workflows to complete forms. Offer assistance at schools and events. - Provide registration directions/materials in multiple languages based upon enrollment data.

Goal 5: Maintain a fiscally responsible budget with priorities that focus on student learning and continuous improvement.

Action Steps	Person(s) Responsible	Timeline
Create budgets to align expenditures to strategic plan	Superintendent, Chief Operating Officer	2021-2022 <ul style="list-style-type: none"> - Create budget for 2022-2023 - Annual application for the Meritorious Budget Award - Meritorious Budget for FY23
Expand collaborative partnerships with outside agencies; Expansion of the Career and Tech business partnerships	Central Office Administration; High School Administration and CTE leadership	2021-2022 Administration of Perkins Funding Year 2: Exploration with NE Tech to continue the welding program and incorporate it into CTE robotics/engineering (paused last year due to Covid) Assess all CTE programs and specifically: <ul style="list-style-type: none"> - Investigate creating “pathways” for Career - Readiness requirement for RIDE - Review Music CTE program and whether or not to change to a pathway - Investigate Bio-Tech & Audio/TV Production CTE Programs
PTO Funding	Superintendent; Chief Operating Officer; Controller; Principals	2021-2022 <ul style="list-style-type: none"> - Continue to work on policies for PTO funding, field trip/fundraising - NK Education Foundation - Year 3