

Exeter-West Greenwich Regional
School District

5-Year District Strategic Plan
2015-2020



Adopted: June 23, 2015

District Strategic Planning Committee Members

Dr. Marie Ahern, Curriculum Director

Ms. Mary Lou Kennedy-Almonte, Metcalf Principal

Mr. Jeffrey Bain, Director of Instructional and Information Technologies

Ms. Robin Borges, High School Teacher

Ms. Susan Chandler, High School Principal

Ms. Karen Corcoran, Wawaloam Teacher

Ms. Robin Corsi, Early Childhood Coordinator

Ms. Patricia D'Andrea, Parent

Mr. James Erinakes, Superintendent

Ms. Linda Fabre, Parent

Ms. Carmella Farrar, Director of Special Education

Mr. Steven Gardner, High School Teacher

Ms. Deborah Guglielmo, Wawaloam/Junior High School Teacher

Ms. Amy Hubertus, Junior High School Teacher/Department Chair

Mr. Noah Jussila, Student

Mr. Lee Kissinger, West Greenwich School Committee Member

Ms. Karolyn Labrecque, Metcalf Teacher

Ms. Melissa Marino, Wawaloam Principal

Ms. Stacey Place, Metcalf Teacher

Mr. Mark Rafanelli, Exeter School Committee Member

Mr. Robert Ross, Director of Administration

Mr. Arthur Searle, Teacher/District Technology Integration Specialist

Ms. Mary Slattery, Junior High School Principal

Ms. Jennifer Spira, Parent

Mr. John Ward, Senior High School Guidance Counselor

Ms. Barbara Wilmot, High School Teacher/EWGTA President

5-Year Vision:

Through ongoing partnerships with families and the community, the Exeter-West Greenwich School District offers a comprehensive support system which fosters the development of students who are knowledgeable, responsible, socially competent, healthy, caring and contributing members of society. This system of supports consists of research and evidenced-based academic and social emotional interventions that ensure optimal learning for all students. Drawing on the collective expertise of our administrators, teachers, guidance counselors, school psychologists, school social workers, support staff as well as focused community and family connections, a tiered system of services are in place to provide responsive supports and interventions to students and their families. This framework ensures that students are socially and emotionally competent and able to recognize and demonstrate habits that promote physical health and wellness. To ensure that students are provided with opportunities to not only be “college ready” but “career ready” as well, the district vigorously supports student achievement and lifelong learning through multiple pathways, providing all students with the skills they need to meet the economic and intellectual challenges of the future.

Focus Area: Responsive Student/Family Support and Intervention

We believe optimal learning occurs when the academic, social, emotional, physical and personal needs of our students and their families are identified and addressed.

Priority #1

Develop, secure and deliver the resources and training necessary to address social and emotional competencies. (See also Focus Area School Safety, Security and Wellness, Priority #3: Social, emotional and physical wellness of our students)

Data Sources:

- 2013-2014 School/District Survey Works Data (2013 data indicates that 45% of secondary student respondents and 54% of grades 4-6 student respondents have experienced 1 or more types of bullying while at school; Bullying is reported only 22% of the time at the secondary level and 58% of the time at the elementary level; For those who reported bullying, 55% of secondary students and 64% of elementary students indicated that bullying stopped after reporting; At the secondary level, 25% of student respondents report that they have tried alcohol with 5% reporting that they have been drunk; At the secondary level, 14% of student respondents report that they have tried cigarettes, 12% have tried marijuana, and 4% have tried prescription drugs; At the secondary level, 22.5% of student respondents report having felt sad or hopeless for a period of 2 or more weeks with 10% indicating that they have contemplated suicide)
- Kids Count Data (Note: Kids Count data uses Survey Works data as a source of information)
- Discipline Incident Data
- High School Drop Out and Failure Rates
- Chronic Absenteeism/Truancy Rates (In 2013-14, 4% of EWG K-3 students were chronically absent from school (18+ days) and an additional 9% of students were absent between 12 and 17 days; 4% of EWG JHS students were chronically absent with an additional 10% absent between 12 and 17 days; 9% of EWG SHS students were chronically absent with an additional 11% absent between 12 and 17 days)
- Research on Chronic Absenteeism (According to Kids Count, a student with 1 year of chronic absenteeism between grades 8 and 12 has a 36.4% dropout risk, or 3 times the risk for students with 0 years of chronic absenteeism (10.3%); A student with 2 years of chronic absenteeism between grades 8 and 12 has a 51.8% dropout risk; The dropout risk increases to 58.7% with three years of chronic absenteeism and 61.3% with 4 years of chronic absenteeism)
- Response to Intervention/Behavioral-Emotional Triage Referral Rates
- Review of Building level advisory at Junior/Senior High School

Actions:

- 1a. Complete a Pre-K-12 health curriculum review, analysis and revision process (2016-2017) to include:
 - Review of all available data sources to identify areas of need/concern
 - Gap analysis between current curriculum and areas of need such as social- emotional health or community-specific needs
 - Identification of research-based and effective resources to address curriculum goals.
 - Recommendations for supplementing social emotional/health curriculum during grade level meetings, advisory or other appropriate structures
 - School committee review and adoption

- 1b. Identify and deliver staff training in the identification of and response to warning signs for alcohol abuse drug abuse, eating disorders, bullying, self-injury/cutting, dating violence and other at-risk behaviors (2016, annually for new staff)
- 1c. Identify and deliver staff training in the social emotional competencies (2016-17)

Responsible Parties:

- 1a. Director of Curriculum, Health and Physical Education Staff, Guidance Counselors, Clinical Staff (Nurses, Psychologists, Social Workers), Building Administrators, School Committee
- 1b. Superintendent, Director of Special Education, Substance Abuse Counselor, Guidance Counselors, Clinical Staff (Nurses, Psychologists, Social Workers)
- 1c. Director of Special Services, Building Administrators, Clinical Staff (Nurses, Psychologists, Social Workers), Guidance Counselors

Progress Monitoring Data:

- Task Completion
- School/District Survey Works Student Response Data (Goals: To Be Determined; Data points are influenced by many variables, both inside and outside of the school setting. Our focus will be on education/prevention, increasing reporting trends, and improving our repertoire of strategies for support and intervention. Data will be monitored for positive trends and to evaluate the effectiveness of our approach)
- Discipline Referral/Incident Trends
- Youth Mental Health Training Certifications
- Chronic Absenteeism, Dropout, and Truancy Trends

Priority #2: *Develop multiple learning pathways for future student success.*

Data Sources:

- Dropout rate (The 2016 Consolidated Resource Plan application reports that Exeter-West Greenwich has a district graduation rate of 90% compared to the State graduation rate of 80.7%; The Exeter-West Greenwich graduation rate for students with disabilities is 57.1% compared to 60% for the State; The Exeter-West Greenwich dropout rate for students with IEPs is at 23.8% compared to 15.7% for the state; The district dropout rate for all students is 5% compared to 8% for the State)
- Post-Secondary outcomes for students (According to the most recent district required submission (Indicator 14) to RIDE to report on the percentage of youth who had IEPs in effect at the time they left school, are no longer in secondary school, and were engaged in meaningful education, training or employment within one year of graduation, 13% of our students were enrolled in higher education compared to 32.27% State-wide, 38% of our students were competitively employed compared to 36.6% State-wide, and 13% of our students were enrolled in other postsecondary education or training, compared to 7.5% State-wide)
- Failure Rate (ASPEN: “In-danger of failing” report)
- Review of available transition services at secondary level
- Survey of Southern RI districts alternate pathways/programs
- Early Warning System – RIDEmap

Actions:

- 2a. Review of all available data sources (2016)
- 2b. Identify RIDE approved endorsements (identifying specific competencies) to the high school diploma and RIDE requirements for earning the endorsements (2016)
- 2c. Based upon review of data, create multiple alternative learning pathways, such as Virtual Learning, internships, project-based learning, self-paced learning and other alternatives to traditional “seat time” (2017)
- 2d. Obtain School Committee approval for alternative learning pathways (2017)
- 2e. Implement approved alternative learning pathways/programs based upon revision of course sequences and offerings, budget, staffing considerations, materials, and facility needs (2017-2018, with annual review)

Responsible Parties:

- 2a. Director of Guidance, Guidance Counselors, Building Administrators, Director of Special Services, Superintendent
- 2b. Director of Curriculum, Building Administrators, Director of Special Services, Guidance Department
- 2c. Superintendent, Director of Curriculum, Building Administrators, Guidance Department, Director of Special Services
- 2d. Superintendent, School Committee
- 2e. Superintendent, Director of Administration, Director of Curriculum, Building Administrators, Department Chairs, Director of Guidance, Guidance Counselors, Director of Administration

Progress Monitoring:

- Task completion
- 1 and 5 year outcomes for baseline and trends (post-secondary)
- Failure/Drop-out rates (positive trends sought)
- Indicator 14 Data (positive trends sought)
- Pathway completion rate

Priority #3: *Strengthen school-family-community connections to support students.*

Data Sources:

- 2013-2014 School Survey Works data (2013 data indicates that 44% of parent responders are not aware of school-level opportunities for involvement in event planning, before and after school programming, school programs, choosing curricula or budget development; 87% of parent responders believe that the school views them as important partners)
- Team membership (School Improvement Teams, Special Education Local Advisory Committee, Parent Teacher Association, etc.)
- Parent-Teacher conference attendance rates
- Parent usage of ASPEN (Student Information System); Percentage of parents with access to parent portal
- Community and Parent involvement in Senior Project

Actions:

- 3a. Improve internal and external communication (See Focus Culture, Climate and Morale Priority #1)
- 3b. Development of Parent Programs (i.e.: workshop on Cyber bullying, Developmental topics, College application/funding) (2016, and annually)
- 3c. Provide access to Parent Programs in non-traditional ways, using technology as a vehicle to expand Access (2016, and annually)
- 3d. Explore and implement opportunities for the expansion of K-12 after-school enrichment opportunities for students (2016, and ongoing)
 - Student/parent survey
 - Community supports
 - Budget and staffing
- 3e. Identify and strengthen (through outreach, formal partnerships including mentoring programs, and sharing information) relationships with community resources and businesses (Ongoing)

Responsible Parties:

- 3a. See Focus School Safety, Security and Wellness, Priority #1
- 3b. Director of Guidance, Support Professionals, Building Administrators
- 3c. Director of Technology, Technology Department Staff, Technology Integration Specialist, Trainers and Program Planners
- 3d. Building Administrators, Superintendent, Students, Families, Community Members
- 3e. Superintendent, Director of Administration, Building Administrators, Senior Project Coordinator

Progress Monitoring Data:

- Task Completion
- Parent Attendance at or Access to Workshops
- Formal Partnerships
- Team Memberships
- Percentage of parents with access to parent portal
- Community and Parent involvement in Senior Project
- Survey results

Priority #4: Strengthen school-based supports and interventions

Data Sources:

- Comprehensive Guidance Standards
- Individual Learning Plan – Current Process and Best Practice Guidance
- Special Education Eligibility Rates (In 2013-2014, 12% of Exeter-West Greenwich students received special education services compared to 15% of all Rhode Island students and 13% of all students nationally)
- Amplify end-of-year grant report (Based on grant work completed during the 2014-2015 school year to support further development of the Response to Intervention process at Wawaloam, Metcalf, and the Junior-Senior High School)
- Response to Intervention (Rtl) Progress Monitoring Data
- Rhode Island Basic Education Plan
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Actions:

- 4a. Develop and implement a district wide PK-12 Rtl action plan to address the social emotional needs of all students in the district
- 4b. Building off of the recommendations of the Amplify end of year (2014-2015) grant report, develop and implement a Pre-K-12 Response to Intervention (Rtl) action plan to address the academic needs of students ensuring access to both common core and work readiness standards
- 4c. Evaluate district guidance services against all elements of the Comprehensive Guidance Standards And develop a plan to fully implement all recommended components, including the Individual Learning Plan (ILP) and counseling/support services to address the academic, career, personal and social needs of all students (2016, and ongoing)
- 4d. Communicate available academic and social/emotional supports to students and families (2015 and annually)

Responsible Parties:

- 4a. Director of Guidance, Guidance Counselors, Clinical Staff (Psychologists, Social Workers, Nurses), Building Administrators, Behavioral-Emotional Triage (BET) Teams
- 4b. Building Administrators, School-Based Data/Rtl Teams, Interventionists, Teachers
- 4c. Director of Guidance, Guidance Counselors, Building Administrators
- 4d. School Administrators, Guidance Counselors, Clinical Staff (Nurses, Psychologists, Social Workers)

Progress Monitoring Data:

- Task Completion
- Progress Monitoring Data for School-Based Crisis-Intervention Plans and Academic Intervention Plans
- Chronic Absenteeism, Dropout, and Truancy Trends
- Special Education Referral and Eligibility Rates (positive trends sought)

5-Year Vision:

The Exeter-West Greenwich School District's guiding principle is that intelligence is malleable and with effort all students can and will develop abilities, learn and succeed. Students are motivated, hard-working, and persistent learners. They focus on self-improvement in all academic, social, and emotional areas. They also provide constructive feedback to motivate each other. Students take responsibility for their own success and exhibit respectful, responsible and safe behavior both in and out of school.

Educators and parents work respectfully together as partners in the shared responsibility of developing children who persevere when challenged in and out of the classroom. The partnership also recognizes that cultivating this learner habit in students is as important as students receiving good grades.

Teachers collaborate with their colleagues and instructional leaders. They strengthen their own practice and focus on growth-oriented teaching. Administrators embrace, support and participate in teachers' professional development. They promote a positive climate through their leadership, synergy, and teamwork.

The growth mindset also permeates all buildings, and our professional conversations positively influence achievement, climate, culture and morale. Our focus on continuous improvement is fueled by an atmosphere characterized by positivity, acknowledgement, encouragement and innovation. From preschool through grade 12, there is an enthusiastic sharing of effort and ideas. All employees cultivate and maintain a positive school climate for students, families and each other. There is a system for meaningful, collective recognition of contributions to the organization.

Focus Area: Culture, Climate and Morale

We believe that all members of the school community deserve to work and learn in a school environment that promotes a culture, climate and morale that is positive and sustainable.

Priority #1: Improve internal and external communication

Data Sources:

- 2013-2014 School/District Survey Works Data (2013 data indicates that 44% of parent responders are not aware of school-level opportunities for involvement in event planning, before and after school programming, school programs, choosing curricula or budget development; 87% of parent responders believe that the school views them as important partners; 76% of teacher responders indicate that they know what administration expects of them; 77% of teacher responders indicate that they can communicate openly with building administration; 24% of teacher responders indicate that morale is good among staff at their school)

Actions:

- 1a. Identify technology-supported strategies based on audience preferences (blogs, twitter, etc.) to improve communication both within the organization and with the community (2016)
- 1b. Implement at least one weekly technology-supported communication strategy to share and receive information, updates, and/or feedback at each school and in the Superintendent's office (2016)
- 1c. Update and/or create all school and department website pages/links to increase the public's access to information (2016, and annually)

Responsible Parties:

- 1a. Building Administrators, Superintendent, Director of Technology, Technology Integration Specialist
- 1b. Building Administrators, Superintendent
- 1c. Building Administrators, Curriculum Director, Superintendent, Technology Director, Secretaries/Clerks, Web Redesign Team

Progress Monitoring Data:

- Task Completion
- School/District Survey Works Data (Positive trends sought)

Priority #2: Increase staff and student recognition

Data Sources:

- 2013-2014 School/District Survey Works (2013 data indicates that 46% of parent responders report that the school contacts them when their child does something well; 93% of parent responders report that the school tells them about events happening at the school; 71% of teacher responders indicate that they usually or always give special recognition to students for exemplary work; 58% of teacher responders indicate that they usually or always interact with families of students regarding student accomplishments; 55% of teacher responders indicate that they usually or always inform parents when their child does something well)
- Mindset: The New Psychology of Success – Carol S. Dweck, Ph.D.
- School Committee agendas

Actions:

- 2a. Implement an annual school-based and district recognition program similar to the Teacher of the Year for Council 94 employees (2016, and annually)
- 2b. Include a monthly “Staff and/or Student Highlight” in school-based and the Superintendent’s weekly technology-supported communication strategy-See *action 1b, above* (2016, and ongoing)
- 2c. Create and maintain an Exeter-West Greenwich school and community recognition page linked to the home page of the district website (2016, and ongoing)
- 2d. Increase School Committee recognition of student and staff accomplishments (2016, and ongoing)
- 2e. Instruct, promote and model how to build the growth mindset among staff and all students by maintaining an unwavering focus on effort, growth, and perseverance (2016 and ongoing)
- 2f. Create, publish, and implement a guidance document on qualifications for K-12 student academic recognition programs such as honor roll, effort awards, Presidential Awards, honor societies, etc. (2016)

Responsible Parties:

- 2a. Superintendent, Building and District Administrators, Students
- 2b. Building Administrators, Superintendent
- 2c. Superintendent, Secretary to the Superintendent, Web Re-design Team, Building and District Administrators, Teacher Leaders, Athletic Director
- 2d. Superintendent, Secretary to the Superintendent, Teacher Leaders, Building and District Administrators, Athletic Director
- 2e. Superintendent, Building and District Administrators, Teachers
- 2f. Superintendent, Building Administrators, Guidance Counselors

Progress Monitoring Data:

- Task Completion
- School/District Survey Works Data (Positive trends sought)
- School Committee agendas

Priority #3: Solicit and respond to ongoing staff feedback and recommendations to improve culture, climate and morale

Data Sources:

- Internal survey results (To be determined)

Actions:

- 3a. Establish district-wide climate, culture and morale subcommittee (September, 2015)
- 3b. Create multiple climate, culture and morale surveys beginning with faculty and staff (September, 2015)
- 3c. Distribute survey district-wide (September, 2015 and annually)
- 3d. Analyze the data from the survey to prioritize district/building needs and/or recommendations (November, 2015 and annually)
- 3e. Schedule quarterly meetings of the climate, culture and morale subcommittee to determine, publicize and implement further action steps (4x per year)

Responsible Parties:

- 3a. Superintendent
- 3b. Culture, Climate and Morale Sub-committee
- 3c. Superintendent
- 3d. Culture, Climate and Morale Sub-committee
- 3e. Culture, Climate and Morale Sub-committee

Progress Monitoring Data:

- Task Completion
- Internal Survey Results (Annually)
- School/District Survey Works (Positive trends sought)

5-Year Vision:

The district recognizes its responsibility to prepare students for the rapidly changing world. Our programs and course offerings routinely morph, evolve, and reflect the requisite knowledge and skills for students to be successful in a global 21st century economy. Additionally, through the use of a collaborative process, the curricula of the Exeter-West Greenwich Regional School District are aligned to Common Core State Standards and are considered working, living documents that are routinely reviewed and updated to maintain their rigor and relevance. A K-12 district comprehensive assessment system, which includes formative and summative assessment measures, provides teachers and administrators the tools to develop a detailed academic picture of each child to best service their learning needs in a timely manner. The district's grading system assesses students' performance against state and content standards and is not unduly influenced by learner habits and dispositions.

Focus Area: Curriculum, Standards, and Assessment

We believe that all students must be taught and challenged by a rigorous and purposeful standards-based curriculum where formative and summative assessments are used to inform instructional decisions and monitor student learning in a multilingual and multicultural world.

Priority #1: Develop, review and update rigorous curricula that are aligned to the Common Core State Standards, national and content standards

Data Sources:

- NEASC guidance documents
- Understanding by Design, Expanded 2nd Edition, Wiggins and McTighe
- State assessment data (Use 2014-15 PARCC results as baseline)
- Rhode Island Board of Regents For Elementary and Secondary Education - Basic Education Program Regulations, June 4, 2009
- RIDE Career & Technical Education Regulations Document
- RIDE Career & Technical Education Approval Process

Actions:

- 1a. Develop a curriculum cycle that assures a consistent, scheduled examination of all areas in a 5-year Cycle (2016)
- 1b. Write standards-based aligned curricula for all disciplines using the district-approved Understanding by Design format (2016 and annually based on approved curriculum cycle)
- 1c. Provide curriculum report to the school committee at the end of each school year that documents the areas of curriculum development, status report of curriculum writing, and next steps for each discipline (2015 and annually)
- 1d. Analyze state assessment data to identify gaps and trends to inform curriculum revision (2015 and annually)
- 1e. Using the RIDE Career and Technical Education Regulations document, create high school/ pathway offerings that align to the 21st century global economy (2018)
 - Seek School Committee approval
 - Seek RIDE approval

Responsible Parties:

- 1a. Director of Curriculum
- 1b. Director of Curriculum, Teachers
- 1c. Director of Curriculum
- 1d. Director of Curriculum, Principals, Teachers, School Data Teams
- 1e. School Committee, Superintendent, Curriculum Director, High School Administrators, Guidance, Teachers

Progress Monitoring Data:

- Task completion
- Yearly Curriculum Development Schedule, Task completion
- Revised curriculum, decrease in negative assessment trends, increase in positive assessment trends
- Presentation to School Committee, Formal RIDE and School Committee Approvals, Program of Studies

Priority #2: Create a comprehensive assessment system that provides a detailed academic picture of each child to best service his/her learning needs in a timely manner

Data Sources:

- RIDE Comprehensive Assessment Report and Guidance Document
- Teacher Evaluation Data (Element 3d, *Using Assessment in Instruction*; In 2012-2013, 87% of teachers received scores of 3 or 4 on element 3d of the professional practice observation rubric; In 2013-2014, 89% of teachers received scores of 3 or 4 on element 3d of the professional practice observation rubric)
- RIDE Assessment Toolkit

Actions:

- 2a. Conduct an inventory of state, district, local, and classroom formative and summative assessments being used and crosswalk these with the Rhode Island Department of Education Comprehensive Assessment System Guidance Document to identify assessment needs, gaps, and overlaps (2016)
- Share results with teachers and administrators
 - Develop a plan for closing identified gaps
 - Remove duplication of assessments where they may exist
- 2b. Identify/develop, revise, and implement assessments (if needed) as a result of 2a. (2017 with annual review)
- Provide training where necessary, including Assessment Literacy training for staff, students and families (2016, and ongoing)
- 2c. Develop and implement a testing schedule that is least intrusive to instruction
- Revise existing testing schedule (2015)
 - Create testing schedule after the completion of the Comprehensive Assessment System (2018)
- 2d. Share Comprehensive Assessment System with teachers, administrators, parents, School Committee and relevant assessment data with students and parents (2018)
- 2e. Ongoing analysis of relevant student performance data to inform instructional decisions. See Priority #1 in Focus Area: Developing and Strengthening Instructional Practices (Annually)

Responsible Parties:

- 2a. Director of Curriculum, Principals, Early Childhood Coordinator, Mathematics Coach, Teachers
- 2b. Director of Curriculum, Principals, Early Childhood Coordinator, Mathematics Coach, Teachers
- 2c. Director of Curriculum, Principals, Teachers
- 2d. Director of Curriculum, Principals, Early Childhood Coordinator, Teachers
- 2e. See Priority #1 in Focus Area: Developing and Strengthening Instructional Practices

Progress Monitoring Data:

- Survey results, plan for closing identified gaps
- Task completion
- See Priority #1 in Focus Area: Developing and Strengthening Instructional Practices

Priority #3: Develop a grading system that assesses students' performance against state and content standards and is not unduly influenced by learner habits and dispositions

Data Sources:

- 2013-2014 School Survey Works Metcalf School Components of Grading Data (2013 data indicates that 93% of teacher survey responders include effort as part of students' grade, 64% include homework, 93% include participation, 50% include behavior, and 21% include attendance as part of students' grade)
- 2013-2014 School Survey Works Metcalf School Desired Staff Development Data (2013 data indicates that 76% of teacher survey responders state that they would like staff development in creating standards-based lesson plans)
- ASPEN JHS teacher grade books (In the 2014-15 school year, 8% of teachers use effort as part of students' grade, 72% include homework, 56% include participation, and 8% include behavior as part of students' grade)
- JrHS Report Card, Metcalf School Report Card
- Rhode Island Board of Regents For Elementary and Secondary Education - Basic Education Program Regulations, June 4, 2009

Actions:

- 3a. Update existing Grading Policy #7801: Reporting Student Progress (2016)
- 3b. Calibrate grading practices by analyzing student work (2015 and ongoing)
- 3c. Provide training to teachers, parents, and School Committee about standards-based grading and Reporting (2015/2016 school year)
- 3d. Implement standards-based grading and reporting at Metcalf and Jr. High School (2016/2017 school year)

Responsible Parties:

- 3a. Policy Committee, Director of Curriculum
- 3b. Director of Curriculum, Principals, Teachers
- 3c. Principals, Subcommittee, Teachers, Parents, School Committee
- 3d. Principals, Teachers

Progress Monitoring Data:

- New grading policy
- Systematic schedule of common planning time, department meetings dedicated to looking at student work
- Professional development schedule, schedule of parent workshops
- New report cards

Priority #4: Develop a foreign language K - 12 program that provides a sequential language learning experience for students.

Data Sources:

- RIDE World Language Enrollment Data
- Research from the Foreign Language field (articles, standards, conversation with college & university professionals)
- Successful local models (Narragansett, South Kingstown, Glastonbury (CT))

Actions:

- 4a. Conduct comprehensive review of research from the Foreign Language field (articles, standards, conversation with college & university professionals) and visit successful local models (Narragansett, Chariho, Glastonbury, CT) (2016)
- 4b. Survey community (parents, staff, students, administration; two separate surveys, one survey for each bulleted item below)
- Full Year JrHS Language Offering (2016)
 - Foreign Language in Elementary School (FLES) program (2017)
 - Alternate pathways to language exposure/acquisition (on-line, after-school enrichment, etc.) (2016)
- 4c. Recommendation documents, including an impact analysis, for administration review
- Full Year JrHS Language Offering (2016)
 - Foreign Language in Elementary School (FLES) program (2018)
 - Alternate pathways to language exposure/acquisition (on-line, after-school enrichment, etc.) (2016)
- 4d. Obtain administrative and School Committee approval for District Foreign Language in Elementary School (FLES) program (2018)
- 4e. Begin staggered implementation, based on approval
- Full Year JrHS Language (2017)
 - Foreign Language in Elementary School (FLES) program (beginning K in 2019)
 - Alternate pathways to language exposure/acquisition (on-line, after-school enrichment, etc.) (2017)
- 4f. Implement cultural awareness programs throughout the district and increase students' exposure to diversity (2016 and annually)

Responsible Parties:

- 4a. Foreign Language Department, Director of Curriculum, Principals, Elementary Teachers and Interested Community Members
- 4b. Foreign Language Department Chair, Director of Curriculum, Principals
- 4c. Foreign Language Department, Elementary Teachers, Administration, and School Committee
- 4d. Foreign Language Department Chair, Director of Curriculum, Building Administrators
- 4e. Foreign Language Department, Elementary Teachers, Administration, and School Committee
- 4f. Foreign Language Department, History/Social Studies Department, ESL Teacher, Elementary Teachers, Building Administrators

Progress Monitoring Data:

- Scheduled visits
- Junior High Survey and data
- Foreign Language in Elementary School (FLES) Survey and data
- Recommendation Document - Full Year JrHS
- Recommendation Document - Foreign Language in Elementary School (FLES) program
- Formal Approval
- Task completion

NOTE: Attainment of Intermediate High proficiency (AP 3, 4, 5) is the final goal for students who complete the entire sequence.

5-Year Vision

The classroom teacher is the most influential factor affecting student achievement. We concur with Todd Whitaker's belief that, "Great teachers have a plan and purpose for everything they do. If things don't work out the way they had envisioned, they reflect what they could have done differently and adjust their plans accordingly," (*What Great Teachers Do Differently, 2004*). The success of all children, regardless of background or learning style, is our District's utmost priority. To that end, teachers regularly collect and analyze relevant student performance data to inform decisions about the appropriate instructional approach for whole-group, small-group, and individual learning. Instructional practices reflect a wide array of techniques in order to meaningfully engage students. Educators recognize the importance of collective responsibility and seek out the expertise of others to improve student outcomes. The District invests in targeted professional development to nurture and support the continuous improvement of each teacher to employ research-based instructional practices that positively impact student engagement and achievement levels.

Focus Area: Developing and Strengthening Instructional Practices

We believe that when instructional practices are nurtured and cultivated with ongoing reflection, revision and realignment improved student outcomes will occur.

Priority #1: Ongoing analysis of relevant student performance data to inform instructional decisions

Data Sources:

- Teacher evaluation data (Element 3d, *Using Assessment in Instruction* and Element PF/PR 8, *Uses Data Appropriately to Plan Instruction for a Diverse Group of Learners*; In 2012-13, 87% of teachers received scores of 3 or 4 on element 3d of the professional practice observation rubric and 56% received scores of 3 on element 8 of the Professional Foundations rubric; In 2013-14, 89% of teachers received scores of 3 or 4 on element 3d of the professional practice observation rubric and 49% received scores of 3 on element 8 of the Professional Responsibilities rubric)
- Training notes and school-based surveys from Formative Assessment training modules
- Exeter-West Greenwich formal lesson plan, as adopted by the District Evaluation Committee

Actions:

- 1a. Train all building administrators, academic coaches, and other teacher leaders in set of protocols for analyzing student performance data, to include short cycle of inquiry protocol(s) for using classroom-based assessment results to plan instruction (2015)
- 1b. Train all teachers in set of protocols for analyzing student performance data, to include short cycle of inquiry protocol(s) for using classroom-based assessment results to plan instruction (2015-16, ongoing review)
- 1c. Create and implement school-based expectations and administrative support schedules for the regular use of grade-level, departmental, common planning, and other meeting times for collaborative use of above protocols to plan, evaluate, and improve instruction (2015-16, ongoing review)
- 1d. Regularly implement above protocols at the classroom level for planning purposes and utilize the Exeter-West Greenwich adopted formal lesson plan as required by district's evaluation process (2015-16, ongoing review)

Responsible Parties:

- 1a. Superintendent, Curriculum Director
- 1b. Building Administrators, Academic Coaches, Teacher Leaders
- 1c. Building Administrators, Academic Coaches, Teacher Leaders, Teachers
- 1d. Teachers

Progress Monitoring Data:

- Task completion
- Teacher evaluation data (Element 3d, *Using Assessment in Instruction* and Element PR 9, *Uses Data Appropriately to Plan Instruction for a Diverse Group of Learners*; (Goals- Percentage of teachers scoring 3 or 4 on element 3d: 90% in 2015-16, 92% in 2016-17, 94% in 2017-18, 97% in

2018-19 and 100% by 2019-20; Percentage of teachers scoring 3 or 4 on element PR 9*: 90% in 2015-16, 92% in 2016-17, 94% in 2017-18, 97% in 2018-19 and 100% by 2019-20) **Note shift from a 3-point to a 4-point rubric beginning with the 2015-16 evaluation year.*

- Grade-level, departmental, common planning, and other meeting minutes
- Submitted formal lesson plans

Priority #2: Improve collaboration to promote the value of “collective responsibility” for student outcomes

Data Sources:

- 2013-2014 School/District Survey Works Teacher Collaboration Data (2013 data indicates that 77% of teacher survey responders collaborate more than a few times per year with team/grade-level and/or department colleagues to discuss problems of specific students and arrange for help; 72% collaborate more than a few times per year to share what works in their classrooms; 48% coordinate writing instruction in subjects other than ELA more than a few times per year; 69% coordinate with special education staff more than a few times per year; and 22% coordinate with the library-media specialist more than a few times per year)
- Formative and classroom-based assessment and grading (ASPEN)

Actions:

- 2a. Strengthen the RtI process (for academic and social/emotional needs) at each building (*See Responsive Student/Family Support and Intervention*)
- 2b. Create and implement school-based expectations and administrative support schedules for the regular use of grade-level, departmental, common planning, and other meeting times for collaborative use of above protocols to plan, evaluate, and improve instruction (2015-16, ongoing review) *Note this same action step is included under Priority #1 (1c, above)*
- 2c. Rewrite the job description and roles of the Junior-Senior High School Library-Media Specialist to include job-embedded technology integration and research support for classroom teachers (By June, 2016)
- 2d. Establish and implement a comprehensive plan to promote the collaborative role of the JSHS Library-Media Specialist as defined in the newly established roles and job expectations (2016 and annually thereafter)
- 2e. Establish and implement a plan for using the Student Information System (SIS) and/or the Instructional Support System (ISS) to document instructional, behavioral and other supports, interventions and relevant progress monitoring data for individual students that is accessible to current and future professionals who do/will work with the same child(ren) (2016, annual review)

Responsible Parties:

- 2a. Building Administrators, RtI Teams
- 2b. Building Administrators, Academic Coaches, Teacher Leaders, Teachers
- 2c. JSHS Library-Media Specialist, Superintendent, JSHS Building Administrators
- 2d. JSHS Library-Media Specialist
- 2e. Technology Department, Curriculum Director, RtI Teams, Interventionists, Support Professionals

Progress Monitoring Data:

- Task Completion
- School/District Survey Works School Safety Data (Goal: 2017-18 and 2019-20 School/District Survey Works Teacher Collaboration Data: 85%/90% of teacher survey responders collaborate more than a few times per year with team/grade-level and/or department colleagues to discuss

problems of specific students and arrange for help; 81%/87% collaborate more than a few times per year to share what works in their classrooms; 65%/77% coordinate writing instruction in subjects other than ELA more than a few times per year; 79%/86% coordinate with special education staff more than a few times per year; and 48%/65% coordinate with the library-media specialist more than a few times per year) *Note that each benchmark represents a 33% increase in higher collaboration rates*

- JSHS Library-Media Specialist Daily Schedule/Calendar

Priority #3: Strengthen and broaden the repertoire of instructional strategies to cognitively engage each student in meaningful learning

Data Sources:

- 2013-2014 School/District Survey Works Student Engagement Data (2013 data indicates that 69.4% of the 462 high school student respondents agreed with the statement “Teachers keep me interested in class;” 55.1% of the 245 junior high school student respondents agreed with the same statement; 73.7% of the 129 Metcalf student respondents agreed with the same statement.)
- Teacher evaluation data (Element 3c, *Engaging Students in Learning* and Element 3b, *Using Questioning/Prompts and Discussion Techniques*; In 2012-13, 83.4% of teachers received scores of 3 or 4 on element 3c of the professional practice observation rubric and 88.8% of teachers received scores of 3 or 4 on element 3b of the professional practice observation rubric ; In 2013-14, 83.5% of teachers received scores of 3 or 4 on element 3c of the professional practice observation rubric and 81.9% of teachers received scores of 3 or 4 on element 3b of the professional practice observation rubric)
- *Classroom Instruction that Works*, Robert Marzano

Actions:

- 3a. Establish and implement a district-wide professional development goal for building administrators and teachers to provide grade, age, and content-appropriate training to all staff in differentiated instruction, to include developing a comprehensive understanding of the topic (“ what”) as well as facilitation of its implementation (“how”) (2015-16 school year and 2016-17 school year)
- 3b. Shift curriculum meetings from heavy focus on writing/aligning curriculum and assessments to a heavy focus on improving delivery of curriculum (pedagogical practices) and analyzing/revising the written curriculum based on prior implementation (Timeline will vary by grade level, department, and/or content based on readiness – and will continue through and beyond the life of this strategic plan)
- 3c. Provide ongoing, job-embedded professional development and support to staff in strengthening the integration of available technology to increase the level of students’ cognitive engagement (*See Technology Focus Area*)

Responsible Parties:

- 3a. Superintendent, Curriculum Director, Building Administrators, Teachers
- 3b. Curriculum Director, Teacher Leaders, Teachers
- 3c. Technology Integration Specialist(s), Library-Media Specialist, Building Administrators, Teachers

Progress Monitoring Data:

- Task Completion
- Curriculum Meeting Agendas and Meeting Minutes

- School/District Survey Works Student Response Data (Goal: 2017-18 and 2019-20
 School/District Survey Works Student Response Data: 79.6%/86.4% of high school student
 respondents agree with the statement “Teachers keep me interested in class;” 70.1%/80.1% of
 junior high school student respondents agree with the same statement; 82.5%/88.3% of Metcalf
 student respondents agree with the same statement.) *Note that each benchmark represents a
 33% increase in higher student engagement rates*
- Teacher evaluation data (Element 3c, *Engaging Students in Learning* and Element 3b, *Using
 Questioning/Prompts and Discussion Techniques*); In 2015-16, 86.8% of non-first year teachers
 receive scores of 3 or 4 on element 3c of the professional practice observation rubric (2016-17,
 89.4%; 2017-18, 91.5%, 2018-19, 93.2%, 2019-20, 94.6%) and 85.5% of non-first year teachers
 receive scores of 3 or 4 on element 3b of the professional practice observation rubric (2016-17,
 82.4%; 2017-18, 90.7%, 2018-19, 92.6%, 2019-20, 94.1%) *Note that each benchmark represents
 a 20% increase in ratings of 3 or 4 for indicated rubric elements*

5-Year Vision:

The Exeter-West Greenwich Regional School District is at the forefront in use of technology, both for productivity and for educational use. The district offers 21st century learning opportunities to all students, through all curriculum areas, throughout his/her education in Exeter-West Greenwich. Teachers, staff, and students use technology to provide and create personalized learning opportunities based on individual strengths and concerns. All district employees model, teach, and practice appropriate digital citizenship while providing students with ample opportunities to do the same. All Exeter-West Greenwich Regional School District employees participate in ongoing professional development and lifelong learning to remain current with real world applications of technology.

Focus Area: Technology

We believe in the strategic use of technology to increase workflow efficiencies, improve collaboration, and prepare our students with the skills required to compete for 21st century employment opportunities and succeed at post-secondary, life-long learning.

Priority #1: Creating and supporting a K-12 Technology Scope and Sequence that is supported with appropriate technology and professional development at all grade levels

Data Sources:

- International Society of Technology Educators (ISTE) Standards
- February, 2013 Exeter-West Greenwich Technology Audit (In response to the statement, “My school is doing a good job of teaching 21st century capabilities,” 55% of parents, 20% of administrators, and 13% of teachers reported either agreeing or strongly agreeing; 28% of faculty agreed or strongly agreed that “Faculty use technology to enhance and update the curriculum;” 70% of parents reported concern or great concern with inappropriate material on the internet, 49% reported concern or great concern with technology ethics, and 50% reported concern or great concern with student distractibility.)

Actions:

- 1a. Revise and align K-12 Technology (and Digital Citizenship) Scope and Sequence to the gaps identified from analysis of ISTE standards (2015-16)
- 1b. Release K-12 Technology Scope and Sequence and map to current practices (2016-17)
- 1c. Identify and address staffing needs and responsibilities (to include modeling digital citizenship and responsible use) to execute K-12 Technology Scope and Sequence (2016-17)
- 1d. Continue to revisit, revise, and update K-12 Technology Scope and Sequence, course offerings and requirements (2016, and annually)
- 1e. Collect feedback from Exeter-West Greenwich alumni, college admissions officers and business leaders for preparedness in post-secondary education and job performance (2016, and annually)

Responsible Parties:

- 1a. Technology Scope and Sequence Subcommittee, Curriculum Director
- 1b. Curriculum Director, All Faculty
- 1c. Superintendent, Building Administrators, Technology Director
- 1d. All faculty, Curriculum Director, District Technology Committee
- 1e. High School Guidance Department

Progress Monitoring Data:

- Approved and completed K-12 Technology Scope and Sequence Plan by the end of 2015-16 school year
- Annual Scope and Sequence Revisions
- Task Completion

- Results of post-secondary and job performance relative to technical proficiency and readiness (References 1e, above)
- Follow up survey to students, faculty, administration and parents addressing the same topics included in the data source section above – positive trends sought

Priority #2: Utilize research-based models/frameworks, such as SAMR* and TPACK,* to advance student learning in a technology-rich environment.

Definitions:

*SAMR (Substitution, Augmentation, Modification, Redefinition) – A hierarchy of advanced, higher level technology integration to support intellectual student engagement.

*TPACK (Technological, Pedagogical Content Knowledge) – A framework that defines knowledge required by teachers for meaningful technology integration to advance student learning.

Data Sources:

- International Society of Technology Educators (ISTE) Standards
- February, 2013 Exeter-West Greenwich Technology Audit (In response to the statement, “Our students use technology to take responsibility for their own learning,” 51% of parents, 30% of administrators, and 9% of teachers reported either agreeing or strongly agreeing; 65% of faculty reported that students rarely use technology to communicate with other class members; 56% of faculty reported students rarely use technology for collaboration; 18% of faculty reported students are using technology regularly to connect student learning to the real world; 18% of faculty reported that students regularly use technology for individual, differentiated work; 11% of parents, 8% of faculty, and 0% of administrators strongly agree that “Faculty in our school use technology to promote students’ engagement in learning;” 75% of faculty report that the successful integration of technology would influence student engagement in classroom work.)

Actions:

2a. Maintain an on-going focus on supporting and training staff in research-based models and frameworks through: (annually)

- Tech Tuesdays
- Job-embedded training
- Administrative staff meetings
- Formal training opportunities both within and outside the district
- Sharing of best practices

2b. Host Exeter-West Greenwich technology un-conference

- Within EWG for PD days 2015-16
- Invite other districts 2016-17

2c. Implement advanced technology integration strategies, such as digital content creation, lesson modification and redefinition (2015, and ongoing)

Responsible Parties:

2a. Technology Department, Technology Integration Specialist(s), Superintendent, Building Administrators

2b. Technology Integration Specialist, Technology Department, Teachers, Building Administrators, Superintendent

2c. Teachers

Progress Monitoring Data:

- Task Completion
- Training schedules and agendas
- Classroom observation evidence and feedback
- Follow up survey to students, faculty, administration and parents addressing the same topics included in the data source section above – positive trends sought
- Reduction in budgeted expenditures (text books, paper, printing, etc.)

Priority #3: Maximize management and work-flow efficiencies through digital and online resources

Data Sources:

- International Society of Technology Educators (ISTE) Standards
- February, 2013 Exeter-West Greenwich Technology Audit

Actions:

- 3a. Analyze current school-based, business facilities and technology work flows to identify efficiencies and technology-based supports (2016, and annually)
- 3b. Implement recommendations from analyses (2016, and annually)
- 3c. Transition all district documents (including curriculum documents) and forms to digital format with access in a centralized location (2015, with annual updates)
- 3d. Conduct annual evaluation of network/equipment requirements and address needs (2015, and annually)

Responsible Parties:

- 3a. Technology Subcommittee, Technology Department, Building Administrators, District Administrators, Secretaries and Clerks
- 3b. Technology Department, Building Administrators, District Administrators, Secretaries and Clerks
- 3c. Technology Department, District Administrators, District Secretaries and Clerks, Technology Integration Specialist
- 3d. Technology Director, Technology Department, Technology Subcommittee, Superintendent, Building Administrators

Progress Monitoring Data:

- Task Completion
- Network capacity/utilization reports

5-Year Vision:

The Exeter-West Greenwich Regional School District has an active District Emergency Response and Planning Team that meets regularly to review current protocols, procedures and facilities to identify strategies to maximize the safety of students and staff. Collaboration with town emergency management personnel, as well as other identified experts, is ongoing. Recommendations from the most recent comprehensive school safety assessment, including facility construction upgrades, improved policies, training and a comprehensive emergency communication plan are implemented.

The District offers an array of services to address the social, emotional and physical needs of students. Staff members are trained in the identification of warning signs for alcohol abuse, drug abuse, eating disorders, bullying, and other issues that impact the safety and wellness of our learners. At-risk behaviors are addressed immediately and there is a uniformly accepted understanding that our responsibility for the academic success of our students begins with a community focus on their physical and emotional health.

Focus Area: School Safety, Security and Wellness

We believe that all members of the school community deserve to work and learn in a safe, secure and healthy environment.

Priority #1: Address structural/environmental/information system vulnerabilities to maximize safety

Data Sources:

- 2013 Comprehensive Risk and Vulnerability Assessment
- 2014-2015 School Safety Consultant, Architectural Design Reports

Actions:

- 1a. Complete public bid process on school safety construction and security technology project (2015)
- 1b. Carry out construction/technology security integration plan at each building (2015)
- 1c. Conduct comprehensive needs assessment to identify additional security/communication technology (2016 and 2018)
- 1d. Evaluate, approve and implement recommendations of the 2016 and 2018 needs assessment as indicated in 1c. above (2017 and 2019)
- 1e. Establish and address annual prioritized list of maintenance and grounds improvements/upgrades from the 2013 Comprehensive Risk and Vulnerability Assessment (2015, and annually thereafter)
- 1f. Conduct professional audit of internal systems to assess security of confidential information (2016)
- 1g. Implement recommendations, as necessary, to address recommendations of information security audit (as recommended, immediately)

Responsible Parties:

- 1a. Director of Administration, Director of Technology, Director of Maintenance, Superintendent, School Committee
- 1b. Vendor, Director of Administration, Director of Technology, Director of Maintenance, Superintendent, Building Administrators
- 1c. Building Administrators, School Safety Teams, School Resource Officer
- 1d. Director of Administration, Director of Technology, Director of Maintenance, Superintendent, Building Administrators, School Resource Officer, School Committee
- 1e. Building Administrators, Director of Administration, Director of Maintenance, Maintenance Workers, Groundskeeper
- 1f. Director of Administration, Director of Technology
- 1g. Director of Administration, Director of Technology

Progress Monitoring Data:

- Task Completion

Priority #2: Policies, procedures, and staff/student emergency response training

Data Sources:

- School Committee Policy Manual
- Emergency Response Best Practice Guidance
- Exeter-West Greenwich Staff Job Descriptions/Responsibilities
- 2013-2014 School/District Survey Works School Safety Data (2013 data indicates that 9% of staff survey responders feel unsafe while in school and 12% feel unsafe when walking outside of their school)
- 2014 Johnson & Wales doctoral research study (Teachers' Perceptions of School Safety and Preparedness) survey of 98 EWG teachers shows that on an overall preparedness scale of 1-5, with 1 representing "not at all" and 5 representing "extremely well prepared," only 1.02% of respondents self-report a 5, and 37.75% self-report a 1 or a 2.

Actions:

- 2a. Identify and address staffing needs and responsibilities to accommodate construction/technology security integration plan at each building (2015, review and revise as necessary)
- 2b. Analyze and revise as necessary current school-based emergency response (lock down, evacuation) procedures and district policy based on best practice guidance and implementation feedback (2015-2016, with annual review)
- 2c. Conduct mandatory training of all staff on current school-based emergency response (lock down, evacuation) procedures (2015-2016, with annual review)
- 2d. Update and train staff on comprehensive school-based and district emergency communication plan (2016, with annual review)

Responsible Parties:

- 2a. Superintendent, Director of Administration
- 2b. Building Administrators, Director of Administration, District Emergency Response Team, School Resource Officer, School Safety Teams, Policy Subcommittee, School Committee
- 2c. School Resource Officer in Collaboration with District and School-Based Administrators
- 2d. Building Administrators, Director of Administration, Director of Technology, Director of Maintenance, Superintendent, District Emergency Response Team, School Resource Officer, School Safety/Crisis Teams

Progress Monitoring Data:

- Task Completion
- School/District Survey Works School Safety Data (Goal: 0% of staff survey responders feel unsafe while in school and 0% feel unsafe when walking outside of their school; Note we will need to improve Survey Works response rates district-wide to improve the quality of our data)

Priority #3: Social, emotional and physical wellness of our students

Data Sources:

- 2013-2014 School/District Survey Works Data (2013 data indicates that 45% of secondary student respondents and 54% of grades 4-6 student respondents have experienced 1 or more types of bullying while at school; Bullying is reported only 22% of the time at the secondary level and 58% of the time at the elementary level; For those who reported bullying, 55% of secondary students and 64% of elementary students indicated that bullying stopped after reporting; At the secondary level, 25% of student respondents report that they have tried alcohol with 5% reporting that they have been drunk; At the secondary level, 14% of student respondents report that they have tried cigarettes, 12% have tried marijuana, and 4% have tried prescription drugs; At the secondary level, 22.5% of student respondents report having felt sad or hopeless for a period of 2 or more weeks with 10% indicating that they have contemplated suicide)
- Kids Count Data (Note: Kids Count data uses Survey Works data as a source of information)
- School Nurse Teacher Logs
- Discipline Incident Data
- High School Drop Out and Failure Rates
- Chronic Absenteeism/Truancy Rates (In 2013-14, 4% of EWG K-3 students were chronically absent from school (18+ days) and an additional 9% of students were absent between 12 and 17 days; 4% of EWG JHS students were chronically absent with an additional 10% absent between 12 and 17 days; 9% of EWG SHS students were chronically absent with an additional 11% absent between 12 and 17 days)
- Research on Chronic Absenteeism (According to Kids Count, a student with 1 year of chronic absenteeism between grades 8 and 12 has a 36.4% dropout risk, or 3 times the risk for students with 0 years of chronic absenteeism (10.3%); A student with 2 years of chronic absenteeism between grades 8 and 12 has a 51.8% dropout risk; The dropout risk increases to 58.7% with three years of chronic absenteeism and 61.3% with 4 years of chronic absenteeism)

Actions:

- 3a. Complete a Pre K-12 health curriculum review, analysis and revision process (2016-2017), to include:
 - Review of all available data sources to identify areas of need/concern
 - Gap analysis between current curriculum and areas of need, such as social-emotional health or community-specific needs
 - Identification of research-based and effective resources to address curriculum goals
 - Recommendations for supplementing health curriculum during grade-level meetings, advisory, or other appropriate structures
 - School Committee review and adoption
- 3b. Identify and deliver staff training in the identification of, and response to, warning signs for alcohol abuse, drug abuse, eating disorders, bullying, self-injury/cutting, dating violence, and other at-risk behaviors (2016, annually for new staff)
- 3c. Identify and deliver staff training in the social emotional competencies (2016-2017)
- 3d. Implement school-based crisis-intervention support and monitoring plans for identified at-risk students (2017)

Responsible Parties:

- 3a. Director of Curriculum, Health and Physical Education Staff, Guidance Counselors, Clinical Staff (Nurses, Psychologists, Social Workers), Building Administrators, School Committee
- 3b. Superintendent, Director of Special Education, Substance Abuse Counselor, Guidance Counselors, Clinical Staff (Nurses, Psychologists, Social Workers)
- 3c. Director of Special Services, Building Administrators, Clinical Staff (Nurses, Psychologists, Social Workers), Guidance Counselors
- 3d. Building Administrators, School-Based Clinical and Support Staff, Parents

Progress Monitoring Data:

- Task Completion
- School/District Survey Works Student Response Data (Goals: To Be Determined; Data points are influenced by many variables, both inside and outside of the school setting. Our focus will be on education/prevention, increasing reporting trends, and improving our repertoire of strategies for support and intervention. Data will be monitored for positive trends and to evaluate the effectiveness of our approach)
- Nurse Log and Discipline Referral/Incident Trends
- Progress Monitoring Data for School-Based Crisis-Intervention Plans
- Youth Mental Health Training Certifications
- Chronic Absenteeism, Dropout, and Truancy Trends

5-Year Vision:

The annual budgeting process for the Exeter-West Greenwich Regional School District is goal-driven. Decisions about budget priorities are grounded in a set of well-established and widely-communicated strategic priorities. Stated another way, the budget does not drive priorities, instead priorities drive the budget. Administration is responsible for the ongoing analysis of budgetary expenses and takes all necessary steps to identify and implement efficiencies that result in the allocation of available resources to prioritized strategic goals and high-impact initiatives.

The District maintains a current prioritized list of capital needs and reserve requirements. There is a well-established process guided by District policy for the assignment and commitment of unassigned fund balance to address the prioritized capital and reserve requirements. To the extent possible, these items are addressed with minimal or no impact on the annual operating budget.

Focus Area: Fiscal Prudence and Responsibility

We believe that fiscal prudence and increased efficiencies maximize the allocation of financial resources to prioritized strategic goals and high-impact initiatives.

Priority #1: Strengthening of the Annual Operating Budget Process

Data Sources:

- Historical school district operating budgets
- Collective Bargaining Agreements
- District strategic plan
- District policy manual

Actions:

- 1a. Conduct comprehensive full-staff orientation to the new 5-year District Strategic Plan (August, 2015 with annual review)
- 1b. Work with building principals and School Improvement Teams to align school-based plans to the District Strategic Plan (November, 2015 with annual review)
- 1c. Establish specific protocols and procedures for the annual budgeting process to include steps to ensure alignment of new budgetary requests to school and or District Strategic Plan priorities. (December, 2015)
- 1d. Train all staff with budgetary responsibilities on annual budgeting protocols and procedures (December, 2015 with annual review)
- 1e. Redesign, hire and/or train central administration support staffing to include responsibility for budgetary/fiscal analysis and identifying budgetary/fiscal efficiencies (July, 2015 with ongoing training)
- 1f. Engage in successful negotiations with the Exeter-West Greenwich Teachers' Association, NEARI/NEA and R.I. Council 94, AFSCME, AFL-CIO to secure fiscally responsible contracts with language (as needed) to support District Strategic Plan priorities (2015-16 school year and 2018-19 school year)

Responsible Parties:

- 1a. Superintendent
- 1b. Superintendent, Building Administrators, School Improvement Teams
- 1c. Superintendent, Director of Administration, Treasurer
- 1d. Director of Administration, Treasurer
- 1e. Central Office Administration, Central Office Support Staff
- 1f. Superintendent, School Committee, Negotiations Committee(s)

Progress Monitoring Data:

- Task completion
- Progress toward meeting District Strategic Plan targets
- Annual operating budgets

Priority #2: Address Capital and Reserve Needs

Data Sources:

- Debt service schedule (For fiscal year 2016, the district is scheduled to pay \$733,781 in debt service for a \$3.5 million general fund bond and a \$5.8 million capital bond. The \$3.5 million general fund bond is scheduled for payoff in the 2018 fiscal year. In fiscal year 2019, the scheduled debt service payment for the district will drop from \$686,450 to \$479,725, a decrease of \$206,725)
- School district audit reports/recommendations (For the fiscal year ending June 30, 2014, no findings were reported. The audit report indicates a net OPEB (Other Post-Employment Benefits) obligation of \$1,386,114. The Exeter-West Greenwich Regional School District addresses OPEB costs on a “pay-as-you-go” basis, and no provision has been made to fund future benefits to be provided to plan members)
- Moody’s report/rating (In April of 2015, Moody’s Investors Service removed the negative outlook and affirmed the A1 rating for the Exeter-West Greenwich Regional School District’s outstanding bonds. The report suggests that continued surplus operations and further strengthening of fund balance and cash position could improve the bond rating. The report also indicates the following challenges for the district: Historic reliance on operating transfers to support General Fund imbalances, ongoing enrollment declines, and narrow fund balance)
- District policy manual
- Health care trends and current West Bay Health reserve fund balances

Actions:

- 2a. Create and maintain a running list of district-wide capital needs with estimated costs and a tiered ranking of project priorities (2015)
- 2b. Include Capital Project Update as a running agenda item at monthly School Committee meetings (In progress)
- 2c. Review and revise School Committee policies to reflect updated minimum recommendations for Unassigned Fund Balance (5%, or as determined through further analysis) and West Bay Health Reserve (Twice the minimum recommendation of two months x full premium for all district participants, or as recommended through further analysis) (2016)
- 2d. Analyze unfunded capital project needs and determine strategy for funding remaining projects through a Capital Bond or through annual Capital Requests as part of the annual budget process (2017-18, process to be in place for the 2019 fiscal year at the time when district bond payments are reduced by \$200+ thousand)
- 2e. Create and implement School Committee policy to outline a process/strategy for building a fund to address Other Post-Employment Benefits (OPEB) (Example: If funds are transferred from WB Reserve, an identified percentage is assigned directly to an OPEB reserve until such time that OPEB obligations are funded at auditor-recommended levels) (2017)

Responsible Parties:

- 2a. District and school-based administration, School Committee
- 2b. Superintendent, School Committee Chair, School Committee Secretary
- 2c. Superintendent, Director of Administration, Policy Subcommittee, School Committee
- 2d. Superintendent, Director of Administration, School Committee
- 2e. Superintendent, Director of Administration, Policy Subcommittee, School Committee

Progress Monitoring Data:

- Task Completion
- Annual Budgets and Reserve Balances