
NARRAGANSETT SCHOOL SYSTEM DISTRICT DEVELOPMENT PLAN

School System Strategic Goals, Actions, and Key Performance Indicators



OCTOBER, 2022



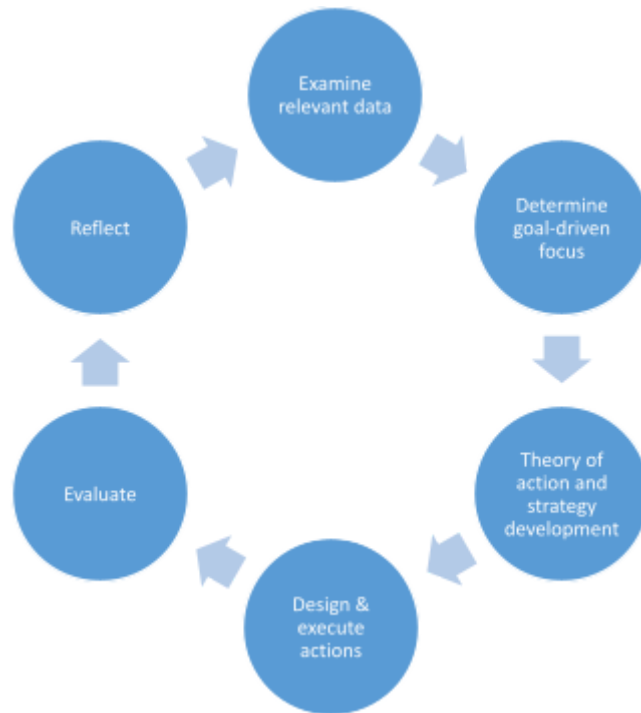
Mission

The Narragansett School System will enable every student to develop the knowledge, skills, and habits of mind necessary to be a life-long learner and productive citizen through systems which establish rigorous academic expectations, support caring, healthy and safe environments, and create personalized, innovative and engaging learning experiences.

Introduction

The District Development Plan for Continuous Improvement is designed to provide a clear overview of the priorities and strategic actions of the Narragansett School System that will guide day to day decisions within our schools. These priorities are driven by careful data analysis at the district, school, and classroom levels. They are developed to promote the achievement of the district's mission and goals, to help guide and facilitate school development plans, and to prioritize the needs of our students.

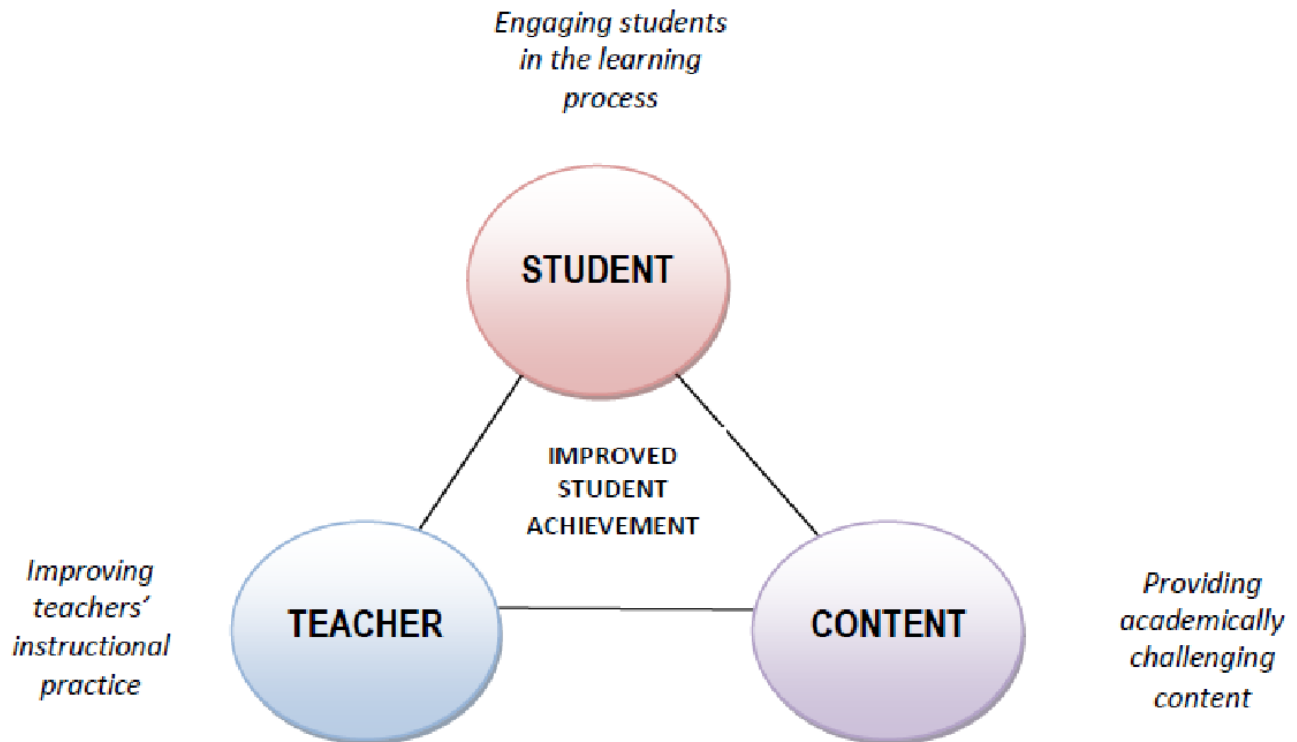
Each goal area identified by the Narragansett School Committee is broken down into a series of key strategic initiatives and actions which are intended to support the mission of the Narragansett Schools. In designing an approach to district development, the Narragansett School Committee has adopted a “continuous improvement model” (Carnegie Foundation for the Advancement of Teaching, 2013) consisting of the following steps:



Goals and strategies are developed through an analysis of data, input from the School Committee, Superintendent, administrators, faculty, students, and parents, and research and best practices in PK-12 education. The District Development Plan for Continuous Improvement supports the mission, goals and core values of the school system by designing and monitoring the actions necessary to enable every student to develop the knowledge, skills, and habits of mind necessary to be a life-long learner and productive citizen.

At the root of the continuous improvement process is a focus upon the *instructional core*, which is defined by City, Elmore, and Fiarman (2009) as the essential interaction between teacher, student, and content that creates the basis of learning. The goals, strategic plans, and action steps of the district, school, and staff all should be aligned to support the development of the instructional core. As the authors state, “Increases in student learning occur only as a consequence of improvement in the level of content, teachers’ knowledge and skill, and student engagement.” (23) The diagram below illustrates the instructional core:

THE INSTRUCTIONAL CORE



Thus, School Committee goals and the associated strategic actions are designed to support the development of the instructional core and, consequently, increases in student learning. Ensuring that Narragansett has high quality staff, innovative and engaging curriculum and instruction, a learning environment that supports the physical and mental health and wellness of students, and opportunities for student personalization and choice are all essential elements of supporting the instructional core. These elements are all the more essential as we weather the vagaries of the pandemic and commit to supporting all students in their intellectual growth and healthy physical and social-emotional development.

The goals, strategic actions, and indicators below are intended to coherently develop the structures, systems, and actions necessary to achieve the district mission. Each school in Narragansett will craft a School Development Plan (see Appendix B below) which will drive school-based improvement efforts in the main goal areas identified by the District Development Plan. Furthermore, department and subject-area goals and teacher goals (Student Learning Objectives and Professional Growth Objectives) will align to the School and

District Development Plans and indicators of progress, and be supported through relevant and timely professional learning experiences (see Appendix A below). This relationship is illustrated by the graphic below:



Developing a “through-line” from the district mission and core values to the daily work of teaching and learning requires intentional development of coherent practices within and among Narragansett schools. To this end, the Curriculum and Professional Development Council (CPDC) and the aligned subject area Vertical Articulation Teams (VAT teams) are charged with developing and monitoring the professional learning and instructional design process for the district, and district leaders and school based leaders are expected to develop coherent district and school development plans aligned to district goals and focused on student learning and development.

The goals and strategic actions below are followed by specific strategies and action steps to accomplish the goal. These steps are then supported by specific indicators of progress that will help to determine whether or not progress has been made toward each goal through these strategic action steps. In sum, the goals, action steps, and indicators below support the continuous improvement process and the development of coherent, intentional strategic actions focused on the instruction core and supportive of the whole child.

Goals, Strategic Actions, and Key Performance Indicators

Goal 1: *To prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship.*

District Strategic Action: Analyze student learning data to target support, focus instruction, and increase rigor

1.1 We will continuously strengthen our curriculum, instruction and assessment practices to provide dynamic opportunities for feedback to ensure all students consistently experience coherent, rigorous and engaging learning opportunities PK-12.

- Teachers, coaches, and administrators will continue to develop common curriculum maps/expectations for all disciplines, courses, and grade levels targeting areas of weakness in student outcomes.
- The literacy coach and English teachers will implement new resources grades 7-12 selected through the Ed Reports process.
- The math coach and math teachers will implement new resources grades 7-12 selected through the Ed Reports process.
- The math coach and math teachers will implement newly designed math pathways grades 7-12 with a focus on increasing the number of students accessing higher level mathematics.
- We will continue to expand AP course opportunities at Narragansett High School.
 - We will better align course pathways to encourage access to AP and dual enrollment classes.
 - We will plan to add additional AP offerings for students over the next several school years.

1.2 We will engage in a data-based cycle of continuous improvement to support all Narragansett students in meeting state and national learning standards and becoming college and career ready.

- We will implement individual and small group tutoring sessions as necessary to support students who have learning needs or are below grade level.
- A district committee will revise our graduation standards and develop a “vision of the graduate” to guide our work as we develop student learning experiences.
 - A high school committee will examine the school’s use of time and the design of the master schedule and make appropriate suggestions to the Superintendent for revision.
- The Narragansett Preschool will finish the process of accreditation through Bright Stars.
- At all levels, will use common formative assessments, common interim assessments, and universal screenings as quality data sources for use with data teams and individuals to inform and drive instruction.
- A District data team will continue to implement an “early warning system” to identify and support students who are at risk of not completing high school.
- Administrators and school improvement teams will develop district and school development plans to guide the strategic actions of each school and subject area.

1.3 We will support Narragansett students in developing the habits of mind that lead to life-long learning and success.

- We will examine research on college and career readiness to identify key traits of life-long learning that will be included in a Narragansett Portrait of a Graduate.
- All Narragansett School System employees will begin the process of examining our district and school cultures and practices to ensure a focus on student and adult efficacy and a growth mindset.
- The district and high school administration and guidance department will use National Student Clearinghouse data to track the persistence of and 4- and 6-year college completion rates for Narragansett graduates and align NSS practices to support college completion.

1.4 We will examine our curriculum and policies to ensure we are inclusive in all school areas.

- Our curriculum review and adoption process will ensure that diverse authors and characters are represented across the curriculum.
- Our Librarians will update the NSS Library Collection Policy to conform with best practices and American Library Association guidance
- Learning tasks will include questions and prompts that encourage different perspectives
- NSS Students will participate in assemblies, speakers, and stories from various cultures.

Key Performance Indicators:

- Growth of students over time, including analysis of student learning gains on key state and district benchmark assessments.
- Grade level and cohort student learning outcomes, including:
 - Percentage of students by grade level scoring proficient or better on all required state assessments, including RICAS, PSAT, and SAT
 - Percentage of student sub groups (low income, ELL, special education, ethnicity) by grade level scoring proficient or better on all required state assessments
 - Percentage of students scoring proficient or better on common assessments across subject areas, including reading, math, ELA, science, social studies, and world language
 - Percentage of students receiving interventions through the MTSS process
- Percentage of students reading at or above grade level benchmarks grades K-8.
- Percentage of students meeting mathematics grade level benchmarks grades K-8.
- Percentage of students grades 9-12 who:
 - Enroll in 1 or more AP or concurrent college enrollment classes
 - Achieve industry certification in 1 or more Career and Technical Education areas
- Percentage of students who:
 - Graduate (4 and 5-year graduation rates)
 - Enroll in and graduate from 2 and 4-year college programs (National Student Clearinghouse Data)
 - Enroll in the military within 6 months of graduation
 - Find gainful employment in a career related to completion of a Career and Technical Education program

Goal 2: To support, retain, and attract high quality staff by providing the structures, systems, and resources necessary to create dynamic learning environments.

District Strategic Action: Build Capacity for Systemic and Student Learning

2.1 We will support and develop opportunities for collaboration within and among schools to promote coherence and enhance innovation.

- The Curriculum and Professional Development Council (CPDC) and Vertical Teams in all subject areas will develop key instructional practices that will serve as a basis for professional development for the district.

- Teacher leaders will be trained in facilitating data protocols.
- The MTSS process at each school and among schools will be updated and streamlined to enhance support for at-risk students and integrate intervention practices with Special Education.

2.2 We will develop systems and structures to engage in ongoing, embedded professional learning experiences for educators which build our individual and collective capacity to help all students learn at high levels.

- We will examine the alignment of our school schedules with the learning expectations required of students and make necessary adjustments so students have ample time to fully access the curriculum, particularly in STEM areas.
- Our Special Education team will examine data and provide professional learning sessions to better align specialized teaching practices with the needs of identified students.
- School administrators and teacher leaders will examine existing structures and processes to allow focused collaboration time for teachers within subject and grade level assignments.
 - We will support building and district administrators to maximize available time through the “meeting wise” focus on effective communication and structures.
- All teachers will continue RIDE-required reading professional development.
- Professional learning will include a focus upon subject-specific content and pedagogy to increase rigor and differentiation.
- NSS staff will participate in continued professional development on diversity and inclusion.
- Each school will conduct Instructional Rounds and include teachers, building administrators, and district administrators in ongoing collaborative professional learning.
- The Leadership Team will engage in a book study of *Instructional Leadership: Creating Practice Out of Theory* by Peter DeWitt and apply the content to daily practice

2.3 We will continually support the infrastructure, technology, and operational resources necessary to most efficiently and effectively provide opportunities for all students to learn at high levels and become college and career ready.

- The district will review and update practices related to human resources as well as the design and implementation of a talent management strategy
 - We will design and publish an employee handbook to ensure coherent practices across the district.
 - We will continue to refine our hiring and induction practices to attract and support high quality educators to our schools.
 - We will prioritize recruiting and hiring a diverse workforce across all aspects of the district.
 - We will research and adopt innovative recruiting strategies to attract educators with a wide range of experiences and backgrounds to our district.
- The district will continue to prioritize and support the capital investment in school buildings necessary to create optimal learning conditions for students.

- We will regularly analyze, update, and provide resources to implement the Narragansett School System Capital Plan.
- The district will regularly review the internal processes related to budgeting, purchasing, and other processes related to the operation of the school system to create coherent practices and develop the most efficient practices possible.
- The district will continue to support best practices regarding the integration of technology to enhance the learning process.
 - Schools will continue to support and refine the infrastructure and instructional practices related to 1:1 student technology program.
 - Schools will integrate specialized technologies as opportunities become available, particularly in the areas of science, mathematics, and CTE.
- The Director of Technology will lead the enhancement of the Student Information System (SIS) as a platform to organize district wide data and to develop coherent administrative practices within and among schools.
 - The Director of Technology and his team will continue to train our data managers and school staff to utilize the capacity of the SIS to collect and generate reports on key student learning indicators.
 - The district will implement PowerSchool Analytics as a tool to further utilize the SIS to organize and track student learning data.

Key Performance Indicators:

- Documentation of professional learning areas of focus, activities, and outcomes.
- Establishment of systems which support teacher and administrator collaboration to promote a shared understanding of high quality instruction.
- Development of the Student Information System to support student learning through data analysis and the MTSS process.
- Update and implement technology plan to support learning.
- Update and implement capital improvement plan to support infrastructure.

Goal 3: To create a safe and respectful learning community where all students are known, cared for, and held to high expectations.

District Strategic Action: Support Safe, Healthy, and Equitable School Environments

3.1 We will increase our capacity to keep students and staff healthy and safe through investments in security infrastructure, technology, and training.

- All students and staff will have recurring training in safety and security protocols to ensure all members of our community have up to date and effective training should an emergency occur.
- All schools will enhance building security infrastructure, including video surveillance, access points, and other technological security upgrades.
- Administrators and teachers will participate in regular security training, including tabletop exercises, drills with the Narragansett Police Department, and other recommended activities

- The district will re-introduce the “Say Something Anonymous Reporting System” (SS-ARS) in cooperation with the Narragansett Police Department.

3.2 We will create the conditions that foster and support intellectually, physically, socially, and emotionally healthy learning as a community.

- The District Wellness Committee will continue to work with schools and community partners to develop systems and structures within the district to support the health and wellness of members of the school community.
 - The Wellness Committee will examine key initiatives, including but not limited to nutrition, physical activity, and stress and anxiety among student
- Faculty and staff will be trained in the QPR protocol regarding suicide prevention, and all staff members will have training on the signs of depression and suicide and the steps to take to support at-risk students. The middle and high school will provide additional training per the requirements outlined in recent legislation.
- All schools will continue to participate in the Narragansett Prevention Partnership to support community efforts to reduce substance abuse.
- All schools will engage in anti-Bullying education and programming to create learning environments that are intellectually, socially, emotionally, and physically safe for students and staff.

3.3 We will cultivate family and community partnerships to support all students and create positive and meaningful learning opportunities within and beyond the school setting.

- Each school will ensure that it has a meaningful School Improvement Team which adheres to the requirements of recent legislation and includes representative members from the school community.
- Narragansett High School will pilot an in-school mental health treatment program in partnership with Thundermist Community Health
- Narragansett High School will further develop the senior project to build mentoring relationships with community members.
- We will develop meaningful work based learning opportunities for high school students through CTE programs to expand learning opportunities into the field.
- Schools will increase the frequency and quality of school to home communication so parents and guardians are well informed about school events and have the opportunity to participate in each child’s education.
 - Each school will distribute regular newsletters and information bulletins.
 - The communications advisor will develop and enhance the websites of the district, school, and specific programs.
 - We will increase the social media presence of the district and schools to better connect with parents and students.

3.4 We will create equitable learning environments that develop a sense of belonging for all students and families and establish learning opportunities which close achievement gaps and promote mutual respect and understanding.

- The district Diversity and Equity Committee will conduct further training with faculty and staff to create inclusive and welcoming classroom practices.
- Schools and grade levels will examine student learning data by subgroup (race, ethnicity, gender, special needs, etc.) to identify achievement gaps within the Narragansett student body.
- All schools will examine and refine the MTSS process to ensure students are receiving the social and emotional support needed to fully access learning opportunities.
- Secondary schools will examine and refine anti-bullying programs, particularly focusing on supporting students from underrepresented groups.
- Schools will conduct surveys with students and faculty and will use the data to target specific culture and climate needs at each level.

Key Performance Indicators:

- Summary of district and school disciplinary data disaggregated by subgroup
- School and district parent survey data
- School and district student survey data including indicators of social/emotional wellness
- Feedback and communication with families celebrating student and school growth and successes
- Percentage of parents participating in parent conferences at all levels
- Percentage of students participating in extracurricular activities
- Percentage of Special Education students who meet or exceed their IEP goals and objectives
- Disaggregation of grade level and course grades by subgroup
- Culture and Climate surveys by building

Goal 4: To develop student engagement, identity, voice, and choice.

District Strategic Action: Empower Students to Foster Innovation

4.1 We will create personalized learning pathways and rigorous learning opportunities which allow students to develop ownership of and choice in the learning process.

- Narragansett High School will further develop an approach to learning based on the further development of the work based learning requirement from RIDE.
- The Narragansett Curriculum Academy will continue to develop key unit and course assessments that support a personalized approach to instruction and incorporate student choice.

4.2 We will partner with students in the continuous improvement process to highlight student voice and input and allow for the development of student self-direction and identity.

- Narragansett High School and Narragansett Pier School will continue to develop their advisory programs to involve students in decision making.
- Narragansett School System will establish a student advisory council to assist in designing and implementing key learning initiatives.
- The School Committee will consider a policy which add a non-voting student representative to the Committee.

4.3 We will engage students to participate in Diversity and Equity teams within their schools and as a district to foster, cultivate, and preserve a culture of diversity, equity, and inclusivity.

4.4 We will utilize advancements in technology and communication to enhance personalization of the learning process while continuing to recognize the power of community and the importance of relationships.

- Narragansett High School and Narragansett Pier Middle School will implement an updated Learning Management System, Schoology, to develop a platform which allows student personalization of the learning process.
- The district will consider and incorporate a blend of resources (electronic, print, and community-based) into curriculum design

4.5 We will create and support Career and Technical Education programs which attract students from across the region to engage in innovative learning experiences which result in industry certification and college and career readiness.

- Narragansett High School will continue to develop CTE programs which benefit students in district and across the region.
 - NHS will continue to develop and expand our AgriScience and Computer Science programs.
 - NHS will continue to implement the Education CTE program through the “Educators Rising” framework in partnership with the University of Rhode Island.
 - NHS will implement the Mechanical Trades-Plumbing program in partnership with Local 51.
 - The district will explore and pilot additional CTE programs as opportunities become available.
 - The district will continue to establish key industry partnerships to support our CTE programs.

4.6 We will establish and support key district partnerships to allow opportunities for students to attend Narragansett schools

- The district leadership team will continue to strengthen our relationship with the Jamestown Public Schools to allow access to NHS for Jamestown high school students.

Key Performance Indicators:

- Development of personalized learning platforms and opportunities.
- Development and completion of senior projects.
- Tracking and reporting on utilization and outcomes of advisory and mentorship programs.
- Tracking and reporting on recruitment for Career and Technical Education programs and retention of Narragansett students at key transition points (grades PK-K, 4-5, and 8-9).
- Implementation of integrated Guidance programs which focus on completion of Individual Learning Plans and the college planning process.

Appendix A
District Wide Professional Development Overview
2022-2023

The central purpose of professional development in Narragansett is to improve student learning. Professional development activities are designed to help faculty, staff and administration develop the skills to help all children learn. These district-wide professional development activities are organized according to the goals and strategic actions listed above.

Goal 1: To prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship

| Focus | Purpose | Structure |
|---|---|---|
| <ul style="list-style-type: none"> ● Development of K-12 curriculum maps, units, and assessments in Narragansett Curriculum Academy with follow up throughout the year | <ul style="list-style-type: none"> ● Develop an aligned and coherent curriculum with common benchmark assessments | <ul style="list-style-type: none"> ● Curriculum Academy June 2023 ● Curriculum and Professional Development Council ● PK-12 Vertical Teams |
| <ul style="list-style-type: none"> ● Implementation of Mathematics Curriculum and Resources Grades 7-12 | <ul style="list-style-type: none"> ● Support teachers and administrators in aligning Narragansett Math curriculum and instruction with Common Core Standards and Learning Expectations ● To increase student engagement in and the rigor of mathematics instruction | <ul style="list-style-type: none"> ● Training at summer PD ● Full and half day PD sessions throughout the year ● Design and support of program in curriculum academy |
| <ul style="list-style-type: none"> ● Alignment of curriculum to expectations incorporated in RICAS and PSAT/SAT accountability system | <ul style="list-style-type: none"> ● Support teachers in designing scope and sequence to be sure key standards are addressed and assessed | <ul style="list-style-type: none"> ● Grade level meetings and faculty meetings |
| <ul style="list-style-type: none"> ● Development of rigorous learning tasks | <ul style="list-style-type: none"> ● Develop pedagogy and learning tasks which incorporate learning progressions and Hess's cognitive rigor matrix ● To expand learning tasks and pedagogy to fully capitalize on student 1:1 computer resource | <ul style="list-style-type: none"> ● Curriculum Academy ● Team meetings ● Faculty Meetings ● Use of Power School Schoology grades 5-12 |

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| <ul style="list-style-type: none"> • Development of “growth mindset” practices throughout the district | <ul style="list-style-type: none"> • To allow students and staff to approach challenges as opportunities for growth • To equip staff and students with essential tools to incorporate growth mindset practices into day to day experiences | <ul style="list-style-type: none"> • District Professional Learning days • Faculty meetings • Book Clubs within schools |
|---|--|--|

Goal 2: To attract, retain, and support high quality staff by providing the structures, supports, and resources necessary to create dynamic learning environments.

| Focus | Purpose | Structure |
|--|--|--|
| <ul style="list-style-type: none"> • Investment in distributed leadership through CPDC and building leadership teams | <ul style="list-style-type: none"> • To build our capacity to function as a learning community • To increase participation in and ownership of strategic decisions that frame our school growth and development • To develop our capacity to make instructional decisions in the interest of all students • To build our collaboration skills so that we are using the expertise of the members of our community | <ul style="list-style-type: none"> • CPDC meetings • Leadership Team meetings • Course team meetings • Instructional Rounds (if possible) • Leadership team book study, <i>Instructional Leadership</i> by Peter DeWitt |
| <ul style="list-style-type: none"> • Professional learning supports to better align specialized teaching practices with the needs of identified students. | <ul style="list-style-type: none"> • To better utilize the expertise of special educators in providing supports in team teaching or supported classrooms | <ul style="list-style-type: none"> • PD at faculty meetings • Individual observation and support |
| <ul style="list-style-type: none"> • Align vision of high quality instruction throughout district | <ul style="list-style-type: none"> • To create coherence among schools and ensure students experience aligned and rigorous expectations and approaches to learning | <ul style="list-style-type: none"> • Instructional Rounds at all schools and Jamestown (if possible) |

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| | | <ul style="list-style-type: none"> Monitoring of professional learning opportunities through the Frontline System. |
| <ul style="list-style-type: none"> Grade Level and Course Teams Purpose and Function | <ul style="list-style-type: none"> To train facilitators to make the most out of collaborative time To align student learning experiences and outcomes within courses To monitor and adjust learning experiences for students based on State standards | <ul style="list-style-type: none"> Grade Level and Course team time School based PD and meeting time Faculty professional development on collaborative work |
| <ul style="list-style-type: none"> MTSS program | <ul style="list-style-type: none"> To better support the MTSS process through training of facilitators, development of student learning data, and increasing knowledge base of participants | <ul style="list-style-type: none"> Building and district MTSS meetings |
| <ul style="list-style-type: none"> Student Data system Development | <ul style="list-style-type: none"> To utilize the Student Information System to help faculty and parents access and utilize student learning information To further implement a district data teams and “early warning system” for potential dropouts Implementation of Power School Analytics | <ul style="list-style-type: none"> Faculty meetings, district PD days District data team meetings MTSS meetings |

Goal 3: To create a safe and respectful learning community where all students are known, cared for, and held to high expectations

| Focus | Purpose | Structure |
|---|--|---|
| <ul style="list-style-type: none"> School Safety | <ul style="list-style-type: none"> School safety training | <ul style="list-style-type: none"> Review and learning at faculty meetings and PD hours/days |
| <ul style="list-style-type: none"> Suicide Prevention Training | <ul style="list-style-type: none"> Train all staff in QPR | <ul style="list-style-type: none"> PD days throughout the year |

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| <ul style="list-style-type: none"> ● Diversity and Equity Discussions | <ul style="list-style-type: none"> ● Create welcoming and engaging learning experiences for all students | <ul style="list-style-type: none"> ● PD time throughout the year |
| <ul style="list-style-type: none"> ● Common expectations for behavior | <ul style="list-style-type: none"> ● To develop consistent expectations for student conduct to maintain a supportive learning environment ● Reduce bullying behavior | <ul style="list-style-type: none"> ● Conscious Discipline trainings ● Leadership meetings ● MTSS meetings |
| <ul style="list-style-type: none"> ● Supporting Efficacy principles | <ul style="list-style-type: none"> ● To help students and faculty recognize the effect effort has on achievement | <ul style="list-style-type: none"> ● Articles in updates to staff ● CPDC meetings ● Curriculum Academy |

Goal 4: *To develop student engagement, identity, voice, and choice*

| Focus | Purpose | Structure |
|--|---|---|
| <ul style="list-style-type: none"> ● Schedule revision at NHS | <ul style="list-style-type: none"> ● To develop more choice and support for all students in daily schedule | <ul style="list-style-type: none"> ● Design of programming changes with key stakeholders |
| <ul style="list-style-type: none"> ● Design Vision of the Graduate | <ul style="list-style-type: none"> ● To design a Vision of the Graduate to allow a more personalized approach to learning while also increasing the level of rigor | <ul style="list-style-type: none"> ● Community committee to design and recommend to School Committee |
| <ul style="list-style-type: none"> ● CTE program enhancement and design | <ul style="list-style-type: none"> ● To develop programs which meet industry standards in key areas of the economy ● To develop programs which attract student interest throughout the region | <ul style="list-style-type: none"> ● Design days with core industry partners and URI ● Curriculum Academy |

Appendix B: School Development Plan Format

School Name

School Message, etc.

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| Goal 1: To prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship. | |
| Explain how the goal applies to your school here. | |
| Strategic Actions | |
| Summarize/ label a strategic action here (focus area from organizer, e.g., Personalized Learning) | Describe the actions steps here: a. b. |
| Summarize/ label another strategic action here (focus area from organizer, e.g., Mindset/Learning to Learn) | Describe the action steps here: . a. b. |
| Performance Indicators | |
| Summarize the performance indicators here that will indicate progress toward the goal identified above | |
| Professional Learning and Supports (might be other... Student engagement plan, etc..) | |
| Area of Focus | Action steps |
| Goal 2: To support, retain, and attract high quality staff by providing the structures, systems, and resources necessary to create dynamic learning environments. | |
| Explain how the goal applies to your school here. | |

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| Strategic Actions | |
| Summarize/ label a strategic action here (focus area from organizer, e.g., Personalized Learning) | Describe the actions steps here: a. b. |
| Summarize/ label another strategic action here (focus area from organizer, e.g., Mindset/Learning to Learn) | Describe the action steps here: . a. b. |
| Performance Indicators | |
| Summarize the performance indicators here that will indicate progress toward the strategic actions identified above | |
| Professional Learning and Supports (might be other... Student engagement plan, etc..) | |
| Area of Focus | Action steps |
| Goal 3: To create a safe and respectful learning community where all students are known, cared for, and held to high expectations. | |
| Explain how the goal applies to your school here. | |
| Strategic Actions | |
| Summarize/ label a strategic action here (focus area from organizer, e.g., Personalized Learning) | Describe the actions steps here: a. b. |
| Summarize/ label another strategic action here (focus area from organizer, e.g., Mindset/Learning to Learn) | Describe the action steps here: . a. b. |
| Performance Indicators | |
| Summarize the performance indicators here that will indicate progress toward the strategic actions identified above | |
| Professional Learning and Supports (might be other... Student engagement plan, etc..) | |
| Area of Focus | Action steps |

| | |
|---|---|
| | |
| Goal 4: To develop student engagement, identity, voice, and choice. | |
| Explain how the goal applies to your school here. | |
| Strategic Actions | |
| Summarize/ label a strategic action here (focus area from organizer, e.g., Personalized Learning) | Describe the actions steps here: a. b. |
| Summarize/ label another strategic action here (focus area from organizer, e.g., Mindset/Learning to Learn) | Describe the action steps here: . a. b. |
| Performance Indicators | |
| Summarize the performance indicators here that will indicate progress toward the strategic actions identified above | |
| Professional Learning and Supports (might be other... Student engagement plan, etc..) | |
| Area of Focus | Action steps |