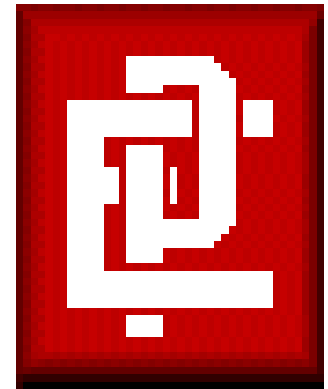


EAST PROVIDENCE SCHOOL DEPARTMENT



Strategic Plan

2008 - 2013



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

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EAST PROVIDENCE SCHOOL DEPARTMENT

School Committee

Mrs. Mildred Morris	Chair
Mr. Robert Faria	Vice Chair
Mr. Steven Santos	Clerk
Mr. Anthony Carcieri	Member
Mr. Stephen DeCastro	Member

Site-Based Administrators

Dr. Caroline J. Caswell	Principal, East Providence High School
Mr. Charles Rocha, Jr.	Director, Career Technical Center
Mr. Frank DeVall, Jr.	Principal, Martin Middle School
Mrs. Sandra Forand	Principal, Riverside Middle School
Mrs. Lloydanne E. Leddy	Principal, Myron J. Francis School
Ms. Patricia Barlow	Principal, Waddington School
Mrs. Fatima Avila	Principal, Kent Heights School
Ms. Jane Sylvia	Early Childhood Special Education Supervisor, Meadowcrest School
Ms. Cheryl Gibbs	Principal, Orlo Avenue School
Dr. Nadine Lima	Principal, Oldham School
Ms. Margaret L. Marcotte	Principal, Silver Spring School
Mr. David Britto	Principal, Hennessey School
Ms. Linda Succi	Principal, Whiteknact School

Central Office Administrators

Dr. Jacqueline Forbes	Superintendent of Schools
Mr. Edward M. Daft	Assistant Superintendent
Mrs. Sharon Waterman	Director, Special Education
Mr. William Capron	Director, Administration/Finance
Mr. Lonnie Barham	Director, HR
Mr. Joseph Tavares	Interim Supervisor, Buildings/Grounds
Mr. Robert Rodericks	Director, Attendance/Registration
Mr. Ray Linneman	Supervisor, Transportation
Mrs. Beth Salzillo	Reading Coordinator

STRATEGIC PLANNING COMMITTEE

Mrs. Patricia Almquist	Teacher – East Providence High School
Mrs. Fatima Avila	Principal –Elementary School
Mrs. Roberta Brady	Teacher – Elementary/EPEA President
Mr. David Britto	Principal – Elementary
Ms. Laurie Brown	Parent – Special Ed. PAC President
Dr. Caroline Caswell	Principal- High School
Mr. Edward M. Daft	Assistant Superintendent
Mrs. Manuela Duarte	Director ESL
Mr. Robert Faria	School Committee
Dr. Jacqueline Forbes	Superintendent
Ms. Lori Ann Fox	Director of Technology
Mr. Steve Furtado	Parent – High School/RI PTA President
Mrs. Kim George	Parent- Middle School
Mr. John Held	Teacher- Secondary
Mrs. Patricia Iannelli	Executive Secretary to Superintendent
Mr. Lawrence Izzi	Teacher - Secondary
Mrs. Sue Jeffrey	Parent- Secondary
Mrs. Eileen Lovett	School Committee
Mrs. Karen Rebello	Teacher- Elementary
Mr. Charles Rocha	Director, CTC
Ms. Jen Roy	Assistant Principal - Secondary
Mrs. Beth Salzillo	Reading Supervisor
Mrs. Patty Streit	Parent – Middle School
Mr. Joseph Tavares	Interim Director of Buildings and Grounds
Mrs. Carol Tente	Parent- Secondary
Mrs. Patricia Usenia	Teacher- Secondary
Mrs. Sharon Waterman	Director of Special Services
Mrs. Ermelinda Zito	Parent - ESL

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 21st century.

BELIEF STATEMENTS

We believe that...

- *Each individual has worth and value.*
- *Each individual is accountable for his/her actions.*
- *Each individual has the right to a safe, nurturing environment.*
- *Each individual has the right to access the resources necessary to realize his/her potential.*
- *Respect for the uniqueness of each individual strengthens the community.*
- *The family is the primary influence in the development of the individual.*
- *Each individual has a responsibility to foster the well being of the community.*
- *The community has a responsibility to foster the well being of the individual.*
- *Striving for excellence has a positive impact on society.*
- *Risk is an essential element of life-long learning.*

DISTRICT OBJECTIVES

- 1. By 2010, all subgroups of elementary, middle, and high school students will meet Safe Harbor targets or exceed the 2008 Annual Measurable Objective (AMO) Target of 84.1, 78.6, and 75.0, respectively, for English/Language Arts.**
- 2. By 2010, all subgroups of elementary, middle, and high school students will meet Safe Harbor targets or exceed the 2008 Annual Measurable Objective (AMO) Target of 74.5, 64.1, and 63.2, respectively, for Mathematics.**
- 3. By 2010, all subgroups of elementary, middle, and high school students will meet Safe Harbor targets or exceed the 2008 Annual Measurable Objective (AMO) Target as set by the Rhode Island Department of Education for Science.**
- 4. By 2010, all students will demonstrate proficiency of the five (5) Applied Learning Standards (A1: Problem Solving, A2: Oral and Written Communication, A3: Information/Research, A4: Time Management/ Self-reflection, and A5: Working with Others) in each of the content areas and fine arts through performance based assessments at the elementary, middle, and high school level using technology.**

PARAMETERS

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

East Providence School Department Strategic Action Plan 2008-2013

Objective 1. By 2010, all subgroups of elementary, middle, and high school students will meet Safe Harbor targets or exceed the Annual Measurable Objective (AMO)/Target of 84.1, 78.6, and 75.0 respectively, for 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 2010	All subgroups of elementary, middle, and high school students will meet Safe Harbor targets or exceed the 2008 Annual Measurable Objective (AMO)/Target of 84.1, 78.6, and 75.0, respectively, for English Language Arts.	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	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

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.2	Align School Improvement Plans (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, School Committee
A.3	Consistent implementation of Personal Literacy Plans (K-12) for students reading below grade level.	Teachers, Principals, Reading Coordinator
A.4	Ensure consistency and effectiveness of instruction with regard to outside placement schools	Assistant Superintendent, Director of Special Services, Principals, Teachers
A.5	Provide combined professional development opportunities which include teachers from regular education, ELL, and Special Services	Assistant Superintendent, Director of Special education, Director of ESL
A.6	Include school assessment results in reports to the School Committee by individual schools.	Superintendent, Assistant Superintendent, Principals, Teachers
B. 1	Identify the budget priorities of the Districts Strategic Plan	Superintendent, Assistant Superintendent, Director of Special Education
B.2	Report the budget priorities to the Budget Planning Committee as an item emphasized at the Budget Forum(s).	Superintendent, Assistant Superintendent, Director of Special Education
B.3	Resources will be allocated to address student performance gaps	Superintendent, Assistant Superintendent, Director of Special Education, Director ESL
B.4	Principals will allocate resources to align with School Improvement Plans.	Principals
B.5	Align District Technology Plan (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, Director of Technology
B.6	Increase the availability of technology and PD in the teaching environment to include: Teacher/student PC(s) and support equipment in every classroom	Superintendent, Assistant Superintendent, Director of Technology, Principals

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
B.7	Provide environment integrated with technology and opportunities for learning that develop technology proficiencies at all grade levels	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teach.
B.8	Pursue grant opportunities to expand technology to support teaching and learning	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teachers
C.1	Provide professional development opportunities for teachers to support GLE/GSE's with the current English Language Arts curriculum.	Assistant Superintendent, Administrators, Teachers
C.2	Distribute grade-specific learning objectives for elementary and middle schools to all parents.	Teachers, Assistant Superintendent, Principals
C.3	Distribute High School Course Handbooks to freshman class.	EPHS Principal
C.4	Post all distributed curriculum information on the school department website	Management Information System, Director and Tech Support Staff
C.5	Disseminate graduation exit criteria to middle and high school students.	Secondary Principals and staff
C.6	Continue to offer a menu of high quality professional development in effective instruction at the elementary, middle and high school levels.	Assistant Superintendent, Director of Special Education, Principals
C.7	Review school and student assessment results to determine gaps to guide professional development offerings (RTI, collaborative teaching, EBEC offerings).	School Improvement Teams, Teachers, Administrators
C.8	Increase faculty's familiarity with standards, grade level expectations, and grade span expectations (GLE/GSE's).	School Administrators, Teachers
C.9	Increase faculty's familiarity with the collaborative model	Assistant Superintendent, Director of Special Services, School Administrators, Teachers

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
C.10	Increase the usage of the collaborative model in the classroom.	Superintendent, Assistant Superintendent, Director of Special Services, School Administrators, Teachers
C.11	Establish professional development activities for Response to Intervention (RTI) training at each school.	Administration, special education, guidance counselors, and faculty
C.12	Establish a RTI team at each school to meet student needs.	Administration, special education, guidance counselors, and faculty
D.1	Provide training to personnel in each school to input student data each year into the Student Information System.	Central Office Personnel
D.2	Develop and implement a process to access longitudinal student assessment data.	Central Office Personnel, Principals
D.3	Share assessment information with appropriate school personnel. Analyze the information for planning purposes at the school levels.	Principals, Department Chairs, Department Coordinators, Director of Special Education, Teachers
D.4	Expand use of the student information system to include grading.	Central Office Personnel
D.5	Provide training for the student information system to include grading.	Central Office Personnel
E.1	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. 2	Provide feedback to teachers from formal observations at least twice a year.	School Administrators
E.3	Implement a teacher mentoring program and continue to provide professional development.	Assistant Superintendent, EPEA Leadership

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
F.1	Send/distribute District communications and emergency notifications to school community, parents and families through ConnectEd, mail, and other media outlets as necessary	Central Office Personnel, Principals, guidance
F.2	Communicate educational programs/offerings and academic expectations to families through various methods, i.e. school/district website, ConnectEd, newsletters, progress reports, and report cards	Principals, Guidance Counselors, Advisors, and Faculty
F.3	Invite the community to become involved in the recruitment of individuals to participate in the high school senior project process.	Senior Project Coordinators, Family Involvement Team, Staff
F.4	Develop positive relationships with area businesses to engage community members in education	Central Office Personnel, All Staff
F.5	Issue regular communications from the building and district level to maximize school attendance in support of teaching and learning	Central Office Personnel, Principals, Assistant Principals
F.6	Encourage all schools to have Family Literacy/Numeracy/Scientific Literacy Nights.	Reading and English and Math teachers, Principals, Administrators
F.7	Grade level curriculum frameworks will be translated and distributed to families and at PAC meetings.	ESL Coordinator; Special Educator Coordinator
G.1	Analyze annual data on school safety in order to promote a safe and nurturing learning environment.	Secondary Principals, Assistant Principals for Administration, SRO, advisors, school counselors
G.2	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.	Guidance department, School Nurses/teachers, Health Department
G.3	Implement K-12 Comprehensive Guidance program to support students	Guidance Department

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
G.4	Implement Positive Behavioral Interventions and Supports (PBIS) in all schools	Superintendent, EPEA Leadership, School Administrators, Teachers

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; grant writers; Family Involvement Representatives, community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools

Objective 2. By 2010, all subgroups of elementary, middle, and high school students will meet Safe Harbor Targets or exceed the Annual Measurable Objective (AMO)/Target of 74.5, 64.1, and 63.2 respectively, for Mathematics.

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 2010	All subgroups of elementary, middle, and high school students will meet Safe Harbor Targets or exceed the 2008 Annual Measurable Objective (AMO)/Target of 74.5, 64.1, and 63.2, respectively, for Mathematics.	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	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.2	Align School Improvement Plans (format and objectives) with District Strategic Plan.	SIT, Assistant Superintendent, School Committee
A.3	Consistent implementation of Personal Literacy Plans (K-12) for students reading below grade level.	Teachers, Principals, Reading Coordinator

A.4	Ensure consistency and effectiveness of instruction with regard to outside placement schools	Assistant Superintendent, Director of Special Services, Principals, Teachers
A.5	Provide combined professional development opportunities which include teachers from regular education, ELL, and Special Services	Assistant Superintendent, Director of Special education, Director of ESL
A.6	Include school assessment results in reports to the School Committee by individual schools.	Superintendent, Assistant Superintendent, Principals, Teachers
B. 1	Identify the budget priorities of the Districts Strategic Plan	Superintendent, Assistant Superintendent, Director of Special Education
B.2	Report the budget priorities to the Budget Planning Committee as an item emphasized at the Budget Forum(s).	Superintendent, Assistant Superintendent, Director of Special Education
B.3	Resources will be allocated to address student performance gaps.	Superintendent, Assistant Superintendent, Director of Special Education
B.4	Principals will allocate resources to align with School Improvement Plans.	Principals
B.5	Align District Technology Plan (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, Director of Technology
B.6	Increase the availability of technology and PD in the teaching environment to include: Teacher/student PC(s) and support equipment in every classroom	Superintendent, Assistant Superintendent, Director of Technology, Principals
B.7	Provide environment integrated with technology and opportunities for learning that develop technology proficiencies at all grade levels	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teach.
B.8	Pursue grant opportunities to expand technology to support teaching and learning	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teachers
C.1	Provide professional development opportunities for teachers to align Grade Level Expectations (GLE) with the current Math curriculum.	Assistant Superintendent, Administrators, Teachers
C.2	Distribute grade-specific learning objectives for elementary schools to all parents.	Assistant Superintendent, Principals, Teacher

C.3	Distribute High School Course Handbooks to freshman class.	EPHS Principal and Staff
C.4	Post all distributed curriculum information on the school department website	Management Information System, Director and Tech Support Staff
C.5	Disseminate graduation exit criteria to middle and high school students.	Secondary Principals and Staff
C.6	Continue to offer high quality professional development in effective mathematics instruction at the elementary, middle and high school levels.	Assistant Superintendent, Principals, and Mathematics Department Faculty
C.7	Review school and student assessment results to determine gaps to guide professional development offerings (RTI, collaborative teaching, EBEC offerings).	School Improvement Teams, Teachers, and Administrators
C.8	Increase faculty's familiarity with standards, grade level expectations, and grade span expectations (GLE/GSE's).	School Administrators, Teachers
C.9	Increase faculty's familiarity with the collaborative model	Assistant Superintendent, Director of Special Services, School Administrators, Teachers
C.10	Increase the usage of the collaborative model in the classroom.	Superintendent, Assistant Superintendent, Director of Special Services, School Administrators, Teachers
C.11	Establish professional development activities for Response to Intervention (RTI) training at each school.	Administration, special education, guidance counselors, and faculty
C.12	Establish a RTI team at each school to meet student needs.	Administration, special education, guidance counselors, and faculty
D.1	Provide training to personnel in each school to input student data each year into the Student Information System.	Central Office Personnel
D.2	Develop and implement a process to access longitudinal student assessment data.	Central Office Personnel, Principals

D.3	Share assessment information with appropriate public/private school personnel. Analyze the information for planning purposes at the school levels.	Assistant Superintendent, Principals, Department Chairs, Department Coordinators, Director of Special Education, Teachers
D.4	Pursue the acquisition of an improved student information system.	Central Office Personnel
D.5	Training for teachers in the areas of Collaborative teaching, IEP accommodations, TEAM, 504 Plans, PLP, ILP, and ESL.	Special Educators, Administration, Reading specialist, Guidance personnel, and ESL personnel, respectively
E.1	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. 2	Provide feedback to teachers from formal observations annually, at minimum.	School Administrators
E.3	Implement a teacher mentoring program and continue to provide professional development.	Assistant Superintendent, EPEA Leadership
F.1	Send/distribute District communications and emergency notifications to school community, parents and families through ConnectEd, mail, and other media outlets as necessary	Central Office Personnel, Principals, guidance
F.2	Communicate educational programs/offerings and academic expectations to families through various methods, i.e. school/district website, ConnectEd, newsletters, progress reports, and report cards	Principals, Guidance Counselors, Advisors, and Faculty
F.3	Invite the community to become involved in the recruitment of individuals to participate in the high school senior project process.	Senior Project Coordinators, Family Involvement Team, Staff
F.4	Develop positive relationships with area businesses to engage community members in education	Central Office Personnel, All Staff
F.5	Issue regular communications from the building and district level to maximize school attendance in support of teaching and learning	Central Office Personnel, Principals, Assistant Principals

F.6	Encourage all schools to have Family Literacy/Numeracy/Scientific Literacy Nights.	Reading and English and Math teachers, Principals, Administrators
F.7	Grade level curriculum frameworks will be translated and distributed to families and at PAC meetings.	ESL Coordinator; Special Educator Coordinator
G.1	Analyze annual data on school safety in order to promote a safe and nurturing learning environment.	Secondary Assistant Principals for Administration, SRO, advisors, school counselors
G.2	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.	Guidance department, school nurses/teachers, Health Department
G.3	Implement K-12 Comprehensive Guidance program to support students.	Guidance Department
G.4	Implement Positive Behavioral Interventions and Supports (PBIS) in all schools	Superintendent, EPEA Leadership, School Administrators, Teachers

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; grant writers; Family Involvement Representatives, community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools

Objective 3. By 2010, all subgroups of elementary, middle, and high school students will meet or exceed the 2008 Annual Measurable Objective (AMO) Target as set by the Rhode Island Department of Education for Science.

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 2010	All subgroups of elementary, middle, and high school students will meet the 2008 Annual Measurable Objective (AMO)/Target as set by RIDE, for Science.	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	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.2	Align School Improvement Plans (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, and School Committee
A.3	Consistent implementation of Personal Literacy Plans (K-12) for students reading below grade level.	Teachers, Principals, Reading Coordinator
A.4	Ensure consistency and effectiveness of instruction with regard to outside placement schools	Assistant Superintendent, Director of Special Services, Principals, Teachers
A.5	Include school assessment results in reports to the School Committee by individual schools.	Superintendent, Assistant Superintendent, Principals, Teachers
B. 1	Identify the budget priorities of the Districts Strategic Plan	Superintendent, Assistant Superintendent, Director of Special Education
B.2	Report the budget priorities to the Budget Planning Committee as an item emphasized at the Budget Forum(s).	Superintendent, Assistant Superintendent, Director of Special Education
B.3	Resources will be allocated to address student performance gaps.	Superintendent, Assistant Superintendent, and Director of Special Education
B.4	Allocate resources to align with School Improvement Plans.	Principals
B.5	Align District Technology Plan (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, Director of Technology
B.6	Increase the availability of technology and PD in the teaching environment to include: Teacher/student PC(s) and support equipment in every classroom	Superintendent, Assistant Superintendent, Director of Technology, Principals
B.7	Provide environment integrated with technology and opportunities for learning that develop technology proficiencies at all grade levels	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teach.
B.8	Pursue grant opportunities to expand technology to support teaching and learning	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teachers

C.1	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
C.2	Distribute grade-specific learning objectives for elementary schools to all parents.	Assistant Superintendent, Principals, and Teachers
C.3	Distribute High School Program of Studies to freshman class.	EPHS Principal and Staff
C.4	Post all distributed curriculum information on the school department website.	Management Information System, Director and Tech Support Staff
C.5	Disseminate graduation exit criteria to middle and high school students.	Secondary Principals, Guidance Counselors, Advisors, and Faculty
C.6	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
C.7	Review school and student assessment results to determine gaps to guide professional development offerings (RTI, collaborative teaching, EBEC offerings).	School Improvement Teams, Teachers, and Administrators
C.8	Increase faculty's familiarity with science standards, GLE's/GSE's.	School Administrators, Teachers
C.9	Establish professional development activities for Response to Intervention (RTI) training at each school.	Administration, special education, guidance counselors, and faculty
C.10	Establish a RTI team at each school to meet student needs.	Administration, special education, guidance counselors, and faculty
D.1	Provide training to personnel in each school to input student data each year into the Student Information System	Central Office Personnel
D.2	Develop and implement a process to access longitudinal student assessment data.	Central Office Personnel, Principals
D.3	Share assessment information with appropriate school personnel. Analyze the information for planning purposes at the school levels.	Principals, Department Chairs, Department Coordinators, Director of Special Education

D.4	Pursue the acquisition of an improved student information system.	Central Office Personnel
D.5	Training for teachers in the areas of Collaborative teaching, IEP accommodations, TEAM, 504 Plans, PLP, ILP, and ESL.	Special Educators, Administration, Reading specialist, Guidance personnel, and ESL personnel, respectively
E.1	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. 2	Provide feedback to teachers from formal observations annually, at minimum.	School Administrators
E.3	Implement a teacher mentoring program and continue to provide professional development.	Assistant Superintendent, EPEA Leadership
F.1	Send/distribute District communications and emergency notifications to school community, parents and families through ConnectEd, mail, and other media outlets as necessary	Central Office Personnel, Principals, guidance
F.2	Communicate educational programs/offersings and academic expectations to families through various methods, i.e. school/district website, ConnectEd, newsletters, progress reports, and report cards	Principals, Guidance Counselors, Advisors, and Faculty
F.3	Invite the community to become involved in the recruitment of individuals to participate in the high school senior project process.	Senior Project Coordinators, Family Involvement Team, Staff
F.4	Develop positive relationships with area businesses to engage community members in education	Central Office Personnel, All Staff
F.5	Issue regular communications from the building and district level to maximize school attendance in support of teaching and learning	Central Office Personnel, Principals, Assistant Principals
F.6	Encourage all schools to have Family Literacy/Numeracy/Scientific Literacy Nights.	Reading and English and Math teachers, Principals, Administrators
F.7	Grade level curriculum frameworks will be translated and distributed to families and at PAC meetings.	ESL Coordinator; Special Educator Coordinator

G.1	Analyze annual data on school safety in order to promote a safe and nurturing learning environment.	Secondary Assistant Principals for Administration, SRO, Advisors, School Counselors
G.2	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.	Administrators, Guidance Department, School Nurses/Teachers, Health Department
G.3	Implement K-12 Comprehensive Guidance program to support students.	Administrators, Guidance Department, Teachers
G.4	Implement Positive Behavioral Interventions and Supports (PBIS) in all schools	Superintendent, EPEA Leadership, School Administrators, Teachers

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; grant writers; Family Involvement Representatives, community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools

Objective 4. By 2011, all students will demonstrate proficiency of the five (5) Applied Learning Standards (A1: Problem Solving, A2: Oral and Written Communication, A3: Information/Research, A4: Time Management/ Self-reflection, and A5: Working with Others) in each of the content areas and fine arts through performance based assessments at the elementary, middle, and high school level using technology.

1. Connection of Action Plan to District Strategies

Action Plan Number	Completion Date	Action Plan Result	Strategy(ies) Addressed by Action Plan
Objective 3	Spring 2011	By 2011, all students will demonstrate Proficiency of the five (5) Applied Learning Standards (A1:Problem Solving, A2: Oral and Written Communication, A3: Information/ Research, A4: Time Management/ Self-reflection, and A5:Working with Others) in each of the content areas and fine arts through performance based assessments at the elementary, middle, and high school level using technology.	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.	Guidance Counselors and Faculty
A.2	Align School Improvement Plans (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, School Committee

A.3	Bi-annual meetings for grades 6-12 art, music, technology, and guidance staff.	Assistant Superintendent, Principals, and Department Heads
B. 1	Provide fiscal and/or human resources as necessary.	School Committee, Superintendent
B.2	Allocate resources to align with School Improvement Plans.	Principals
B.3	Align expenditures in budget plans to link to Strategic Plan.	Principals
B.4	Align District Technology Plan (format and objectives) with the District Strategic Plan.	School Improvement Teams, Assistant Superintendent, Director of Technology
B.5	Increase the availability of technology and PD in the teaching environment to include: Teacher/student PC(s) and support equipment in every classroom	Superintendent, Assistant Superintendent, Director of Technology, Principals
B.6	Provide environment integrated with technology and opportunities for learning that develop technology proficiencies at all grade levels	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teach.
B.7	Pursue grant opportunities to expand technology to support teaching and learning	Superintendent, Assistant Superintendent, Director of Technology, Principals, Teachers
C.1	Offer high quality professional development in the Applied Learning Standards, performance based assessment, and technology.	Assistant Superintendent, Principals, Building Technology support, and EBEC
C.2	Development and implement assessment rubrics to determine proficiencies.	Assistant Superintendent, Department Heads, Teachers, and EBEC
C.3	Provide weekly common planning time for teachers to develop ALS projects and performance assessments.	Principals
C.4	Disseminate graduation exit criteria to all elementary and middle school teachers.	High School Staff
C.5	Establish professional development activities for Response to Intervention (RTI) training at each school.	Administration, special education, guidance counselors, and faculty

C.6	Establish a RTI team at each school to meet student needs.	Administration, special education, guidance counselors, and faculty
D.1	Provide training to personnel in each school to input student data each year into the Student Information System.	Central Office Personnel
D.2	Develop and implement a yearly process to support Applied Learning Standards	Assistant Superintendent, Principals
D.4	Implement a teacher mentoring program and continue to provide professional development.	Assistant Superintendent, Teacher Union Leadership
E.1	Review Applied Learning Standards annually and assess school implementation.	Principals, Department Heads, and Teachers
F.1	Send/distribute District communications and emergency notifications to school community, parents and families through ConnectEd, mail, and other media outlets as necessary	Central Office Personnel, Principals, guidance
F.2	Communicate educational programs/offerings and academic expectations to families through various methods, i.e. school/district website, ConnectEd, newsletters, progress reports, and report cards	Principals, Guidance Counselors, Advisors, and Faculty
F.3	Invite the community to become involved in the recruitment of individuals to participate in the high school senior project process.	Senior Project Coordinators, Family Involvement Team, Staff
F.4	Develop positive relationships with area businesses to engage community members in education	Central Office Personnel, All Staff
F.5	Issue regular communications from the building and district level to maximize school attendance in support of teaching and learning	Central Office Personnel, Principals, Assistant Principals
F.6	Encourage all schools to have Family Literacy/Numeracy/Scientific Literacy Nights.	Reading and English and Math teachers, Principals, Administrators
F.7	Grade level curriculum frameworks will be translated and distributed to families and at PAC meetings.	ESL Coordinator; Special Educator Coordinator
G.1	Establish Response to Intervention team at each school to support student success.	Principal, Teachers

G.2	Implement healthy choices and wellness activities in all schools.	Nurses, Health Teachers, and Chartwell's
G.3	Assist students with assigned Applied Learning projects in achieving proficiencies.	All Staff

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; grant writers; Family Involvement Representatives, community resources (e.g., agencies to provide support, community organizations); fiscal support to keep SRO at middle and high schools