

# **EAST PROVIDENCE SCHOOL DEPARTMENT**

## **Strategic Plan**

**2010 - 2015**

**80 Burnside Avenue  
East Providence, Rhode Island 02915-3295  
(401) 433-6200**

## **TABLE OF CONTENTS**

	<b><u>Page</u></b>
East Providence School Department Directory	3
Strategic Planning Committee	4
Mission Statement	5
Belief Statements	6
District Objectives	7
Parameters	8
Action Plans for 2010 – 2015:	
Objective #1	9
Objective #2	13
Objective #3	17
Objective #4	21

## **EAST PROVIDENCE SCHOOL DEPARTMENT**

### **School Committee**

M. Anthony Carcieri	Chair
Mr. Steven Santos	Vice Chair
Mrs. Shannon Barbosa	Clerk
Mr. Robert Faria	Member
Mrs. Luisa Abetacola	Member

### **Superintendent's Office**

Mario F. Cirillo, Jr., Ed.D.	Superintendent
Ms. Patricia Iannelli	Administrative Assistant

### **Central Office Staff**

Ms. Kelly Ahrens	Director – Information Technology
Mr. Lonnie Barham	Chief Operating Officer
Dr. Caroline Caswell	Assistant Superintendent
Mr. Edward Daft	Assistant Superintendent
Mr. Steve Fratiello	Controller
Mr. Ray Linneman	Director – Transportation & Performance Auditing
Ms. Maria Mansella	Supervisor – English Language Learners Programs
Ms. Beth Salzillo	Curriculum Coordinator
Mr. Joseph Tavares	Facilities Manager
Ms. Cheryl Ursillo	Acting Director – Pupil Personnel Services
Ms. Patricia Whalen	Manager – Human Resources & Benefits

### **Site-Based Administrators**

Ms. Janet Sheehan	Principal, East Providence High School
Mrs. Karen Mellen	Director, Career Technical Center

Mr. Glenn Piros	Principal, Martin Middle School
Mrs. Sandra Forand	Principal, Riverside Middle School
Mrs. Lloydanne E. Leddy	Principal, Myron J. Francis School
Mrs. Fatima Avila	Principal, Kent Heights School
Mr. David Britto	Principal, Hennessey School
Ms. Jane Sylvia	Supervisor, Meadowcrest School
Mrs. Patricia Barlow	Principal, James R. D. Oldham School
Ms. Cheryl Gibbs	Principal, Orlo Avenue School
Mrs. Nancy Cullion	Principal, Silver Spring School
Mrs. Patricia Barlow	Principal, Waddington School
Dr. Nadine Lima	Principal, Whiteknact School

**STRATEGIC PLANNING COMMITTEE**

Mrs. Kelly Ahrens	Director of Technology
Mrs. Fatima Avila	KH Principal
Mrs. Roberta Brady	Teacher
Dr. Caroline Caswell	Assistant Superintendent
Dr. Mario Cirillo	Superintendent
Mr. George “Bob” Currier	ELA Department Head
Mr. Edward Daft	Assistant Superintendent
Mrs. Erin Gilliat	Community Member
Mr. Glenn Piros	MMS Principal
Ms. Jennifer Roy	EPHS Assistant Principal
Mrs. Caroline Sadowski	Parent
Mrs. Beth Salzillo	Curriculum Coordinator

## **MISSION STATEMENT**

The East Providence School Department, in partnership with families and the community, is committed to provide a comprehensive, inclusive program of academic excellence in a safe, nurturing environment, preparing all students to become responsible, life-long learners, able to meet the challenges of the 21<sup>st</sup> century.

## **BELIEF STATEMENTS**

*With these beliefs as the foundation, we will create “A Culture of Achievement” throughout the school district. We believe that...*

- 1 Each individual has worth and value.*
- 2 Each individual is accountable for his/her actions.*
- 3 Each individual has the right to a safe, nurturing environment.*
- 4 Each individual has the right to access the resources necessary to achieve his/her potential.*
- 5 Respect for the uniqueness of each individual strengthens the community.*
- 6 Each individual has a responsibility to foster the well being of the community.*
- 7 The family is the primary influence in the development of the individual.*
- 8 The community has a responsibility to foster the well being of the individual.*
- 9 Striving for excellence has a positive impact on society.*

## **DISTRICT OBJECTIVES**

1. By 2014, all subgroups of elementary, middle, and high school students will achieve proficiency in English/Language Arts on the New England Common Assessment Program (NECAP).
2. By 2014, all subgroups of elementary, middle, and high school students will achieve proficiency in mathematics on the New England Common Assessment Program (NECAP).
3. By 2014, all subgroups of elementary, middle, and high school students will achieve proficiency in science on the New England Common Assessment Program (NECAP).
4. By 2015, all students will demonstrate proficiency in each of the content areas, the arts, and technology through Applied Learning demonstrating college and career readiness.

## **PARAMETERS**

- 1. We will not pursue programs that do not align with our Strategic Plan*
- 2. We will not allow individuals to deviate from our Strategic Plan*
- 3. We will not allocate resources that do not support our Strategic Plan*

# East Providence School Department Strategic Action Plan 2010-2015

**Objective 1: By 2014, all subgroups of elementary, middle, and high school students will achieve proficiency in English/Language Arts.**

## 1. Connection of Action Plan to District Strategies

Action Plan Number	Completion Date	Action Plan Result	Strategy(ies) Addressed by Action Plan
Objective 1	Spring 2011 Spring 2012 Spring 2013 Spring 2014	Elem. 88.1%; Middle 83.9%; High 81.2% prof. Elem. 92.1%; Middle 89.2%; High 87.4% prof. Elem. 96.1%; Middle 94.5%, High 93.6% prof. Elementary, Middle, and High 100% proficient	A: Leading the Focus on Learning and Achievement B: Ensuring Equity and Adequacy of Fiscal and Human Resources C: Guiding the Selection and Implementation of Curriculum/ Instruction/Assessment D: Recruiting, Supporting, and Retaining Highly Qualified Staff E: Using Information for Planning and Accountability F: Engaging Families and Community G: Ensuring Safe and Supportive Environments for Students

## 2. Action Plan Steps

Action Step for Strategy Indicator	Specific Steps to Reach Results <i>In order to increase implementation by one level, we will . . .</i>	People (or Parties) Responsible for Step
A.1	Foster a Culture of Achievement throughout the district	All stakeholders
A.2	Ensure consistency of instruction within and between schools by creating environments for sharing effective instructional practices	Teachers, Department Heads, Department Coordinators, Principals, Director of Special Education

A.3	Align School Improvement Plans (format and objectives) with the District Strategic Plan	School Improvement Teams, Assistant Superintendent
A.4	Consistently implement Personal Literacy Plans (K-12) for all students below grade reading level	Teachers, Principals, Curriculum Coordinator
A.5	Establish a curriculum team which focuses on professional development, instruction, and assessment	Assistant Superintendent of Curriculum
A.6	Increase inclusion opportunities for all students (e.g., special education and ELL) to ensure equity and access	Principals
B.1	Assess needs of each school and prioritize schools with highest need	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, Principals, SIT
B.2	Based on the needs assessment, develop short and long term budgets to support teaching and learning	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, Principals
B.3	Allocate resources to address student performance gaps	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, and Principals
B.3	Solicit and advocate for financial support to ensure district success	Local and state government officials
B.4	Literacy Coaches will be established at the elementary and middle levels to support learning and teaching	Curriculum Office
B.5	Secure grant funding to support literacy instruction.	All Staff
B.6	Provide equipment/software to enhance literacy learning and teaching at all levels in all schools	Technology Team
C.1	Write K-12 curriculum articulation for ELA in 2011-2012	Curriculum Office, Teachers
C.2	Provide instruction and common assessments aligned to GLEs/GSEs	School Administrators, Literacy Coaches, Teachers
C.3	Hold monthly Reading Specialist Meetings	Curriculum Coordinator
C.4	Hold quarterly district Literacy leadership team meetings	Curriculum Office
C.5	Post curriculum revisions/updates on the school department website	Tech Team
C.6	Disseminate and post ELA proficiency graduation criteria to all staff and students	Secondary Principals, Guidance Counselors, and Advisors
D.1	Utilize School Spring to select from a wide pool of applicants to hire the best teachers and staff possible	HR Staff
D.2	Provide quality professional development in technology integration to stimulate and motivate our	Curriculum Office, Tech Team

	teaching force	
D.3	Provide professional development opportunities for teachers to align GLE/GSE's with the current English/ Language Arts (ELA) curriculum	Assistant Superintendent, Administrators, and Teachers
D.4	Offer high quality professional development in effective ELA instruction at all levels	Assistant Superintendent, Principals, Literacy and Reading Specialists, ELA Leadership
D.5	Training for teachers in the areas of RtI, PBIS, Collaborative teaching, IEP accommodations, TEAM, 504 Plans, PLP, ILP, and ELL to improve ELA instruction	Special Educators, Administration, Reading specialists, Guidance personnel, ELL personnel, RIDE, and Brown Alliance
D.6	Implement a teacher mentoring program to retain a quality teaching force to support literacy	Mentor Coordinators, Mentors
D.7	Develop pay incentives to retain quality educators	Central Office Staff, School Committee, Teachers Union
D.8	Provide time for teachers to collaborate by grade and/or subject	Principal
E.1	Develop and implement a process to access longitudinal student assessment data	Central Office Personnel, Principals
E.2	Develop a culture of data analyses at all levels in all schools to drive instructional practices	All Staff
E.3	Review school and student assessment results to determine gaps to guide professional development offerings	School Improvement Teams, Teachers, Administrators
E.4	Form a committee to research and develop an appropriate teacher performance evaluation instrument that includes more emphasis on RI Professional teaching standards and differentiated instruction	Superintendent, EPEA Leadership, School Administrators
E.5	Provide feedback to teachers from formal observations annually, at minimum	School Administrators
F.1	Rewrite the Family Involvement Policy including all stakeholders	Curriculum Office, PAC, LAC
F.2	Provide information to families on how to help their child with literacy	Curriculum Office, Principals, Teachers
F.3	Maintain relationships with local libraries for students to obtain library card to encourage lifelong readers	Principals, Teachers, Reading Specialists, Librarians
G.1	Implement student learning support programs, (e.g. Health and Wellness Program, and breakfast program), and develop new policies that target tobacco use by middle school students	District Nurse Coordinator, School Nurse Teachers, Guidance Counselors
G.2	Develop positive relationships between EP Police Department and EP School communities	EPPD, Principals, and Teachers
G.3	Implement K-12 Comprehensive Guidance program to support students	Guidance Department
G.4	Establish a RTI team at each school to meet student needs	Principals, RTI Teams, School Staff
G.5	Fully implement PBIS at all elementary schools	District Coordinator, PBIS Teams
G.5	Foster partnerships to support student learning	Meeting Street, Bradley, Boys/Girls Club, Central Office Administration, Principals

G.6	Improve communication between school department and out of school time education providers	Community organization, Principals, and Central Office Administration
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### 3. Support Committed to Action Plan

**List support committed to action plan (include fiscal resources, personnel, time, flexibilities or other commitments of support in this description).**

Facilitators to work with school level teams; financial support; professional development funds; Title I and Title II state allocations; pool days, district faculty meetings; Career and Technical Center (CTC) support for printing and technology; secondary level department meetings; technology personnel for training, time and funding; meeting times; substitute teachers; compensation; sample evaluation instruments; professional development providers (e.g., East Bay Educational Collaborative); commitment, trust, cooperation; create a FIT Committee with representation for each schools plus two school committee members; grant writers; community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools.

**Objective 2: By 2014, all subgroups of elementary, middle, and high school students will meet proficiency in Mathematics on the NECAP.**

### 1. Connection of Action Plan to District Strategies

Action Plan Number	Completion Date	Action Plan Result	Strategy(ies) Addressed by Action Plan
Objective 2	Spring 2011 Spring 2012 Spring 2013 Spring 2014	Elem.80.9%, Middle 73.1%, High 72.4% prof. Elem. 80.9%, Middle 73.1%, High 72.4% prof. Elem. 87.3%, Middle 82.1%, High 81.6% prof. Elementary, Middle, and High 100% proficient	A: Leading the Focus on Learning and Achievement B: Ensuring Equity and Adequacy of Fiscal and Human Resources C: Guiding the Selection and Implementation of Curriculum/ Instruction/Assessment D: Recruiting, Supporting, and Retaining Highly Qualified Staff E: Using Information for Planning and Accountability F: Engaging Families and Community G: Ensuring Safe and Supportive Environments for Students

### 2. Action Plan Steps

Action Step for Strategy Indicator	Specific Steps to Reach Results <i>In order to increase implementation by one level, we will . . .</i>	People (or Parties) Responsible for Step
A.1	Foster a Culture of Achievement throughout the district	All stakeholders
A.2	Ensure consistency of instruction within and between schools by creating environments for sharing effective instructional practices	Teachers, Department Heads, Department Coordinators, Principals, and Pupil Personnel Director
A.3	Align School Improvement Plans (format and objectives) with the District Strategic Plan	School Improvement Teams, Assistant Superintendent
B.1	Assess needs of each school and prioritize schools with highest need	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum

		Office, and Principals
B.2	Based on the needs assessment, develop short and long term budgets to support teaching and learning	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, Principals
B.3	Allocate resources to address student performance gaps	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, and Principals
B.4	Solicit and advocate for financial support to ensure district success	Local and state government officials
B.5	Establish numeracy coaches at the elementary and middle levels to support learning and teaching	Curriculum Office
B.6	Secure grant funding to support mathematics instruction	All staff
B.7	Provide equipment/software to enhance mathematics learning and teaching at all levels in all schools	Technology team
C.1	Implement K-12 Mathematics Curriculum in all classrooms at all schools	Curriculum Office, Principals, Teachers
C.2	Provide instruction and common assessments aligned to mathematics GLEs/GSEs	School Administrators, Teachers
C.3	Hold quarterly district mathematics leadership team meetings	Curriculum Office
C.4	Post all curriculum information on the school department website	Tech Team
C.5	Disseminate and post mathematics proficiency graduation requirements to all staff and students	Secondary Principals, Guidance Counselors, and Advisors
D.1	Utilize School Spring to select from a wide pool of applicants to hire the best teachers and staff possible	HR Staff
D.2	Provide quality professional development to stimulate and motivate teaching force	Curriculum Office
D.3	Train teachers in the areas of RtI, PBIS, Collaborative teaching, IEP accommodations, TEAM, 504 Plans, PLP, ILP, and ESL to improve mathematics instruction	Special Educators, Administration, Reading specialist, Guidance personnel, ESL personnel, RIDE, and Brown Alliance
D.4	Implement a teacher mentoring program to support a quality teaching force to support mathematics instruction	Mentor Coordinators, Mentors
D.7	Develop pay incentives to retain quality educators	Central Office Staff, School Committee, Teachers Union
D.6	Hire from highly qualified mathematics teaching pool	HR, Colleges/Universities, RI Teaching Fellows
D.7	Provide time for teachers to meet within the building by grade and/or subject	Principals
E.1	Develop and implement a process to access longitudinal student assessment data	Central Office Personnel, Principals

E.2	Form a committee to research and develop an appropriate teacher performance evaluation instrument that includes more emphasis on RI Professional standards and differentiated instruction.	Superintendent, EPEA Leadership, School Administrators
E.3	Provide feedback to teachers from formal observations annually, at minimum.	School Administrators
E.4	Review school and student assessment results to determine gaps to guide professional development offerings	Curriculum Office
F.1	Rewrite the Family Involvement Policy including all stakeholders	Central Office, PAC, LAC
F.2	Provide information on how parents can help their child in numeracy	Principals, Numeracy Coaches, Teacher Leaders
F.3	Post all distributed curriculum information on the school department website	Tech Team
F.4	Establish partnerships with Financial Institutions and Companies to provide mathematics instructional support	Principals and Teachers
G.1	Implement student learning support programs, (e.g. Health and Wellness Program, and breakfast program), and develop new policies that target tobacco use by middle school students	District Nurse Coordinator, Guidance personnel, School Nurse Teachers
G.2	Develop positive relationships between EP Police Department and EP School communities	EPPD, Principals, and Teachers
G.3	Implement K-12 Comprehensive Guidance program to support students	Guidance Department
G.4	Establish a RtI team at each school to meet student needs	Principal, School RtI Teams, School Staff
G.5	Fully implement PBIS at all elementary schools	District Coordinator, PBIS Teams
G.6	Develop partnerships to support student learning	Meeting Street, Bradley, Boys/Girls Club, Central Office Administration, Principals
G.7	Improve communication between school department and out of school time education providers	Community organization, Principals, and Central Office Administration

### 3. Support Committed to Action Plan

**List support committed to action plan (include fiscal resources, personnel, time, flexibilities or other commitments of support in this description).**

Facilitators to work with school level teams; financial support; professional development funds; Title II and Title I state allocations; pool days, district faculty meetings; Career and Technical Center (CTC) support for printing and technology; secondary level department meetings; technology personnel for training, time and funding; meeting times; substitute teachers; compensation; sample evaluation instruments; professional development providers (e.g., East Bay Educational Collaborative); commitment, trust, cooperation; create a FIT Committee with representation for each schools plus two school committee members; grant writers; community resources (e.g., agencies to provide support,

community organizations); fiscal support to keep SRO at middle and high schools.

**Objective 3. All subgroups of elementary, middle, and high school students will meet or exceed the Annual Yearly Progress (AYP) of at least three (3) percent for Science each year.**

## 1. Connection of Action Plan to District Strategies

Action Plan Number	Completion Date	Action Plan Result	Strategy(ies) Addressed by Action Plan
Objective 3	2011-2014	All subgroups of elementary, middle, and high school students will meet or exceed the Annual Yearly Progress (AYP) of at least three (3) percent for Science each year.	A: Leading the Focus on Learning and Achievement B: Ensuring Equity and Adequacy of Fiscal and Human Resources C: Guiding the Selection and Implementation of Curriculum/ Instruction/Assessment D: Recruiting, Supporting, and Retaining Highly Qualified Staff E: Using Information for Planning and Accountability F: Engaging Families and Community G: Ensuring Safe and Supportive Environments for Students

## 2. Action Plan Steps

Action Step for Strategy Indicator	Specific Steps to Reach Results <i>In order to increase implementation by one level, we will . . .</i>	People (or Parties) Responsible for Step
A.1	Instill a Culture of Achievement throughout the district	Superintendent and administration
A.2	Ensure consistency of instruction within and between schools by creating environments for sharing effective instructional practices	Teachers, Department Heads, Department Coordinators, Principals, and Director of Special Education
A.3	Align School Improvement Plans (format and objectives) with the District Strategic Plan	School Improvement Teams, Assistant Superintendent, and School Committee
B.1	Assess needs of each school and prioritize schools with highest need	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, and Curriculum

		Office
B.2	Based on the needs assessment, develop short and long term budgets to support teaching and learning	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, Principals
B.3	Allocate resources to address student performance gaps	Superintendent, COO, Pupil Personnel Director, Controller, Finance Director, Curriculum Office, and Principals
B.4	Solicit and advocate for financial support to ensure district success	Local and state government officials
B.5	Secure grant funding to support science instruction	All Staff
B.6	Provide equipment/software to enhance mathematics learning and teaching at all levels in all schools	Tech Team
C.1	Create a K-12 science curriculum during the 2010-2011 school year	Curriculum Office, Teachers, EBEC
C.2	Develop quarterly science common assessments in all courses	Curriculum Office, Teachers, EBEC
C.3	Provide instruction and common assessments aligned to science GLEs/GSEs	Curriculum Office, EBEC
C.4	Disseminate and post science proficiency graduation requirements to all staff and students	Secondary Principals, Guidance Counselors, and Advisors
C.5	Hold quarterly district science leadership team meetings	Curriculum Office
C.6	Build partnerships with the science community to engage students in scientific inquiry	Curriculum Office, Principals, Xstrada, Save the Bay, Audubon Society, EBEC
D.1	Continue to offer high quality professional development in effective science instruction at the elementary, middle and high school levels	Assistant Superintendent, Principals, and Science Department Faculty
D.2	Provide professional development opportunities for teachers to align Grade Level Expectations (GLE) and Grade Span Expectations (GSE) with the current science curriculum	Assistant Superintendent, Administrators, and Teachers
D.3	Training for teachers in the areas of RtI, PBIS, Collaborative teaching, IEP accommodations, TEAM, 504 Plans, PLP, ILP, and ESL to support scientific literacy	Special Educators, Administration, Reading specialist, Guidance personnel, ESL personnel, RIDE, and Brown Alliance
D.4	Implement a teacher mentoring program to support a quality teaching force	Mentor Coordinators, Mentors
D.5	Provide pay incentives to retain quality educators	Central Office, School Committee
D.6	Hire from highly qualified science teaching pool	HR, Colleges/Universities, RI Teaching Fellows
E.1	Develop and implement a process to access longitudinal student assessment data	Central Office Personnel, Principals
E.2	Review school and student assessment results to determine gaps to guide professional development offerings	School Improvement Teams, Teachers, and Administrators

E.3	Form a committee to research and develop an appropriate teacher performance evaluation instrument that includes more emphasis on standards and differentiated instruction	Superintendent, EPEA Leadership, School Administrators
E.4	Provide feedback to teachers from formal observations annually, at minimum	School Administrators
F.1	Rewrite the Family Involvement Policy including all stakeholders	Central Office Administrators, PAC, LAC
F.2	Provide information to families on how to help their child with scientific literacy	Principals, Reading Specialists, Science Teachers
G.1	Implement student learning support programs, (e.g. Health and Wellness Program, and breakfast program), and develop new policies that target tobacco use by middle school student.	District Nurse Coordinator, Guidance Department, School Nurse Teachers
G.2	Develop positive relationships between EP Police Department and EP School communities	EPPD, Principals, and Teachers
G.3	Implement K-12 Comprehensive Guidance program to support students	Guidance Department
G.4	Establish a RTI team at each school to meet student needs	Administration, Special Education, Guidance Counselors, and Faculty
G.5	Fully implement PBIS at all elementary schools	District Coordinator, PBIS Teams
G.6	Develop partnerships to support student learning	Meeting Street, Bradley, Boys/Girls Club, Central Office Administration, Principals
G.7	Improve communication between school department and out of school time education providers	Community organization, Principals, and Central Office Administration

### 3. Support Committed to Action Plan

**List support committed to action plan (include fiscal resources, personnel, time, flexibilities or other commitments of support in this description).**

Facilitators to work with school level teams; financial support; professional development funds; Title II and Title I state allocations; pool days, district faculty meetings; Career and Technical Center (CTC) support for printing and technology; secondary level department meetings; technology personnel for training, time and funding; meeting times; substitute teachers; compensation; sample evaluation instruments; professional development providers (e.g., East Bay Educational Collaborative); commitment, trust, cooperation; create a FIT Committee with representation for each schools plus two school committee members; grant writers; community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools.

**Objective 4. By 2015, all students will demonstrate proficiency in each of the content areas, the arts, and technology through Applied Learning demonstrating college and career readiness.**

## 1. Connection of Action Plan to District Strategies

Action Plan Number	Completion Date	Action Plan Result	Strategy(ies) Addressed by Action Plan
Objective 4	Spring 2015	By 2015, all students will demonstrate proficiency in each of the content areas, the arts, and technology through Applied Learning demonstrating college and career readiness.	A: Leading the Focus on Learning and Achievement B: Ensuring Equity and Adequacy of Fiscal and Human Resources C: Guiding the Selection and Implementation of Curriculum/ Instruction/Assessment D: Recruiting, Supporting, and Retaining Highly Qualified Staff E: Using Information for Planning and Accountability F: Engaging Families and Community G: Ensuring Safe and Supportive Environments for Students

## 2. Action Plan Steps

Action Step for Strategy Indicator	Specific Steps to Reach Results <i>In order to increase implementation by one level, we will ...</i>	People (or Parties) Responsible for Step
A.1	Implement a grade 6-12 Individual Learning Plan (ILP) for all students	Secondary Guidance Counselors and Faculty
A.2	Align School Improvement Plans (format and objectives) with the District Strategic Plan	School Improvement Teams, Assistant Superintendent
A.3	Hold bi-annual meetings for grades 6-12 art, music, technology, and guidance staff	Assistant Superintendent, Principals, and Department Heads
B.1	Allocate resources to align with School Improvement Plans	Principals
B.2	Create budgets and align expenditures in budget plans to link to Strategic Plan	Principals
B.3	Secure grant funding to support ALS integration into all subject areas	All Staff
B.4	Provide equipment/software to enhance ALS learning and teaching at all levels in all schools	Tech Team

C.1	Develop quarterly common tasks in all content areas that are aligned to ALS in all courses	Curriculum Office
C.2	Develop and implement assessment rubrics to determine proficiencies in art and technology	Assistant Superintendent, Department Heads, Teachers
C.3	Provide weekly common planning time for teachers to develop ALS projects and performance assessments	Principals
C.4	Disseminate and post promotion and graduation criteria to all staff and students	Principals, Guidance Counselors
D.1	Offer high quality professional development in the Applied Learning Standards, performance based assessment, and technology	Assistant Superintendent, Principals, Building Technology support, and EBEC
D.2	Develop and implement a process to support Applied Learning Standards on a yearly basis	Assistant Superintendent, Principals
D.3	Implement a teacher mentoring program to support ALS integration	Mentor Coordinators, Mentors
E.1	Review Applied Learning Standards annually and assess school implementation	School Improvement Team
F.1	Communicate academic expectations to families through various methods, i.e., school/district website, Connect Ed, newsletters, progress reports, and report cards	Principals, Guidance Counselors, Advisors, and Faculty
F.2	Develop positive relationships with area businesses to engage community members in ALS activities in schools	All Staff
G.1	Establish Response to Intervention team at each school to support student preparation for college and careers	Principals, Guidance Counselors, and Teachers
G.2	Assist students with assigned Applied Learning projects in achieving proficiencies	All Staff
G.3	Create opportunities for students to have real world experiences in/out of the classroom to apply learning	All Staff
G.4	Offer career exploration and skill assessment activities annually	Guidance Counselors

### 3. Support Committed to Action Plan

**List support committed to action plan (include fiscal resources, personnel, time, flexibilities or other commitments of support in this description).**

Facilitators to work with school level teams; financial support; professional development funds; Title II and Title I state allocations; pool days, district faculty meetings; Career and Technical Center (CTC) support for printing and technology; secondary level department meetings; technology personnel for training, time and funding; meeting times; substitute teachers; compensation; sample evaluation instruments; professional development providers (e.g., East Bay Educational Collaborative); commitment, trust,

cooperation; create a FIT Committee with representation for each schools plus two school committee members; grant writers; community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools.