

Tiverton Public Schools 2009 – 2012 Strategic Plan



March 26, 2009

Tiverton Public Schools

Assurances

RI General Law Chapter 16-7.1, The Rhode Island Student Investment Initiative, requires that every school district...shall develop a district strategic plan [which shall]:

- be based on high academic standards for student performance consistent with the Statewide standards and benchmarks;
- be the product of a shared community wide process which defines a vision of what students should know and be able to do;
- address the needs of each school in the district;
- encourage the development of school-based improvement planning and implementation;
- include a process of mentoring of new teachers;
- be designed to improve student achievement with emphasis on closing the performance gaps...correlated with poverty, gender, language background, and disability;
- include establishment of student intervention teams to address the instructional needs of diverse learners;
- include high standards for student behavior;
- be consistent with Rhode Island's Comprehensive Education Strategy;
- include strategies to improve the performance of students in mathematics, reading and writing;
- describe a scientific research based...reading instruction to improve the reading skills of all students in the early grades [K-3]...aligned with the Regents reading policy;
- develop, implement and evaluate a Personal Literacy Program for each student [K-3] who is performing below grade level;
- indicate the manner in which self-studies will be completed at the school level;
- indicate the method in which school administrators and staff shall achieve and maintain an orderly educational environment;
- include assurances that the district has adopted a plan to ensure continued education of students who are removed from the classroom

because of a suspension of more than ten (10) days or who are chronically truant; and

- include strategies to decrease obesity and improve the health and wellness of students and employees through nutrition, physical activity, health education and physical education.

Note: Districts that fall short of performance goals outlined in their strategic plans may be identified for support and intervention.

In addition, the RI Regents Regulations for High Schools, adopted January 9, 2003 require that district strategic plans:

- include strategies and a two year timeline for creating more personalized learning environments for high school students;
- include specific information about the methods and means by which students who are reading below grade level will attain at least grade-level abilities;
- describe how high schools will incorporate applied learning for all students through classroom, work-related and/or community service experiences; and
- address strategies for responding to, recording, and planning for each individual student's social/emotional, academic, and career needs beginning [by] grade five.

Tiverton School Department has approved and adopted this strategic plan and agrees to develop, implement, and monitor the above assurances within this district strategic plan and its individual school improvement plans.

Signatures of Agreement:

William Rearick, Superintendent

Date

Tiverton School Committee Chairperson

Date

Tiverton School Department Strategic Planning Team Members

March 25 & 26, 2009

Pamela Levakis	Elementary Parent
Deborah Pallasch	TMS Parent
Susan Raposa	THS Parent
Linda Larson	TMS Parent
Lisa Dion	TMS Reading Specialist
Sheree Alves	Pocasset, Grade 1 Teacher
Theresa Roy	TMS Math Teacher
Elizabeth Farley	THS Guidance
Trish Martins Education	Newport County Regional Special
William Rearick	Superintendent
Dianne Sanna	Curriculum Director; Internal Facilitator
Patricia Aull	TMS Principal
Steve Fezette	THS Principal
Fran Blaess	Pocasset Principal

Danielle Coulter	School Committee
Sally Black	School Committee
Jan Bergandy	School Committee
Amy Mullen	NEA Union President
Ellie Byrne	Council 94 Union President
Peter Forrest	Community Representative
Frank Raposa	Community Representative
Jennifer Rashleigh	Community Representative
Cynthia Costa	Community Representative
David Nelson	Community Representative
Michael Burk	Community Representative
Joanne Arruda	Town Council
Al Notarianni	Technology Director
Rick Richards	Rhode Island Department of Education
Mary Canole	External Facilitator

BELIEFS

Definition: A statement of the organization's fundamental convictions, its values, its character.

Tiverton School Department believes that:

- All students have the ability to learn and should be provided the opportunity to achieve their individual potential;
- All students have unique talents, strengths, and diverse learning needs and possess infinite potential to learn;
- All students should have equal opportunity and access to the highest quality of instruction;
- All students can be taught the tools to lead them toward self-sufficiency;
- Quality teaching and leadership must be promoted, recognized, and commended;
- Family engagement in education leads to increased student success;
- Supporting quality public education is the key responsibility of every community; and
- Quality public education produces a talented work force, hence fostering economic development.

MISSION

- **Purpose: to focus all the organization's attention and to concentrate all its energies on one common purpose**
- **One sentence**
- **Clear and concise expression of the organization's purpose (what) and function (how)**
- **The mission tests the plan; the plan tests the mission**
- **Should be known by every person in the organization**

Tiverton School Department's Mission Statement

The Tiverton School Department is committed to providing a learning environment that promotes the unique talents and abilities of all students, ensures high quality instruction, and actively engages families and the community. Our dedication to excellence is integral as we challenge, guide and support all students in their development to becoming self-sufficient and contributing citizens of our local and global communities.

VISION

"An effective vision statement articulates a vivid picture of the organization's future that is so compelling that a school's members will be motivated to work together to make it a reality." Richard Dufour and Robert Eaker

Tiverton School Department's Vision Statement

"Excellence in Education"

Tiverton schools are learning communities whose members support each other to implement the most effective and current educational practices.

Students thrive in a safe, supportive learning environment where they have full access to instruction that is rigorous and relevant to their interests and needs.

Through strong partnerships with families and community members, students are well prepared to be contributing citizens.

The components of this vision create "Excellence in Education".

OBJECTIVES

- **Statement of the organization's commitment to achieve specific and measurable end results**
- **Spring from and define the mission in specificity of detail**
- **A direct and positive response to internal or external analysis**
- **Transforms the mission into results**
- **Based on outcomes, not means**
- **Must be achievable/possible**

STRATEGIES

- **Most important part of the strategic plan**
- **Tells how the organization will accomplish the objective, therefore realizing the mission**
- **Must be conceptualized and stated in rather broad terms**
- **A bold commitment to deploy the organization's resources toward the stated strategies**

Tiverton School Department's Objectives and Strategies

1. Improve each student's achievement in all areas of study as measured by a variety of state and local performance assessments.

- Provide necessary supports to ensure equitable access to learning.
- Provide multiple pathways to learning.
- Align instruction in each area to RI GLE's/GSE's/AAGSE's.
- Use data to inform instructional decisions.
- Provide ongoing professional development on school reform and research based practices for all staff.

2. Recruit, support and retain staff that acquire and apply the professional knowledge and behaviors to effectively promote and implement the mission of Tiverton School Department.

- Develop and implement policies and practices to recruit, interview, hire, mentor, and retain high quality staff.
- Provide high quality job-embedded professional development to support all staff members throughout their district career.
- Develop and implement an effective staff evaluation program with annual goals connected to teacher, student, and school needs.

3. Tiverton School Department will increase the community's sense of ownership in our school system.

- Develop a Community Use of Schools Facilities Program in collaboration with the municipality.
- Develop a range of outreach strategies which bring schools into the community.

- Strengthen and promote the Community Service Program.
- Develop strategies which bring the expertise of the community into the school system to enhance student achievement.

4. Tiverton School Department will maintain and enhance technology and facility infrastructure to ensure an efficient, safe, and inviting atmosphere for learning.

- Conduct a facilities analysis of the middle school and high school.
- Develop and implement a district facilities/maintenance plan.
- Develop a capitol plan that indentifies alternative funding sources to support the implementation of the facilities plan.
- Develop and implement a district technology plan.

APPENDIX

Planning Session Notes

Environmental Scan – S.W.O.T. Analysis

External Analysis

- Examination of forces over which an organization has no control
- Demographic, economic, educational, political, social, and technological trends

External Trends

Demographic

- Aging population
- Transient population
- Increase of ESL students
- Increase of minority populations
- Family composition changing
- Both parents working
- Increase of economically disadvantaged

Social

- Greater participation of children with diverse need
- Underinsured and uninsured children and families
- Loss of sense of community
- Becoming more isolated; social fragmentation
- Increase in recreation facilities
- Increase of screen time
- Tolerance for individual life styles – polarization
- Lack of parenting; over parenting
- Increase in grand parenting replacing parenting
- Increase in sex, drugs, and violence
- Instant gratification
- Pressure on schools to do it all
- Increase in gang activity
- Lack of responsibility and respect
- Focus on self vs. community

Economic

- Mortgage crisis
- Homelessness
- Unemployment and underemployment
- Lack of state and federal support for social programs
- Increased anxiety
- Growing disparities in income
- Families are reluctant to ask for help with costs
- Mistrust of our economic system

Educational

- Lack of funding responsibilities
- Lack of funding formula
- Increased expectations
- Mandates
- Increased use of technology
- Prepares all kids for college
- Elimination of business track
- Increase in diverse needs and participation
- Accountability and transparency
- Public wants more from their schools
- Regionalization of school districts
- Educational funding ponzi scheme
- Increased class sizes; closing of schools

Political

- Education is becoming more top down
- One party control
- Resistance of tax payers
- Strong union lobby
- Attack on unions
- Increased polarization
- Increased responsibilities on the local level
- Lack of clear expectations
- Lack of a clear vision
- Increased attention to charter schools/private schools

Technological

- Need more
- Change in methods of communication
- Newspapers are going out of business

- Students get information immediately and from different sources
- Less face-to-face social interaction
- Mobile and unrestricted communication
- Broadens kids horizons
- On-line classes with kids throughout the country and the world
- Kids maintain interactions through technology

STRENGTHS

Definition: Characteristics which contribute to the ability of the organization to achieve its mission.

Importance to Planning: Strengths are those present attributes that will be most effective in achieving the mission. Organizations that achieve excellence do so by capitalizing on their strengths, that is, doing what they do best.

Strengths:

- Caring and supportive faculty
- Strong student/teacher relationship
- Strong community support
- Focus on growth/improvement
- Comprehensive high school extra-curricular activities
- Safe and healthy learn environments
- Three new elementary schools and high school renovations
- Most students feel valued
- Senior project
- Cost effective use of existing resources
- Some business track courses
- Advanced Placement (AP) courses

- Parental involvement
- Improved communication (external and internal)
- Peer Helping Network (PHS) and Tiverton Prevention Coalition
- Health and Wellness Committee
- Strong school spirit – kids collegiality
- Availability of groups, clubs and extra curricular activities
- Qualified teachers
- Well-defined expectation and policies
- Developing curriculum to reflect latest resources/technology

WEAKNESSES

Definition: Characteristics that limit the ability of the organization to achieve its mission.

Importance in Planning: The weaknesses are those inadequacies that must be overcome if the organization is to accomplish its mission.

Weaknesses:

- Lack of professional development
- Limited time to evaluate area of program functions
- Lack of hiring protocol
- Connections to local colleges
- Lack of connection to career awareness and the real world
- Lack of capacity for developing instructional leadership
- Limited ability to address specific staffing needs
- Lack of a fully developed program for collaboration between elementaries, middle school, and high school transition (policy)
- No K-12 structure to address social/emotional learning

OPPORTUNITIES

In achieving our preferred future we may have the opportunity to:

- Collaborate with the Department of Labor and Training Youth Centers
- On-line classes
- Some strong parent/community support to build afterschool opportunities
- Use community professionals to help learn to better use new technology (i.e. new elementary schools)
- Use community members to help students learn about and prepare for careers
- Enhance and expand community service program to help community
- Expand afterschool program through alternative funding to all grades
- Use advisory time for focused, goal oriented activities (i.e. careers)
- Dedicated, highly qualified teachers and administrators
- Engage local universities/colleges to add value/prepare for post secondary education – hands on engagement with students, planning

- Waytogoori.org (K-12 career/higher ed planning tool)
- Engaging businesses/nonprofits/arts, etc. organizations to enrich students (engineering) learning experiences
- New elementary schools
- Enhance current academic opportunities (advanced classes at the middle school and AP classes); make more available to all kids; use technology to help achieve
- Ease school/grade transitions through increased communication with students and families
- Phenomenal music program
- Social supports – use state funded resources
- Open space in town

THREATS

In achieving our preferred future we may be challenged by the following internal threats:

- Lack of extra-curricular opportunities
- Cuts in curriculum; BEP is hindering career explorations
- Lack of funding for support programs
- Perception that elimination of study periods hinders time for involvement beyond the academics

In achieving our preferred future we may be challenged by the following external threats:

- Isolation promotes social ignorance
- Special interest(s) groups
- Gangs
- Drugs
- Decisions to have students attend school elsewhere

- Perception that there is a lack of community support and involvement