

**DISTRICT STRATEGIC PLAN  
2007-2010**

**Johnston Public Schools  
10 Memorial Avenue  
Johnston, RI 02919-3222  
401-233-1900**

## MISSION STATEMENT

The Mission of the Johnston Public Schools, in partnership with the school community\*, is to provide students the education to become responsible citizens of a global society by offering rigorous and dynamic programs, which challenge all students to achieve high standards, become life-long learners, and lead self-fulfilling productive lives.

*\* We believe the school community consists of: students, parents, school personnel, businesses, governmental and public service agencies, and residents.*

**District Objective # 1:**

Students will be able to analyze and interpret information in a wide variety of disciplines (English Language Arts, Math, Science, Arts, and Social Studies)

**RIDE Strategies:** Leading the Focus on Learning and Achievement

Guiding the Selection and Implementation of Curriculum, Assessment and Instruction.

**Objective # 1 Result:**

We will increase English Language Arts and Math NECAP scores by 3% toward student proficiency in all targeted areas (Reading, Writing and Math).

**Changes in student learning behaviors:** What things will the students need to reach the identified result?

- Analyze information
- Make connections
- Clear expectations
- Academic Rigor
- Test Taking Skills
- Application of Rubrics
- Use available technology
- Research Skills and Strategies
- Rubrics that Assess Analysis and Interpretation

**Changing Instruction:** What will the teachers need to do to ensure all students are able to do the things they need to achieve the identified result?

- Align instructions with *Grade Span Expectations* and *Grade Level Expectations* in Reading, Writing, Math, and Science
- "Teacher as facilitator"
- Reciprocal Teaching
- Differentiate instruction
- Utilize *Common Rubrics*
- Teach researched based skills and strategies
- Utilize supplemental reading programs for specialized population
- Utilize information from analysis of student work to inform instruction

**Objective # 1 Action:**

Actions that will be taken by the district to support student learning and classroom instruction.

<b>Actions:</b>	<b>Local Leadership Support</b>	<b>Funding Source</b>	<b>Time Frame</b>	<b>How well was this result achieved? B-beginning; D-developing; A-achieved (as of 4/08)</b>
Professional Development for teachers that focus on inquiry based instruction	Professional Development Institute	Article 31 Local Revenue	7/07-6/10	<b>B</b>
Convene Grade Level Teacher meetings for curriculum strategies	Assistant Supt, Lead coaches, Union Leadership	CRP and Local	7/07-6/10	<b>D</b>
Schedule Curriculum Committee Meetings to: <ul style="list-style-type: none"><li>• Monitor curricula implementation</li><li>• Develop common assessments and rubrics</li><li>• Align Social Studies curriculum with GLE/GSEs</li></ul>	Assistant Supt, Lead coaches, administrators and teachers	Local	10/07-6/10	<b>D</b>
Align all district assessments with Grade Level Expectations and Grade Span Expectations	Assistant Supt, Lead coaches, administrators and teachers	Local	7/07-6/10	<b>D</b>
Pilot supplemental reading programs and pilot programs in writing that utilize research based strategies	Assistant Supt, Lead coaches, administrators and teachers	Local	9/08-6/10	<b>B</b>

**Objective # 1 Monitoring and Evaluation:**

Evidence about **learning, teaching, and support** that will be provided to determine effectiveness of these actions.

<b>Evidence:</b> ( <i>i.e.</i> , specify test data, surveys, documents)	<b>Anticipated Review Date(s)</b>
<b>Learning</b>	
Student decisions on portfolios entries (Entry slip)	End of each grading period
Student input on Individual Learning Plans at the secondary level	September 2008 January 2009
Student utilization of Common Analysis and Interpretation Rubrics	End of each grading period
<b>Teaching</b>	
Teacher utilizes Common Analysis and Interpretation Rubrics during instruction	June 2009
Looking at student work to assess Analysis and Interpretation	June 2009
<b>Support</b>	
Assistant Superintendent collects data listed above	Ongoing
Dedication of Article 31 funds for looking at student	July 2008
Development of Common Elementary and Secondary Rubrics that include elements that assess Problem Solving; Analysis & Interpretation	June 2009

**District Objective # 2:**

Utilize data to inform teaching and learning decisions.

**RIDE Strategy:** Using Information for Planning and Accountability

<p><b>Changes in student learning behaviors:</b> What things will the students need to reach the identified result?</p>	<p><b>Changing Instruction:</b> What will the teachers need to do to ensure all students are able to do the things they need to achieve the identified result?</p>
<ul style="list-style-type: none"> <li>▪ Clear Expectations</li> <li>▪ Common Rubrics</li> <li>▪ Opportunities to reflect on learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use data to inform instruction</li> <li>▪ Opportunities for looking at student work</li> </ul>

**Objective # 2 Action:**

Actions that will be taken by the district to support student learning and classroom instruction.

<p><b>Actions:</b></p>	<p><b>Local Leadership Support</b></p>	<p><b>Funding Source</b></p>	<p><b>Time Frame</b></p>	<p><b>How well was this result achieved? B-beginning; D-developing; A-achieved (as of 4/08)</b></p>
<p>Utilize technology to organize and report district data in a user friendly format e.g. common assessments and student demographic data</p>	<p>Information Technology, Business Manager, Administrators</p>	<p>Local</p>	<p>7/07-6/11</p>	<p>D</p>
<p>Identify and select appropriate data to evaluate programs</p>	<p>School Personnel</p>	<p>Local</p>	<p>9/07-6/10</p>	<p>B</p>
<p>Maintain records of decisions determined by data</p>	<p>School Personnel</p>	<p>Local</p>	<p>9/07-6/10</p>	<p>D</p>

**Objective # 2 Monitoring and Evaluation:**

Evidence about **learning, teaching, and support** that will be provided to determine effectiveness of these actions.

<b>Evidence:</b> (e.g., specify test data, surveys, documents)	<b>Anticipated Review Date(s)</b>
<b>Learning</b>	
Student Portfolio Reflections	January / May Semi-annually
<b>Teaching</b>	
Schedules of "looking at student work" events	January / May Semi-annually
<b>Support</b>	
Faculty meetings set aside for review of data	January / May Semi-annually
School Report Nights	Annually
Assistant Superintendent maintains district data	Annually

**District Objective # 3:**

Develop policies and procedures to create a positive learning environment for the school community.

**RIDE Strategies:** Leading the Focus on Learning and Achievement

Recruiting, Supporting, and Retaining Highly Qualified Staff

Ensuring Safe and Supportive Environments for Students

**Objective # 3 Result:**

Increase positive variables (*i.e.*, graduation rate, attendance, parent involvement) and decrease negative variables (*i.e.*, drop out, suspension, retention) by 3%.

**Changes in student learning behaviors:** What things will the students need to reach the identified result?

- Come to school every day prepared to learn
- Complete the graduation by proficiency requirements by the end of their senior year
- Be aware of and have access to all district and school policies and procedures

**Changing Instruction:** What will the teachers need to do to ensure all students are able to do the things they need to achieve the identified result?

- Be aware of and enforce all district policies and procedures
- Select and identify appropriate programs and instructional practices to meet the needs of all students to support a positive learning environment

**Objective # 3 Action:**

Actions that will be taken by the district to support student learning and classroom instruction.

<b>Actions:</b>	<b>Local Leadership Support</b>	<b>Funding Source</b>	<b>Time Frame</b>	<b>How well was this result achieved? B-beginning; D-developing; A-achieved (as of 4/08)</b>
Develop a profile of students who are dropping out for early identification of potential drop outs	High School Administrators		7/07-12/08	D
Organize and update all district-wide policies to support teaching and learning	Assistant Superintendent, Director of Facilities, School Committee Member	Local	6/07-6/09	D
Develop supplemental programs to accommodate the academic, emotional, behavioral, and social needs of all students e.g. establish partnerships and investigate grant opportunities for supplementary programs.	Superintendent, Special Education Director, Assistant Superintendent, Administrators, Support Staff, Teachers	Local, State and Federal	9/07-6/10	D
Provide professional development to address academic behavioral and social development of all students	Professional Development Institute	Local, State and Federal	9/07-6/10	D
Re-establish Parent Advisory Council to examine and recommend best practices for increasing parent involvement	Superintendent		9/08 – 6/09	New
Identify Model Classrooms that exemplify best practices in core academic areas for demonstration and teaching purposes	Superintendent A.Superintendent Union Leadership	CRP Local	9/08-6/10	New

**Objective # 3 Monitoring and Evaluation:**

Evidence about **learning, teaching, and support** that will be provided to determine effectiveness of these actions.

<b>Evidence:</b> (e.g., specify test data, surveys, documents)	<b>Anticipated Review Date(s)</b>
<b>Learning</b>	
Number of students who have successfully completed a graduation portfolio	May
Increase attendance rate	January / May
Increase graduation rate	May
Decrease suspension rate	January /May
<b>Teaching</b>	
Conduct learning walks to monitor student engagement	
Number of students reaching proficiency or making progress based on New England Common Assessment Program results	March
<b>Support</b>	
A profile of students who drop out	January 2009
Updated district-wide policy and procedure manual	March 2009
Attendance data; suspension data; graduation data	March
District policies posted on website	March 2009



