

CRANSTON SCHOOL DEPARTMENT

STRATEGIC PLAN

GOALS, ACTIONS, TARGETS

2009-2014

Cranston Public Schools Strategic Plan
2009- 2014

The Mission of Cranston Public Schools

The mission of the Cranston Public Schools is to empower our students to acquire the resourcefulness which prepares learners for life role performances in a world of constant change and continuous discovery.

The Vision of Cranston Public Schools

Cranston Public Schools is a diverse community of learners who work collaboratively as critical thinkers. Students are supported with best instructional practices that provide meaningful learning experiences and are held by high professional standards. Together with community partnerships, we ensure a nurturing learning environment that fosters student success.

Goals/Objectives

1. All students in Cranston will demonstrate growth toward proficiency through rigorous curriculums in English Language Arts, Mathematics and Science as indicated by overall student performance as well as by sub groups, through meeting or exceeding the AMO established by state expectations.
2. All students will experience proficiency expectations as measured by multiple sources in content areas and technology.
3. All students will benefit from data driven research based programs, instruction, interventions and personalization that address academic, emotional, social and physical needs through a comprehensive proficiency based curriculum aligned with GLE's/ GSE's and a flexible resource system that supports all learners.
4. Teachers, administrators and staff will participate in professional development that supports teaching and learning that improves student achievement and supports the retention of highly qualified staff.
5. Cranston Public Schools will ensure safe and supportive school environments that promote healthy lifestyles for students as well as increase parent and community engagement in decision- making and support for student learning and development.

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Strategy 1: *Cranston Public Schools will demonstrate improved student achievement and success for all students.*

- 1. Implement a rigorous coherent curriculum based on GLE's/GSE's in all content areas at each level.**
- 2. Ensure that students are readers by 3rd grade**
- 3. Implement disciplinary literacy in all content areas K-12.**
- 4. Effectively implement mathematics programs and instruction at all levels**
- 5. Ensure successful graduation of every student from Cranston Public Schools**

Action Areas:

Strategy 1: <i>Demonstrate improved student achievement and success for all students.</i>			
ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE	INDICATORS OF ACCOMPLISHMENT
1. Implement a rigorous coherent curriculum based on GLE's/GSE's in ELA, Science, Social Studies, Mathematics, and Technology.			
<ul style="list-style-type: none"> • Align curriculum with GLE's in each area 	Central Office Principals Teachers	2009-2010	Curriculum maps aligned with GLE's GSE's In all areas
<ul style="list-style-type: none"> • Implement district technology plan 	Tech Coordinator Principals	ongoing	Increased capacity for use in each school
<ul style="list-style-type: none"> • Pedagogy that includes; ✓ Questioning and discussion techniques that address depth of knowledge ✓ Active engagement in learning activities 	Central Office Principals Teachers	ongoing	Every school meets targets in NECAP scores Graduation by proficiency Decrease in drop out rate

<ul style="list-style-type: none"> ✓ Varied methods of delivery to include teacher directed instruction, inquiry based problem solving, modeling, and demonstration, project based learning and presentation. ✓ Differentiated instruction to meet the needs of all learners ✓ Grouping of students that allows for individual, small group and whole class structures ✓ Reflecting and self assessment regarding learning ✓ Multiple opportunities for cross content learning ✓ Applying concepts and understanding in new contexts ✓ Use an array of leaning environments that extend application of knowledge and skills beyond the classroom ✓ Access an array of text, technology and materials to support learning 			
<ul style="list-style-type: none"> • Conduct a yearly gap analysis of annual State/Local data • Continue curriculum revision based on gap analysis • Continue the development of common tasks at the secondary level, including calibration 	Central Office Principals PBGR coordinator	Yearly	Data analysis used to make decisions about action plans
2. Ensure that students are readers by 3rd grade.			
<ul style="list-style-type: none"> • Early Childhood screening and supports • PALS/Rigby assessment • Reading Street Program K-3 • My Sidewalks and Road to the Code Intervention • Small class size • Literacy specialists and teacher assistants in K-3 to ensure small group and individualized instruction • Summer Literacy for at-risk students • PLP/RTI 	Director of Literacy Principals Teachers	Yearly	Assessment data that indicates student achievement Analysis of test scores Progress monitoring that indicates success for struggling students
3. Implement disciplinary literacy in <u>all content areas</u>,			

K-12.			
<ul style="list-style-type: none"> • Consistent strategy instruction in vocabulary usage and development to support students demonstrating proficiency in GLE/GSEs through instruction in specific content areas <ul style="list-style-type: none"> • Reading on (context clues) • Sounding out • Chunking – word parts and families • Analogies – using what they know about word • Marking the text • Vocabulary and concept graphing • Word walls - content and literary 	Classroom teachers Resource teachers Department heads Team Leaders Literacy Consultant Principal Director of Literacy	Ongoing	Assessment data Analysis of data Increase in proficiency
<ul style="list-style-type: none"> • Consistent strategy instruction in comprehension skills to support students demonstrating proficiency in GLE/GSEs <p>Common core strategies to be implemented are:</p> <p>Grades K-2</p> <ul style="list-style-type: none"> • Making predictions • Picture walks • Summarizing/Retelling • Think aloud/Think along <p>Grades 3-6</p> <ul style="list-style-type: none"> • Make Predictions • Making connections • Preview the text 	Classroom teachers Literacy specialist Resource teachers Principal Director of Literacy Classroom teachers	Ongoing	Assessment data Analysis of data Increase in proficiency

<ul style="list-style-type: none"> • Read 180 • System 44 • Targeted and Intensive Reading classes – secondary • PLP/RTI 	Principal Director of Literacy		
<ul style="list-style-type: none"> • Provide reading materials that are high interest, offer student choice, are age and reading level appropriate 	All		Student engagement
<ul style="list-style-type: none"> • Design student tasks that embed literacy skills (reading, writing speaking and listening) in holistic content area applications 	Literacy Con. Teachers		Improved instruction and student achievement
4. Effective implementation of mathematics programs and instruction aligned to GLE's/GSE's			
<ul style="list-style-type: none"> • Identify and provide support to those students not making progress in numeracy K-12 	Math coaches Teachers		Effective math support for students
<ul style="list-style-type: none"> • Adjust schedule and instruction to support extended math blocks 	Principals		More time for instruction in math
<ul style="list-style-type: none"> • Vertically planning to align math curriculum 	Principals Teachers District leaders		Coherency in curriculum implementation
<ul style="list-style-type: none"> • Plan for extending Math Coach support to teachers and schools 	District leaders		Increased capacity in teaching math
<ul style="list-style-type: none"> • Implement Thinking Math to expand teacher's content knowledge 	District leaders Principals		Increase in achievement in math
<ul style="list-style-type: none"> • Look at student work district wide 	Teachers Principals		Increase teacher capacity in teaching math
<ul style="list-style-type: none"> • Move resources from Literacy to Math 	District leadership		Increased capacity in math support
<ul style="list-style-type: none"> • Continuation of Springboard 	Math coaches		Improvement in math scores

	Teachers		
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5. Ensure successful graduation of every student from Cranston Public Schools			
• Improve and develop the PGBR process	PBGR Coord Principals	2009-11	Graduation by proficiency
• Facilitate and support student portfolios	Teachers	ongoing	Improved process/student performance
• Establish multiple pathways for student success	Central Office PBGR Coor.	ongoing	Expand program options for students
• Establish a dropout prevention system of supports	Central Office	2009-11	Alternative systems and programs
• Align Career and Tech program to meet PBGR and workforce readiness	Director Career and Tech	2009-10	Plan for alignment
• Investigate articulation agreements with local colleges for course credit	Central office Principals	2009	Agreements with local colleges for course credit

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Strategy 2: *Cranston Public Schools will implement a district-wide assessment plan that addresses student performance through multiple measures.*

- 6. Refine district assessment plan in ELA areas to ensure progress monitoring k-12**
- 7. Identify K-12 GLE gaps in ELA, Mathematics, Science, Technology**
- 8. Develop a comprehensive assessment system of formative, interim and summative evaluation**
- 9. Develop policies for grading and reporting assessment data at all levels.**

Action Areas:

<i>Strategy 2: Assess students using multiple measures</i>			
ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE	INDICATORS OF ACCOMPLISHMENT
6. Refine district assessment plan in ELA to ensure progress monitoring K-12			
<ul style="list-style-type: none"> • Implement a cumulative portfolio assessment in writing for every student K-12 measured against district produced bench mark papers. 	Director literacy Reading consultants	2009-2011	Evidence of proficiency in each genre
<ul style="list-style-type: none"> • Effective writing in all content areas for all students 6-12 	Teachers	Ongoing	Assessments in content areas
<ul style="list-style-type: none"> • Implement reading assessments at each level K-12 	Reading Consultant	Ongoing	Data used for instruction
<ul style="list-style-type: none"> • Develop an effective progress monitoring system for struggling readers 	Director Literacy Reading Consultant	2009-2011	A system that supports student achievement
<ul style="list-style-type: none"> • Evaluate efficacy of assessment systems at the secondary levels 	District Leaders Department Chairs Teachers	2010-2011	Plan for improved system implementation

7. Identify K-12 GLE gaps in ELA, Mathematics, Science and Technology			
<ul style="list-style-type: none"> Collect and analyze state testing data to review progress and correlation to the curriculum in each area 	District leaders Principals	Ongoing	Data analysis in each area that informs instructional needs
<ul style="list-style-type: none"> Utilize common assessments at all levels to measure proficiency and instructional needs 	Teachers	Ongoing	Coherent assessment system
<ul style="list-style-type: none"> Assess and collect evidence of student progress 	District leaders Teachers Principals	Ongoing	Coherent assessment system
<ul style="list-style-type: none"> Communicate assessment results and provide guidance to teachers to make appropriate adjustments in instruction 	District leaders Principals	Ongoing	Teachers use data to drive instruction
<ul style="list-style-type: none"> Update and implement district technology plan based student proficiency and technology assessment 	Director of Technology	Yearly	Data from technology assessments and proficiency
8. Develop a comprehensive system of formative, interim, and summative evaluations in each content area			
<ul style="list-style-type: none"> Form committees/work groups in each area of evaluation to assess current practice and make recommendations for review based on research of best practices 	Asst. Supt. Exec. Directors of Ed	2009	Recommendations based on district needs assessment
9. Develop policies for grading and reporting assessment data at all levels.			
<ul style="list-style-type: none"> Form committees/work groups in grading systems for adoption district wide 	Central office	2009-2010	Multiple measures of student performance

<ul style="list-style-type: none">• Develop a plan for addressing any gaps between the written and taught curriculum	District leaders	2010-2011	Comprehensive plan to address gaps
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Strategy 3: *Cranston Public Schools will implement programs and instruction based on research based best practices for all learners*

- 10. Develop and implement a unified and consistent RTI model across all levels**
- 11. Fully implement the ILP process from 6th through 12th grade**
- 12. Design effective transition plans PK-12**
- 13. Implement effective Advisories**

Action Areas:

<i>Strategy 3 Implementation of programs and instruction based on research based best practices</i>			
ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE	INDICATORS OF ACCOMPLISHMENT
10. Develop and implement a unified and consistent RTI model across all levels and in each school.			
<ul style="list-style-type: none"> • Develop a progress monitoring system for students who do not meet proficiency 	Pupil Personnel	2009-10	System that provides support at all levels
<ul style="list-style-type: none"> • Develop a bank of scientifically based interventions and best practices to address the learning needs of all students. 	Pupil Personnel Literacy Math Coaches	Ongoing	Interventions provided systemically
<ul style="list-style-type: none"> • Establish relationships with other agencies to support student learning and personal growth 	Assist. Sup Pupil Personnel	Ongoing	Interagency collaboration
<ul style="list-style-type: none"> • Pilot virtual learning programs to provide multiple opportunities for learning styles and choices – 21st century learning 	Director of Technology	2010-2012	Use virtual learning as an option for students

<ul style="list-style-type: none"> • Address progress monitoring needs -secondary • Expand capacity for Positive Behavioral Supports for at risk students 	District leaders Principals Special Education	Ongoing	System of supports based on student needs
11. Full implementation of ILP's grades 6-12			
<ul style="list-style-type: none"> • Develop a system of ILP implementation including roles and responsibilities for supporting students 	Guidance	2009-10	System that clarifies roles and responsibilities
<ul style="list-style-type: none"> • Provide community awareness of ILP purpose for student goal setting and reflective planning 	Guidance Principals	Ongoing	Community awareness of purpose
<ul style="list-style-type: none"> • Expand ILP for 6th graders 	Guidance	2009-2011	ILP's for 6 th graders
12. Design effective transition plans PK-12			
<ul style="list-style-type: none"> • Clearly articulate transitional expectations between grades to students, parents and staff 	District Leaders Guidance	Ongoing	Improved transitions for students
<ul style="list-style-type: none"> • Evaluate the efficacy of transition supports between grades, schools and programs 	District leaders Parents	2010	Data to determine needs
13. Implement effective Advisories on the secondary levels			
<ul style="list-style-type: none"> • Review and analyze current success and needs at middle and high school level 	Principals Teachers	2010	Survey and data collection
<ul style="list-style-type: none"> • Use student feedback to improve advisory programs 	Principals Teachers	2010	Student survey
<ul style="list-style-type: none"> • Develop a system of evaluation of personalization systems 	Guidance Principals	2011	Improvement in system

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Strategy 4: *All CPS staff will participate in professional development that supports teaching and learning and is based on student needs, learning styles, and results of a variety of assessment data of student performance.*

1. **ELA, i.e. Rhode Island Reading Policy, Research Based writing programs, Disciplinary Literacy, Alternate Intensive Reading Programs and Scaffolded Literacy instruction.**
2. **To increase content knowledge of the four strands of Mathematics and relate this to appropriate instructional strategies and application.**
3. **Differentiated instruction, inquiry based instruction and applied learning standards as they relate to all content areas including science and social studies.**
4. **Comprehensive use of technology as a teaching tool and as a data collection /reporting system**
5. **GLE's/GSE's, curriculum alignment and proficiency expectations**
6. **Personalization and response to intervention as a means to support all students academically, socially and emotionally.**

Action Areas:

<i>Strategy 4 All CPS staff will participate in professional development that supports teaching and learning</i>			
ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE	INDICATORS OF ACCOMPLISHMENT
1. PD in ELA			
<ul style="list-style-type: none"> • Rhode Island Reading Policy • Research based writing • Disciplinary literacy • Alternative Intensive Reading programs • Scaffolded Literacy • Scientific Literacy • Development of common assessments in each area 	Director of Literacy Consultants Coaches	Ongoing	Improvement in reading across the curriculum based on a variety of assessments

2. Increase content knowledge in 4 strands of mathematics and relate it to appropriate instructional strategies and application.			
<ul style="list-style-type: none"> Expand Math Coach support to all schools 	Asst. Sup.	ongoing	Increase in math scores
<ul style="list-style-type: none"> Continue training math teachers using Spring Board Research based approaches to developing math skills Learning activities that emphasize mathematical communication and reasoning skills incorporating math tools and technology The use of manipulatives during the acquisition of skills and conceptual understanding Applied learning activities that demonstrate the use of mathematics in daily life. 	District leaders	ongoing	Plan to implement PD systemically
3. PD in differentiated instruction, inquiry based instruction, and applied learning standards as it relates to all content areas including social studies and science.			
<ul style="list-style-type: none"> Participation in Dana Institute for Science to align curriculum with GSE's and develop units of study in Earth and Space, Life Science, and Physical Science for middle and high school 	District leaders Principals Teachers	2008-2010	Science curriculum alignment and coherent implementation of the curriculum
<ul style="list-style-type: none"> Depth of Knowledge 3 and 4 in all content areas 	District leaders	2008-2010	Increased rigor in learning tasks
<ul style="list-style-type: none"> Instruction based on "Essential Questions" 	District leaders Department Chairs		Inquiry based instruction
<ul style="list-style-type: none"> Data collection and analysis, collaboration, decision making, and problem solving in the social sciences; history and historical thinking skills, geography, economics, political science/government, civics, sociology and anthropology 	District Leaders Department Chairs Teachers	Ongoing	Implementation of Social Studies curriculum based on GLE'S GSE's

4. PD in the comprehensive use of technology as a teaching tool and as a data collection /reporting system			
<ul style="list-style-type: none"> Implement I-Parent in every school 	Principals	2010	Improved communication with parents
<ul style="list-style-type: none"> Embedded technology instruction in all content areas 	Principals Teachers	Ongoing	Technology used as a tool regularly
<ul style="list-style-type: none"> R2T2 grant participation in the middle schools 	Principals	2009	Technology rich classrooms
5. PD in GLE's/, curriculum based alignment and proficiency levels			
<ul style="list-style-type: none"> Development of common assessments in all areas based on GLE's and GSE's 	District leaders Teachers	Ongoing	Consistency in program curriculum implementation
<ul style="list-style-type: none"> Models of rigorous work samples 	Teacher leaders	2008-2009	Consistency in proficiency measures
6. PD in personalization and response to intervention to support all students academically, socially and emotionally.			
<ul style="list-style-type: none"> Personalized learning environments 	District leaders Pupil Services Principals	Ongoing	Student engagement
<ul style="list-style-type: none"> Comprehensive guidance services 	Guidance	Ongoing	Student support
<ul style="list-style-type: none"> Multiple opportunities for meeting the standards 	District leaders	2009-2012	Drop out rate reduced
<ul style="list-style-type: none"> RTI and student support systems 	District leaders Pupil Personnel	Ongoing	Effective implementation of RTI
<ul style="list-style-type: none"> Various disabilities and learning implications 	Pupil Personnel	Ongoing	Differentiated instruction for all students
<ul style="list-style-type: none"> 504 and IEP process 	District and School Coordinators	2009-2010	Implementation of the 504 process effectively

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Strategy 5: *Cranston Public Schools will ensure safe and supportive school environments while engaging families and the community.*

- 1. Promote parent and community engagement that supports student learning and learning communities**
- 2. Enhance safety of all schools**
- 3. Promote healthy lifestyles for students**
- 4. Engage the community in a variety of ways**

Action Areas:

Strategy 5 <i>CPS will ensure safe and supportive school environments while engaging families and the community.</i>			
ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE	INDICATORS OF ACCOMPLISHMENT
1 .Promote parent and community engagement that supports student learning and learning communities			
<ul style="list-style-type: none"> • Inform parents and provide workshops for district goals in areas of academic, wellness and safety 	Central office admin Principals	Ongoing	Increased parent involvement
<ul style="list-style-type: none"> • Provide consistent family school communication 	Principals	Ongoing	Improved relationships
<ul style="list-style-type: none"> • Provide information and support to parents regarding transition activities. 	Central Office Ad Principals CEAB	Ongoing	Effective transitions for students and families
<ul style="list-style-type: none"> • Engage parents in understanding secondary regulation requirements 	Central Office Principals CEAB	Ongoing	Increased student support in meeting graduation requirements

<ul style="list-style-type: none"> Articulate and implement volunteer documentation policy 	School committee Principals	Ongoing	Requirements do not hinder volunteerism
2. Ensure safety in all schools			
<ul style="list-style-type: none"> Review attendance/discipline data, review and update discipline attendance policies 	Central Office School Committee	Ongoing	Increase attendance Decrease out of school suspensions
<ul style="list-style-type: none"> Implement PBIS in each learning community 	Pupil Personnel	2011	Improve student support systems
<ul style="list-style-type: none"> Research and develop alternative learning environments and opportunities for students as appropriate 	Central Office Pupil Personnel	Ongoing	Alternate options for students to meet with success
<ul style="list-style-type: none"> Refine crisis management plans 	Pupil Personnel	2010	Clarification of procedures
3.Promote healthy lifestyles for students			
<ul style="list-style-type: none"> Update and implement wellness plan 	School committee Wellness committee	2010	Evaluate impact of plans effectiveness
<ul style="list-style-type: none"> Establish partnerships to promote wellness 	Central office		
<ul style="list-style-type: none"> Continue and support wellness committee activities and communication 	Central office	Ongoing	Communicate data and recommendations to district
4.Engage the community in a variety of ways			
<ul style="list-style-type: none"> Facilitate and recruit community partners to support education in Cranston 	School committee Central Office	Ongoing	Increased partnerships
<ul style="list-style-type: none"> Involved the community in district and school improvement planning 	Principals Central Office	Ongoing	Systematic input and participation in planning for planning programs and services
<ul style="list-style-type: none"> Increase level of participation through programs and information that benefit the community 	Central office Principals	Ongoing	Explore programs in community and internet safety
<ul style="list-style-type: none"> Support PTO's PAB and SEAB 	Central office	Ongoing	Survey needs

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Strategy 6: *Cranston Public Schools will ensure fiscal and human resources to promote effective learning environment for all students.*

- 4. Hire, Develop and Retain Quality Staff**
- 5. Develop Goals and Plans for Funding Programs and Services**
- 6. Establish, Fund and Implement a Plan to Address Physical Plant Needs**

Action Areas:

<i>Strategy 6 Cranston Public Schools will ensure fiscal and human resources to promote effective learning environments for all students.</i>			
ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE	INDICATORS OF ACCOMPLISHMENT
1 .Hire, develop and retain quality staff			
<ul style="list-style-type: none"> • Establish a committee to review hiring standards with State standards for each discipline and teaching position. 	Central office admin School committee	2010	Reviewed and revised policy- changes as needed
<ul style="list-style-type: none"> • Develop policies and strategies to recruit staff • Review and develop new teacher orientation program 	School committee Ex. Directors Instruction CTA	2010 2011	High quality staff Orientation that supports staff performance
<ul style="list-style-type: none"> • Evaluate current practices in PDI and differentiated support for staff 	Central Office Ad Principals CTA	2009	Professional develop system that matches this strategic plan

2. Develop goals and plans for funding programs and services			
<ul style="list-style-type: none"> Develop a long term impact study that explores programs, services and funding 	Central Office School Committee	2009-11	Information that influences future planning
<ul style="list-style-type: none"> Evaluate current programs and services and new BEP requirements 	Central Office Principals	2009-10	Resources support programs and services
<ul style="list-style-type: none"> Explore alternative funding strategies 	School committee Central Office	Ongoing	Alternative funding opportunities to increase resources
3. Establish, fund, and implement a plan to address physical plant needs			
<ul style="list-style-type: none"> Review capital improvement plan and funding 	Director of Facilities	Ongoing	Safe schools, meet codes
<ul style="list-style-type: none"> Address exterior building improvements and maintenance 	Director of Facilities	Ongoing	Safe schools, meet codes
<ul style="list-style-type: none"> Address interior building improvements including air, cleanliness, green school and equipment 	Director of Facilities	Ongoing	Safe schools- energy conservation- meet codes
<ul style="list-style-type: none"> Improve facilities to meet instructional needs of students 	Director of Facilities School Committee Central Office	Ongoing	Updated facilities and utilities that support improved learning environments