



## SOUTH KINGSTOWN SCHOOL DEPARTMENT

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Charting a course from where we are now to where we want to be...

# Strategic Plan 2010-2015

REVISED OCTOBER 5, 2010

# South Kingstown School Department

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## Seven Priority Areas

*As Defined By RIDE & the BEP*

**T**ransforming education: Our Seven Priorities  
All South Kingstown Students Ready for Success in College, Careers, and Life.



- ✚ Lead the Focus on Learning and Achievement
- ✚ Recruit, Support, and Retain Highly Effective Staff
- ✚ Guide the Implementation of Curriculum, Instruction, and Assessment
- ✚ Use Information for Planning and Accountability
- ✚ Engage Families and the Community
- ✚ Foster Safe and Supportive Environments for Students and Staff
- ✚ Ensure Equity and Adequacy of Fiscal and Human Resources

# Mission

## The mission of the South Kingstown School Department...

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.

**The Mission  
Identifies why the  
organization  
exists**



# Statement of Beliefs

## Formal expression of the organization's

- ❖ Fundamental values
- ❖ Deep & abiding convictions
- ❖ Non-negotiable ethical principles
- ❖ Moral imperatives

## We Believe that:

- ✓ ALL Children Can Learn:
  - When every student has highly effective teachers and schools have highly effective leaders
  - When they are ensured a safe and personalized learning environment
  - When we provide multiple pathways for them to access and demonstrate their learning
  - When families partner with educators
- ✓ South Kingstown Schools Will Be Great:
  - When all members of the educational community take responsibility for their own learning
  - When every decision is made with moral courage and integrity
  - When there are high expectations for all students
  - When all students are actively engaged in their own learning
- ✓ All Resources Will Support Student Learning:
  - When they are aligned to the district strategic plan
  - When financing is adequate, effective, and equitable to maximize both student and educator growth
  - When relevant, timely, and practical data systems drive continuous improvement

# Objectives

## The organization's desired results

### ❖ By 2012

- 89% of high school students will graduate with a Regents-approved high school diploma (currently at 87%)
- We will have closed the special education gap by approximately  $\frac{1}{4}$ .
- We will increase the number of students who achieve proficiency and proficiency with distinction in reading and math by 8 percentage points

### ❖ By 2015

- 92% of high school students will graduate with a Regents-approved high school diploma
- We will have closed the special education gap by  $\frac{1}{2}$
- We will increase the number of students who achieve proficiency and proficiency with distinction in reading and math by 15 percentage points

# Priorities and Strategies at a Glance

Accelerate All Schools Toward Greatness AS (Accelerate Schools)	
AS1 Ensure accelerated student achievement and close equity gaps	AS1.1 Improve early learning AS1.2 Close equity gaps AS1.3 Improve alternative HS options
AS2 Ensure Access to Rigorous Curriculum	AS2.1 Align curriculum to Common Core AS2.2 Monitor rigorous curriculum AS2.3 Success for students needing extra support
AS3 Implement New State Assessment	AS3.1 NECAP to PARCC transition AS3.2 Nat'l and Internat'l benchmarks
AS4 Local Assessments	AS4.1 PK-12 local assessments AS4.2 Graduation by portfolio

Ensure Educator Excellence EE (Educator Excellence)	
EE1 Human Resource Systems	EE1.1 RI Educator Evaluation EE1.2 Basic Education Plan

Engage Families and Community/Foster Safe and Supportive Environments FC (Family & Community)	
FC1 Access data on performance	FC1.1 User friendly data systems FC1.2 Engage the public in data
FC2 Use data to inform decisions	FC2.1 Data to increase instruction FC2.2 Support educators in using data
FC3 PBIS and Safe Schools	FC3.1 Full implementation of PBIS

Invest our Resources Wisely IR (Invest Resources)	
IR1 Adequate funding for college and career	IR1.1 Resources invested to increase student achievement
IR2 Ensure budgets maximize student achievement	IR2.1 Priorities and long term planning IR2.2 Identify and fund effective practice

## Accelerate ALL Schools Toward Greatness:

*GOAL: ALL Schools and Programs will be high-performing and provide multiple pathways for student success.*

### IMPACT STATEMENTS:

By 2012 every school and every program will demonstrate aggressive gains in student achievement as measured by state-determined growth targets.

By 2015 all students will be attending high-quality schools and programs.

By 2015 all schools will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked.

**Objective AS1: Ensure that all schools and programs are accelerating student achievement and closing achievement gaps.**

#### Objective Measures:

- ✓ By 2012 all schools will be in full compliance with the Basic Education Program and meet established performance targets
- ✓ By 2015 achievement gaps across all areas will be reduced by 50%
- ✓ By 2012 and 2015 student achievement in reading, mathematics and science will improve significantly at elementary, middle and high school levels
- ✓ By 2012 and 2015 high school graduation rates and post-secondary education areas will increase to 91%

Strategy AS1.1 Improve the quality and accessibility of early learning programs available for children from age three to kindergarten

- ✓ Investigate the potential to increase pre-school programs in the district
- ✓ Investigate the potential to partner with URI to increase pre-school programs in the district
- ✓ Investigate space, cost, revenue and capacity issues with an Early Learning Team

Strategy AS1.2 Ensure that all schools address student achievement gaps so that programs accelerate increases in student achievement

- ✓ All schools set targets aligned to district overall goals and performance measures
- ✓ All schools will participate in 2 or more data meetings per year where the principal will share data with the central office staff and demonstrate growth toward achievement goals
- ✓ All schools will conduct a yearly gap analysis and implement strategies for closing the gaps
- ✓ All schools will conduct quarterly assessment reviews to map progress toward student achievement goals and closing gaps



- ✓ All schools will conduct Dana Center Walk Throughs in order to chart progress in student achievement goals and closing gaps
- ✓ All schools will develop school improvement plans that are aligned to the district strategic plan

Strategy AS1.3 Improve the quality and quantity of high school alternative education options

- ✓ Investigate the potential to increase alternative high school options in the district (including virtual learning)
- ✓ Investigate the potential to partner with other districts and universities to increase alternative education programs for high school students (strategic partnerships)
- ✓ Investigate space, cost, revenue and capacity issues with an Alternative HS Team

**Objective AS2: Ensure that all students have access to a rigorous curriculum aligned to internationally benchmarked standards that are taught through multiple pathways**

Objective Measures:

- ✓ By 2012 all schools will have implemented a guaranteed and viable curriculum in reading writing, mathematics and science that can be easily accessed by the community
- ✓ By 2015 all schools will have at least two pathways for students to reach proficiency against internationally benchmarked standards

Strategy AS2.1 Ensure that all curriculum standards are aligned to the National Common Core Standards

- ✓ Participate in an alignment study with RIDE between the existing RI standards and the National Common Core Standards
- ✓ Revise the current curriculum in alignment with the National Common Core Standards
- ✓ Participate in the appropriate professional development to ensure that teachers and teacher leaders understand the revised content standards

Strategy AS2.2 Ensure the review, development, and monitoring systems for rigorous curricula in English Language Arts, Mathematics and Science

- ✓ Participate in piloting a RIDE curriculum audit tool to determine the level of support each school needs in order to have a rigorous curriculum in English Language Arts, Mathematics and Science
- ✓ Participate in training educational leaders to conduct a curriculum audit in each of the three content areas
- ✓ Participate in RIDE model curricula and units of study to share best practice instruction
- ✓ Train education leaders to monitor the fidelity of curriculum implementation within their schools and classrooms

Strategy AS2.3 Support the use of successful programs and structures in reading, writing and mathematics for students who need additional support

- ✓ Provide structure, support and accountability for intervention programs in reading, writing, and mathematics

- ✓ Ensure that all teachers have the knowledge and skills to provide interventions to ensure that all students reach high standards
- ✓ Ensure that all principals have the knowledge and skills to provide structures for RTI and frequent data meetings to ensure that all students are reaching high standards

**Objective AS3: Implement high quality state assessments aligned to internationally benchmarked standards**

Objective Measures:

- ✓ By 2012 all schools will have a state assessment system (PARCC) that is aligned to the National Common Core Standards
- ✓ By 2015 South Kingstown High School will ensure that students are able to reach proficiency against internationally benchmarked standards through multiple pathways

Strategy AS3.1 Ensure that all students participate in the NECAP and PARCC State Assessments

- ✓ Ensure 100% student participation in the NECAP and PARCC Assessments
- ✓ Participate in the appropriate professional development to ensure that teachers and teacher leaders understand the revised assessments

Strategy AS3.2 Connect South Kingstown High School (through RIDE) to nationally and internationally benchmarked assessments that are aligned to alternate pathways for students

- ✓ Participate in the Achieve Network for end-of-course assessments in Algebra I and Algebra II
- ✓ Participate in the RIDE pilot of at least one board examination in high school that supports students' pathways within and beyond high school
- ✓ Participate in the RIDE expansion of the use of technical skills assessments aligned to pathways in all career and technical programs

**Objective AS4: Implement high quality comprehensive local assessment and reporting systems based on internationally benchmarked standards**

Objective Measures:

- ✓ By 2012 all schools will have a local comprehensive PK-12 assessment system in reading, writing, mathematics and science that includes both formative, interim and summative assessments aligned to curriculum and internationally benchmarked standards
- ✓ By 2015 all schools will have grading and progress reporting systems aligned to internationally benchmarked standards in reading, writing, mathematics and science

Strategy AS4.1 Ensure that all students PK-12 participate in a comprehensive local assessment in reading, writing, mathematics and science that includes both formative and interim and summative assessments aligned to curriculum and internationally benchmarked standards

- ✓ Participate in the development of PK-12 local formative, interim and summative assessment
- ✓ Participate in the appropriate professional development to ensure that teachers and teacher leaders understand the local assessments

- ✓ Participate in the development of an online statewide instructional management system
- ✓ Support the improvement of educational leaders' ability to identify professional development needs based on the analysis of student achievement data (both formative and summative)

Strategy AS5.1 Ensure that South Kingstown High School participates fully in the graduation by proficiency assessments

- ✓ Participate in providing benchmarked student work (K-12) against key standards in reading, writing, mathematics and science
- ✓ Participate in professional development to support the implementation of effective assessment systems

## Ensure Educator Excellence:

*GOAL: ALL educators will be effective and committed to accelerating student performance.*

### IMPACT STATEMENTS:

By 2012 75% of educators in South Kingstown will be evaluated using a rigorous performance evaluation that includes student achievement data (The RI Educator Evaluation System)

By 2015 all students will be supported by educators who demonstrate effective performance.

**Objective EE1: Support all educators in their implementation and management of effective human resource systems that continuously improve student achievement and support performance-based compensation models.**

#### Objective Measures:

- ✓ By 2012 all schools will have an approved rigorous, performance-based evaluation system tied to measures of educator effectiveness and student achievement data that meets state standards
- ✓ By 2015 all schools will have generated two years of performance data for all educators and will be able to demonstrate data-driven decisions around hiring, assignment, advancement, evaluation and termination.

#### Strategy EE1.1 Implement RI Educator Evaluation System

- ✓ Create a district Educator Evaluation Team in partnership with NEASK
- ✓ Participate fully in the expectations of evaluation as established by RIDE

#### Strategy EE1.2 Fully implement the RI BEP (Basic Education Plan) with regard to seniority and personnel assignments

- ✓ Create a district Personnel Assignment Team in partnership with NEASK
- ✓ Participate fully in the expectations of BEP as established by RIDE

## **Engage Families and Community/Foster Safe and Supportive Environments**

*GOAL: ALL members of the educational community will feel safe, included and informed*

### IMPACT STATEMENTS:

By 2012 every member of the educational community will be able to access user-friendly data on student achievement and school and district performance

By 2015 all district decisions will demonstrate data-driven decisions that lead to student, classroom, school and district improvement.

By 2012 all schools will fully utilize PBIS (Positive Behavior Support) data and programs

By 2015 all students and staff will report a significant increase, as measured by SurveyWorks, in “feeling safe in school”

**Objective FC1: Improve the availability and accessibility of accurate data on student, teacher, school, and district performance.**

#### Objective Measures:

- ✓ By 2012 school and classroom data linking student achievement with teacher effectiveness in the form of easy-to-read reports through a web-based portal (provided by RIDE) will be available to the public
- ✓ By 2015 parents and the community will utilize available tools to view data on student achievement and school performance, as demonstrated by usage metrics and survey data (as provided by RIDE)

#### Strategy FC1.1 Participate with RIDE in providing access to user-friendly data

- ✓ Provide system requirements information to RIDE
- ✓ Participate in the data dashboard user group

#### Strategy FC1.2 Engage and educate the public about data that can be used to better understand and support student achievement

- ✓ Participate in a RIDE plan for public education, outreach, training and communication on the use of data
- ✓ Participate in RIDE training and support in the use of data
- ✓ Participate in the RIDE “train the trainer” model of professional development to improve the use of data in decision-making

**Objective FC2: Support the ability for educators to use relevant data to inform decisions for improving instructional practices and classroom outcomes**

Objective Measures:

- ✓ By 2012 educators and school leaders will demonstrate the consistent use of an instructional management system to link programs and services to student achievement data in order to provide more effective instruction and interventions for students
- ✓ By 2015 all schools will demonstrate continuous closure of gaps by disaggregated student population as measured against district established growth targets

Strategy FC2.1 Participate with RIDE in providing tools for educators to access data that will help improve instruction

- ✓ Upload local assessments and other school-level instructional data through the RIDE portal
- ✓ Participate in the state-supported instructional management tool
- ✓ Provide professional development for educators and parents in accessing the RIDE tool

Strategy FC2.2 Provide support to individual educators in using data to improve instruction

- ✓ Participate in the RIDE “community in practice” model that offers network supports to districts, schools, and individual educators to learn and share best practices as well as to collaboratively problem solve
- ✓ Participate in on-line toolkits to improve instruction

**Objective FC3: Support PBIS and ‘Safe schools’**

Objective Measures:

- ✓ By 2012 all schools will use PBIS data with fidelity
- ✓ By 2015 all educators will use PBIS data to inform school safety decisions

Strategy FC3.1 Full Implementation of PBIS

- ✓ Continue participation with RI College and the Sherlock Center in PBIS
- ✓ Continue to provide supports to schools in PBIS
- ✓ Continue to hold schools accountable for implementing PBIS student and school plans

## Invest our Resources Wisely:

*GOAL: South Kingstown budget will support this strategic plan*

### IMPACT STATEMENTS:

By 2012 all budget decisions will support this strategic plan

By 2015 the district will link expenditure and achievement data to drive the return on investments and to increase student achievement

### **Objective IR1: Ensure that all schools and programs are adequately and equitably funded to attain internationally benchmarked standards for college and career readiness**

#### Objective Measures:

- ✓ By 2012 South Kingstown will compare its per-pupil expenditure relative to the per-pupil expenditure of selected top performing districts
- ✓ By 2015 Adequate funding will be provided in order for South Kingstown to meet or exceed student achievement targets

Strategy IR1.1 Ensure that resources are invested appropriately and directed toward areas that will improve student achievement

- ✓ Inform and engage all stakeholders with regard to investing resources wisely
- ✓ Prioritize budget allocations that support the strategic plan
- ✓ Reallocate existing resources toward an increased investment in teaching and learning

### **Objective IR2: Ensure that district and school budgets are responsive and relevant so as to maximize student achievement**

#### Objective Measures:

- ✓ By 2012 South Kingstown will use UCOA (universal chart of accounts) for decision making that improves student achievement
- ✓ By 2015 South Kingstown will use Ride's Regents-approved budget model (such as zero based budgeting) to maximize resources

Strategy IR2.1 Ensure that our budget is standardized so that we are annually investing in student achievement priorities that incorporate long-range planning

- ✓ Work with RIDE to develop a Regents-approved budget model that incorporates cost effectiveness standards
- ✓ Inform and educate all constituents on the benefits of the approved budget model and best practices for long-range planning, budget development, and budget administration for the greatest educational return

Strategy IR2.2 Identify effective practices in linking investments to student achievement

- ✓ Compare statewide spending patterns with student achievement results by selected programs and sub-populations
- ✓ Identify correlations between investments and increases in student achievement
- ✓ Collaborate with RIDE, professional associations and the business community to promote the implementation of effective practices



## Overall District Goals and Performance Measures

Rhode Island has established ambitious targets for student post-secondary outcomes, academic achievement, and closure of the achievement gap. To meet our statewide goals each district must establish its own goals for student achievement by the year 2015. These goals should be ambitious but attainable, and they should contribute to our mutual effort to accelerate student achievement and reduce achievement gaps. Like the state, each district must also establish annual milestones, or performance measures, in order to monitor progress, be held accountable, and recognize success as we advance toward our goals. In this section, review your baseline data in the shaded columns (2009) and identify your district's improvement targets for the four years of Race to the Top.

District Goals and Performance Measures	2009	2010	2011	2012	2013	2014
<b>Students entering the fourth grade will be proficient in reading on NECAP</b>	81%	-	83	85	88	90
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	34	-	30	25	21	17
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	56	-	52	44	36	28
<b>Students entering the fourth grade will be proficient in mathematics on NECAP</b>	80%	-	82	85	88	90
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	-	26	23	19	16
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	55	-	50	42	36	28
<b>Students entering the eighth grade will be proficient in reading on NECAP</b>	89%	-	90	91	92	93
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	22	-	19	16	13	11
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	54	-	50	42	36	27
<b>Students entering the eighth grade will be proficient in mathematics on NECAP</b>	81%	-	82	83	84	85
<i>-The gap between white and black students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between white and Hispanic students will be cut in half</i>	---	-	-	-	-	-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	23	-	20	18	15	12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	45	-	40	35	30	23
<b>85% of students who first entered 9th grade 4 years prior will graduate from high school</b>	87%	-	88	89	90	91
<b>77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma</b>	78%	-	79	80	81	82
<b>90% of students who enroll in an institution of higher education will complete at least one year's worth of credit within two years of enrollment in the IHE</b>	86%	-	87	88	89	90
--- = Gaps are not displayed where the number of students tested in either of the subgroups being compared is less than 10. NA = No performance measures are available for this item due to the grade configuration or due to the opening date of this LEA.						

## Statewide Performance Measures

To hold ourselves accountable, we have established annual milestones, or performance measures, to ensure that we are making progress toward reaching each of our goals.

Rhode Island Goals and Performance Measures	2009	2010	2011	2012	2013	2014
<b>Students entering the fourth grade will be proficient in reading on NECAP</b>	67%	70%	75%	81%	86%	90%
<i>-The gap between white and black students will be cut in half</i>	27	26	24	20	16	13.5
<i>-The gap between white and Hispanic students will be cut in half</i>	28	26	23	19	16	14
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	27	24	20	17	14.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	50	47	42	35	29	25
<b>Students entering the fourth grade will be proficient in mathematics on NECAP</b>	62%	65%	70%	77%	84%	90%
<i>-The gap between white and black students will be cut in half</i>	32	30	27	23	19	16
<i>-The gap between white and Hispanic students will be cut in half</i>	32	30	27	23	19	16
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	30	28	25	21	18	15
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	44	41	36	30	25	22
<b>Students entering the eighth grade will be proficient in reading on NECAP</b>	70%	73%	77%	82%	87%	90%
<i>-The gap between white and black students will be cut in half</i>	28	26	23	19	16	14
<i>-The gap between white and Hispanic students will be cut in half</i>	31	29	26	22	18	15.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	29	27	24	20	17	14.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	50	47	42	35	29	25
<b>Students entering the eighth grade will be proficient in mathematics on NECAP</b>	54%	57%	61%	66%	71%	75%
<i>-The gap between white and black students will be cut in half</i>	34	32	29	24	20	17
<i>-The gap between white and Hispanic students will be cut in half</i>	33	31	28	23	19	16.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	33	31	28	23	19	16.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	47	44	39	33	28	23.5
<b>85% of students who first entered 9th grade 4 years prior will graduate from high school</b>	75%	76%	77%	80%	83%	85%
<b>77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma</b>	71%	72%	73%	75%	76%	77%
<b>90% of students who enroll in an institution of higher education will complete at least one year's worth of credit within two years of enrollment in the IHE</b>	81%	82%	83%	85%	88%	90%