

Strategic Plan: 2023 - 2027

# South Kingstown School District Strategic Plan

## Mission and Vision

### *Mission*

In partnership with families and the entire educational community, is to educate and engage ALL of our students in the knowledge and skills necessary to ensure readiness and success in college and career.

### *Vision*

To be an equitable educational community that develops compassionate citizens by cultivating the head, heart, and hands of our students in a culture of excellence, students become critical thinkers, artists and innovators, and confident learners who contribute to their community and the world.

## Theory of Action

### *If LEA...*

If we create the conditions for shared collaboration focused on improving teacher understanding with curriculum, instruction, and assessment,

If we use data in systemic ways as a vehicle for examining school, classroom, and individual student progress,

If teachers have access to coaching and professional development focused on the core skills of high-level reading and writing, and if administrators monitored and support acquisition of those high-level skills through daily classroom visits and targeted feedback,

### *Then LEA can...*

then shared responsibility and accountability will create urgency for

continuous improvement for student learning.

then interventions will be targeted in focused ways, and student achievement will increase.

then teachers will teach high-level skills and students will demonstrate their learning by producing high-level work.

*So that...*

## Values

### **A COMMITMENT TO**

#### *Student Learning*

- Culture of GROWTH & achievement
- Personalized, deeper learning to meet the needs of ALL
- Developing the WHOLE child

### **A COMMITMENT TO**

#### *Collaborative Culture*

- Grounded in shared decision-making & a professional learning community
- Engaging in active, open communication within an environment where it is safe to express differences, share successes, and learn from mistakes
- Develop partnerships with increased opportunities while fostering community pride

### **A COMMITMENT TO**

#### *Continuous Improvement*

- Measure student growth & learning with practices & quality assessments to inform our daily decisions
- Use of thoughtful, systematic processes to evaluate and improve all programs, strategies, and practices
- Ensure that ALL members of our community embrace the focus of GROWTH

and learning

## Needs Assessment

In March of 2023, South Kingstown Public Schools began implementing the Planning for Success Strategic Plan process. The Planning for Success model includes a multi-year district improvement plan and an annual school improvement plan that supports the development of action steps which are updated annually. In addition, the PFS process incorporates a needs assessment in its design. The needs assessment examines student assessment scores, student voice, parent participation, street data, and legislative requirements.

The Planning for Success process provided the District Leadership Team guidance and a theoretical framework to develop action plans to address district goals and align the goals to the school system's core values.

Predicated upon his belief and commitment to inclusive, collaborative decision-making and two-way communication, the Superintendent met with the District Leadership Team and building principals and held five district-wide community conversations. These conversations were based upon the Portrait of a Graduate process, the district's AntiRacism, AntiDiscrimination, and AntiHarassment policy, and how to ensure South Kingstown students can flourish, thrive and lead with compassion and understanding in an ever-changing world.

## Priorities

*Equity, Diversity & Access To Opportunities*

*Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.*

## Commitments

## Measurable Goals

**1. To ensure that all students have access to evidence-based instructional practices in 80% of independent workstations, students will use differentiated instructional practices such as accountable talks, think-pair-shares, do-now skill practice activities, competing perspectives, making connections with text, visualization of text, inferring, summarizing, metacognition with text, graphic and semantic organizers, and ongoing assessment, grade level teachers, interventionalist, and Special Education Teachers will use PLC time to discuss the differentiated instructional practices, administrative literacy walks observation data and benchmark assessments to deepen understanding of teaching practices.**

*Initiative 1: Administrative Literacy Walks*

Action Step 1: 1. Train Administrators on "Literacy Look Fors"

2. Practice using the "Literacy Look Fors" document at each level

3. Calibrate on "Look Fors" data - Were the instructional practices rigorous? Were students using the DI strategies independently?

4. Implement Literacy Walks

5. Calibrate again

6. Implement Literacy Walks

*Initiative 2: Literacy Curriculum*

Action Step 1: 1. Continue implementing the new K-8 reading curriculum

2. Develop an assessment strategy

3. continue refinement of "Literacy Look Fors"

4. Build teacher capacity

5. Build Administrators' Literacy feedback capacity

*Excellence In Teaching & Learning*

*To create rigorous, relevant, and contemporary learning experiences so that the PreK-12 journey supports student social-emotional development and*

*academic acceleration*

## **Commitments**

### **Measurable Goals**

**1. By fall 2026, increase the percentage of students meeting or exceeding expectations on grade 3 ELA RICAS to 62% overall.**

*Initiative 1: Transforming Teaching & Learning*

Action Step 1: 1. Develop and expand effective inclusive practices in all classrooms through professional learning.

2. Implement a rigorous, specialized instruction program

3. Continue to develop and implement MTSS systems to support academic and social-emotional learning

### *Excellence In Teaching & Learning II*

*To ensure that instruction cultivates curiosity and incorporates communication, collaboration, critical thinking, and opportunities for students to create and invent.*

## **Commitments**

### **Measurable Goals**

**1. By fall 2026, increase the percentage of students meeting or exceeding expectations in 8th Grade math to 55% overall and have high growth for student subgroups. Baseline:25%, Y1:30%, Y2: 43%, Y4: 55%**

*Initiative 1: Transforming Teaching & Learning*

Action Step 1: 1. Develop and expand effective inclusive practices in all classrooms through professional learning.

2. Implement data-to-action informed, efficient, and effective decision-making processes for ongoing learning and growth. Use diagnostic, formative, and summative data to inform interventions or strategies.

3. Consistent expectations for high-leverage instructional delivery

for all learners across Tiers, 1, 2, 3 with appropriate monitoring tools to determine supports needed for fidelity of implementation.

### *Building Community Partnerships and Enhancing Engagement*

*To expand beyond traditional school boundaries to cultivate collaborations within and beyond the district that support and enhance improved teaching and learning.*

#### **Commitments**

### **Measurable Goals**

**1. By 2026, the district will develop and improve communications systems and protocols that serve to strengthen and deepen home/school communication in a clear and culturally proficient manner.**

#### *Initiative 1: Improve Communication Systems*

Action Step 1: 1. Develop and improve communications systems and protocols that serve to strengthen and deepen home/school communication in a clear and culturally proficient manner.

2. Provide more opportunities for student voice and participation in classroom, school, and community settings

3. Develop partnerships with other K-12 districts, colleges/universities, and businesses