Newport Public Schools
Strategy Implementation Plan 2016-2021

Executive Summary

Newport Public Schools Strategic Plan Initiatives

Technology in the Classroom
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The Newport Public Schools' five-year Strategic Plan was approved by the School Committee in November 2016. Work on the Strategy Implementation Plan by teams of teachers, staff, School Committee members and individuals from the community began immediately.

The four primary goals are:

1. Every student in third grade achieves third grade reading and math proficiency.

2. 100% of Newport high school students graduate with the academic, vocational and social skills required for them to be confident and succeed in the next path of their career.

3. Create a concept of OneNewport where the Newport community and schools join forces to mutually provide the educational resources and experiences that encourage all students to succeed and contribute to Newport's future economy and social well-being.

4. Create a professional working climate that is respectful, produces a high-achieving and powerful learning community where faculty, students, and families want to work, attend, and succeed.

The Implementation Plan has seven initiative areas that are fundamental to achieving our strategic goals. Each initiative area had a dedicated team that did research, collaborated with colleagues, evaluated current conditions, and assessed operating strengths and weaknesses.

The teams were tasked with making recommendation based on priorities and positive student impact, but not be constrained by current budgets or conformance to the status quo. They also considered the skills demanded by 21st century workplace based on recent surveys and workshops. Many recommendations have a foundation in the innovative projects and programs within the Newport Public Schools. The results of these programs are extraordinary. Since all seven initiatives are interconnected, the teams shared mutual synergies and contingencies.

To achieve the NPS Strategic Goals, the following actions are recommended for implementation. Although this is a five-year plan, most of the actions need to be implemented within next two years to have significant impact by year five. The following initiatives are presented in an approximate priority order.

Technology in the Classroom

This initiative emerged as the highest priority because technology is a major gating factor to preparing students, teaching effectively, and enabling positive change in the other six strategic initiatives. Newport has one of the worst computer-to-student ratios in RI schools. In spite of stellar results in our tech-infused programs like PTECH, AOIT and MakerSpace, we need to achieve a 1:1 computer-student ratio at Thompson and Rogers within two years. The life-cycle expense per student per year is between $110-140.

- **Action T-1:** Acquire 893 Chrome Book computers in 2017-18 and 919 in 2018-19 through purchase or lease arrangement.

- **Action T-2: Supplemental computer-teaching related equipment for the classroom**: This includes Chrome Book storage/charging/security carts and projection devices for classroom presentation

- **Action T-3-: Provide an adequate broadband network, connectivity and performance to assure effectiveness in the classroom:** The NPS broadband backbone network is in place with good capacity. Peripheral (edge) equipment needs to be upgraded. Much of this cost might be covered by e-rate funding.

- **Action T-4: Technical Support Personnel:** Specialized staff is necessary to ensure that the Chrome Books, software applications, supplemental equipment and network are properly performing for the students and teachers in the classroom. Malfunctions interfere with teaching/learning and are demoralizing. Faculty technical professional development is very important and covered in the Professional Development section.

  In the first two years of implementing technology in the classroom, best practices conclusive indicated that having a "technology integration facilitator" (aka – a technical-savvy experienced teacher who directly helps classroom teachers with curriculum integration and blending learning techniques) in each school is essential. An IT director is critical because that position is the responsible for multi-year planning, implementation and performance of the entire classroom technology investment.

  It should be noted that the hodge-podge of computers and gear in the schools now are extremely costly because they either are broken or take extraordinary effort to keep them functioning because of the numerous outdated makes and models of equipment. Then there is the wasted staff and teaching time spent resolving problems. Other districts experienced major reduction in support costs and down-time once they converted to plan with only standard and compatible devices.

- **Action T-5: Technology as a Gating Factor for Other Strategy Initiatives:** Reaching a critical mass of available classroom computers (1:1 ratio) is necessary for Multiple Opportunities Learning (#5), Professional Development options (#6), Early Childhood Education learning and diagnostics (#1), and implementation of Individual Learning Plans (#3).

Early Childhood Education

This initiative was also given high implementation priority because the investment in Pre-K enrollment, and creative immersion of all students into reading and math, are proven proactive interventions that can dramatically improve a child's ability to succeed in school. Also, these program changes are a prerequisite to achieving reading/math proficiency by third grade goal.

The Early Childhood team (experienced teachers and staff along with many leaders from supporting organizations) has been meeting intensively for the past year and many of its recommendations are already being implemented.

- **Action EC-1a:** Reconfigure teaching resources at Pell School to concentrate on **reading skills** for all children in grades 1-3. STAR testing is being done (pre and post) at pre-determined intervals to measure progress. Additional resources are being dedicated for vulnerable children (ELL and Low Income).

- **Action EC-1b:** Develop a plan, similar to the reading plan, at Pell School to address **math skills** for all children in grades 1-3.

- **Action EC-2:** Continue efforts to enroll all vulnerable students in full day kindergarten and collaborate with community partners to achieve high attendance and family support. Provide additional remedial reading and math assistance as well as summer programs.

- **Action EC-3:** Determine the number of vulnerable 3 and 4 year old in Newport. Determine how many of these children are enrolled in any (NPS, non-profit or for-profit) pre-K program. Assess the baseline metric of the percentage of vulnerable Newport 3 and 4 year olds enrolled. Determine what the factors are in successful pre-K experiences and conversely, the obstacles.

- **Action EC-4:** Begin to build capacity within our community to ensure that all vulnerable 3 and 4 year olds living in Newport can be enrolled in high quality Pre-K classes

High Quality Learning Opportunities and Pathways

The goal of this initiative is to evolve the high school experience away from a limited selection of prescriptive courses to one that more fully engages each student and more responsibly prepares them for the rapidly changing world beyond high school. This initiative builds on the insights and remarkable results from the innovative programs that RHS has already pioneered – PTECH, AOIT, Newport Project, the Alternative Learning Program and the Career Tech courses. Over 70% of RHS student are already participating in the "multiple opportunities" concept.

To take this initiative to the next level, more options are needed for learning and more interaction with adults. Expanding learning options means increasing the course options, more independent and project-based curriculum, utilizing more delivery channels for courses, more AP courses, dual college enrollment, job experiences, internships and apprenticeships. Research is showing that the breadth and depth of student learning and life-skills development dramatically occurs when there is sustained and meaningful interaction with adults. Academic proficiencies are not compromised; mastery of the curriculum requirements is the cornerstone of the multiple opportunities initiative.

- **Action MO-1:** Form an advisory team of faculty (both traditional classroom and new programs) and community members (business, experience) to research and identify new topic areas and opportunities that correspond with student interests and career aspirations. Incorporate recommendations from the League of Innovative Schools.

- **Action MO-2:** Develop the ability and capacity to offer more project based experiences, internships, apprenticeships, and utilizing more community members as classroom resources. Expanding abilities and capacity may include re-evaluating traditional time schedules, more vehicles for transportation, coordinators for internship supervision, and processes for finding and scheduling community experts for classroom activities.

- **Action MO-3:** Create sustained and meaningful interactions between students and adults, such as a teacher-mentor, advisor, counselor or advocate. This is the crucible that nourishes self-esteem, confidence, decision-making, planning and learning, especially for vulnerable students. However, this approach deviates from the typical operating culture and job expectations. Professional development will be a necessary investment. Utilize the Individual Learning Plan as a common point of exploring, setting goals and planning.

- **Action MO-4:** Individual Learning Plans (ILP) as a tool for not only student goal setting and planning, but also interest and aptitude profile and occupational exploration. The ILP (a computer-based internet accessed platform) plan can be effective in smoothing the transition from TMS to RHS to take advantage of its multiple opportunities courses.

Faculty Professional Development

Professional Development (PD) is process of continuous learning and improvement. The emphasis for the next two years is on (a) technology as a learning and teaching tool, (b) social-emotional awareness, and (c) science and reading.

The reason PD was identified as a strategic priority is because it was no longer perceived as central to our educational mission due to staff reductions and budget cuts. Like all organizations, adapting to rapid changes in technology and social environment requires continuous learning, training and capacity-building.

- **Action PD-1:** Form an advisory team of teachers to assist the Assistant Superintendent in designing a responsive and effective PD multiyear plan for NPS. It will be formed in the 2017-18 school year and initially focus on applying practical quality factors (e.g. early scheduling, content expectations, session evaluation) to the current PD program.

- **Action PD-2:** Collaboratively recommend PD modules for the three priority areas. Technology-Classroom integration and social-emotional have near-term benefits. Applying quality standards to these PD offerings is essential.

- **Action PD-3:** Expand the delivery modes of PD to include on-line, webinars, tech meet-ups, and interactive forums.

- **Action PD-4:** Create a formal cumulative PD resume for each teacher as part of the NPS information system. The resume will provide an indication of who has expertise in critical areas and a measure of PD investment hours and cost from year to year.

Individual Learning Plans (ILP)

A personalized learning plan for each student will be created starting in 6th grade and will be updated continually until graduation. The purpose is to engage with the students as they set goals and do planning. The ILP provides continuity for each student as they progress grade to grade. The ILP tool resides on the "WaytoGoRI" platform and is accessed by computer through the internet. In addition to assisting the student with goal setting and planning, it also provides interest and aptitude inventories, occupational exploration, and discusses job clusters. Without sufficient computers in the classroom, ILP cannot be implemented.

- **Action IL-1:** TMS recommends reinstituting the "advisory program" as part of its ILP revitalization because it sets aside time for student mentoring and advising. RHS also feels that if the ILP is not paired with adult discussion and guidance, most of its value is lost.

- **Action IL-2:** The ILP will be implemented in grades 6 through 12 as a pilot program with selected groups of diverse students who have routine access to computer. A pilot program will also allow us to evaluate the best techniques for mentoring and advising.

Learning Climate and Culture

Teachers and staff asked that culture and climate be made a strategic priority. Organizational culture and climate are intangible and difficult to measure, yet they predispose a group's ability to trust, innovate, adapt and collaborate authentically. Good organizational cultures promote trust, autonomy, mastery, purpose, recognition and common goals. The presence of a good school culture and climate results in better student achievement because effective interpersonal awareness and skills are demonstrated through adult modeling.

- **Action C&C-1:** Form a diverse advisory team to identify and encourage behaviors and expectations that nurture a trusting and respectful school climate. Conduct feedback and focus group sessions. Recommend milestone concepts.

- **Action C&C-2:** Professional development is one important activity that can promote trust between teachers and administration because there is common commitment to its importance - learning and professional growth. The goals for technology and social-cultural PD will be planned collaboratively, building trust and achieve excellence.

- **Action C&C-3:** Develop a "welcoming and wrap-around continuity" program for new teachers beginning the summer of 2017.

- **Action C&C-4:** Make a concerted effort to communicate thoroughly about adapting to change. All NPS professionals must take dramatic efforts to demystify uncertainty and concentrate energy on helping students learn.

OneNewport - Community Engagement and Partnerships

Without broad-based community support and engagement it would be difficult to achieve the goal of becoming a high performing sought after educational system for one's family. The NPS system is one part of the greater good of the community and must be recognized as a main ingredient of a successful city.

The OneNewport goal is to achieve a unified and collaborative commitment by the talented and resourceful Newport community to actively participate in and be responsible for the education of all our children.

- **Action ON-1:** Identify opportunities for Newport organizations and individuals to contribute to the objectives of the NPS strategic plan. An example would be to develop a sustainable and effective process whereby teachers reach out to community members that have specific experiences or expertise.

- **Action ON-2:** Establish working relationships with community organizations to partner and contribute to advancing the NPS strategic objectives.

- **Action ON-3:** Further promote the goals and achievements of our schools and work with the community to invest in educating Newport's children to high standards. An example would be supplementing the NPS administration in creating more awareness of the NPS Strategic Plan and programs underway.

Initiative #1
Early Childhood Education

Description

The Early Childhood Education strategic initiative is perhaps the most compelling because it has the potential to have the greatest overall impact on student achievement during the next decade.

The primary goal is for every third grader to be reading and proficient at math at the third grade level and our system will help sustain this with appropriate structures. In 2015 only 38% of third-graders tested as proficient at this level.

Research is clear: Students who are below level at the end of third grade have a significantly lower probability of being successful for the remainder of their schooling. They simply did not develop the skills and behaviors necessary to achieve. As an ironic consequence, the schools end up spending significant expenses trying to address chronic learning and behavioral deficiencies for the remaining nine years of schooling.

Not being proficient in reading and math by the end of the third year has human and financial consequences in terms of low self-esteem, subsequent behavior issues, attendance, poor academic achievement and limited career and economic options. The reasons for this situation are numerous and complex. Although there are no simple solutions, research offers clusters of proven initiatives that greatly improve a child's probability of academic achievement and educational success. For example, full-day programs are more effective than half-day because they are more academic, spending more time on reading and math.

Newport's elementary school has a vibrant and accomplished foundation to launch the early education strategic initiatives. Pell School has highly-qualified administrators and faculty as well as several pioneer programs in digital literacy. The school focuses on engaging parents and community organizations to help augment this work.

Research is definitive: In order to have all 3rd grade students achieve proficiency in reading and math in 3rd grade, all "at risk" children need to participate in high quality pre-K programs at ages 3 and 4. "High-Quality" pre-K programs equates to a 4 or 5 (on a 1 – 5 scale, 5 being high) BrightStars rating – the rating system used by Rhode Island. In the Newport area, only 25% of child care centers are rated at the 4-5 level. Currently an estimated 35% of Newport children are enrolled in Bright Star 4 & 5-rated pre-K programs. (*Note:* Precise data is difficult to obtain because of confidentiality and overlapping categories. (RI Kids Count and the NPS student is a credible data source.)

Pre-K programs are offered by a variety of organizations including non-profits (e.g. Martin Luther King Center, government sponsored (e.g. EBCAP State Pre-K, Head Start), commercial schools and the public school system. The most important variable is to provide capacity for 210 "at risk" children. Currently Newport's enrollment is about 80 with very little additional capacity.

This early-age educational investment is mandatory for academic performance achievement levels and cost savings in the subsequent twelve years of schooling. Providing facility capacity is a major challenge, but there are there are other challenges as well. Finding funding is a major challenge, but a coherent plan might attract additional grants and financial support.

For Newport, there are five distinct but connected segments for early childhood education:

- **Birth to Age 3** – Connect with parents about educational opportunities in Newport and the child's developmental health. Engagement with community social and health care organizations is essential, as well as coordination of education-parent planning resulting from diagnostic insight. There are many valuable initiatives underway to identify very young at-risk children through developmental screenings: Baby Steps, Healthy Families America, Nurse Family Partnership, Parents as Teachers, Child Outreach Program, NFCOZ and collaboration with local pediatricians.

- **Pre-School Ages 3-4** – All children ages 3 or 4 who are disadvantaged - cognitively, social, behavior, language (ELL – English Language Learners), economically, or physically benefit exponentially when enrolled and attend readiness Pre-K programs. Some excellent qualified pre-K programs (e.g. State Pre-K, Head Start, Martin Luther King Center) are offered throughout the community taught by certified teachers. Parent involvement and support, transportation, tuition/cost, twelve-month sessions and attendance are critical aspects of a successful pre-K program. The annual NPS-hosted Pre-K Fair is designed to connect parents of children 4 and younger with private or public organizations on Aquidneck Island.

- **Kindergarten Age 5** – There is a trend nationally to promote kindergarten as mandatory because of its proven positive impact on childhood education, especially for disadvantaged children. However, even with mandatory K enrollment, attendance can be problematic. Close coordination between the pre-K programs and the Kindergarten teachers is an important transitional factor.

- **Grades 1 through 3** – Being able to develop reading and math skills in these grades are strong predictors of educational achievement. To develop reading and math skills there needs to be trained teachers and robust professional development programs that include diagnostic and intervention techniques. Empowering the teaching staff combined with "blended learning" (use of technology in the classroom) digital curriculum, and STEAM/STEM initiatives can result in significant gains in teaching effectiveness during these years, as opposed to overly-structured routines that restrict instructor initiative and individualized flexibility. Parent-teacher interaction is also important and can be easily attained through technology and phone. Summer reading and math programs are effective in reducing "summer slide" – the loss of academic skills over the summer recess.

- **Grade 4 and transition to middle school** –There must be interschool curriculum continuity, including the use of technology, and individualized learning plans to assure sharing of information. "Back-sliding" or "summer-sliding" is when a child "loses" a significant percentage of what they learned during the school year because of the paucity of academic stimulation during the summer months. For this reason, summer or extended educational experiences are a necessary part of early childhood programming.

Scope of the Early Childhood Education Initiative

- Assess Pre-K and kindergarten enrollment levels and compare to the total number of Newport students with remedial needs.
- Evaluate the capacity for pre-K and kindergarten in Newport and neighboring communities.
- Survey Pell teachers for ideas and recommendations.
- Understand the ELL program and services; discuss recommendations.
- Meet with STEAM teachers. Discuss their recommendations for program growth.
- Meet with teachers integrating technology and digital curriculum. Incorporate their suggestions in the strategic plan. Include technology partners in discussion.
- Discuss the prenatal to age 3 programs in the community and recommendations to find ways on how to better connect with parents and care providers.
- Identify and meet the existing partner organizations, agencies, groups, and individuals already engaged with early childhood support.
- Review RIDE early childhood strategies, recommendations and guidelines.
- Research effective early childhood techniques and best practices in schools with demographics similar to Newport.
- Analyze data relevant to student population, achievement, costs, results and benchmarks.
- Explore "teacher empowerment" as a core competency for adaptive education and student achievement.
- Assess the implications of organizational culture and change necessary for implementing strategic initiatives.
- Provide estimates of incremental expenses and timelines for implementing the early childhood initiatives.
- Understand the pivotal resources and processes needed to achieve proficiency in reading and math for

at-risk students, such as specially trained teachers, translators, support activities and class size/time. A good baseline is the UI Early Learning and Development Standards.

Summary Discussion

Preliminary Data and Strategic Priorities:

- All 3rd grade students are proficient in reading and math by the end of the 3rd grade year.
- Enroll all "at risk" children ages 3-5 in Pre-K or Kindergarten, preferably in all-day classes, summers included.
- Integrate STEAM, digital literacy and technology into the elementary curriculum.
- Provide professional development, training and collaboration time for teachers.
- Encourage "out of the box" approaches to enable every child the ability to be on grade level.
- Build on the base of successful programs at Pell.

Newport – Children Age 18 and Younger (2016 RI Kids Count -2010 data)						
Ethnicity	Number	% of Total	Reading Proficiency	Math Proficiency	Needing Intervention	Grad Rate
Latino	703	17%	18%	18%	37%	76%
Black	337	8%	22%	21%	30%	77%
White	2405	58%	48%	46%	3%	77%
Total	4083	100%	37%	36%	14%	83%

Early Education Data: Students Pre-K to Grade 4 (NPS report May 27 2016)

- Total Pre-K to 4th students = 939
- Total K – grade 4 = 862
- Pre-K = 77 (50% spec/50% peer)
- Kindergarten =173
- Grade 1 = 170
- Grade 2 = 181
- Grade 3 = 166
- Grade 4 = 157
- % Free/Re Lunch = 66.5%

Number of Disadvantaged Students at Ages of 3 and 4 for Pre-K: For planning purposes we used the following assumptions:

- Number of 3 & 4 year olds in Newport averages 175 per year each (= total 350)
- 60% of these students are identified as "at risk"
- Total estimated "at risk" 3 and 4 year olds = 210
- Current enrollment of Newport children (ages 3 & 4) Pre-K programs
    - Pell School = 75
    - State Pre-K slots = 54
    - Ages 3 to 5 received CCAP in centers = 105
    - ECAP Early Head Start in centers = 32; home visits = 15
    - YMCA Twice as Nice Preschool = 58 slots
    - Child and Family Sandpipers Early Learning Center = 38 slots

There is also the challenge of "at risk" students moving or arriving at any time during a school year.

Use of Technology and STEAM Curriculum: Providing significantly more computers to the classroom and integrating curriculum to take advantage of the technology for teaching and learning in focus proficiency categories. Expanding existing technology-related programs and starting new initiatives is important to build

a more expansive experience base. On-line diagnostic tools could be valuable. Educate and expand student and family awareness of programs outside the school day. FabNewport, Boys and Girls Club, and other agencies are available during non-school hours.

Community Partnerships: There is an extensive network of community collaboration, especially critical for the support and services needed for families and children starting at very young ages. Most of the locating and pre-K education of at-risk children are done by community organizations in partnership with the NPS. Several committed community partners have been previously mentioned but there are many more including the Newport Housing Authority, East Bay Community Action Program, Boys and Girls Club, Health Equity Zone, Martin Luther King Center, RI Kids Count, Newport Community Schools and Newport Hospital. NPS is also associated with national organizations that offer support and resources: National Campaign for Grade Level Reading, the van Beuren Charitable Foundation, the Prince Charitable Trust, Nellie Mae Education Foundation, RI Foundation, and Bank Newport.

Implementation Objectives

The goal is to have every third grade student achieve standard proficiency achievement levels in reading and math by the end of their third grade year. Leading up to this goal are several cascading sub-goals:

- Concentrating on students in grades 1-3 in reading and math with frequent progress monitoring. Providing skilled experienced teachers for this initiative and additional professional development programs to all teachers. Additional resources will be applied to ELL children.
- Enrolling all targeted children in full-day kindergarten. Setting high expectations for attendance, enlisting collaborative support from community organizations.
- Enrolling all targeted 3 and 4 Newport children in full-day pre-K classes. These classes should be BrightStars4+ rated, and can be offered by NPS, non-profits, or for-profit organizations.
- Providing summer programs for all the above students.
- Engaging with Newport or local organizations that work with families, provide early child developmental screening and offer outreach services.

EARLY CHILDHOOD EDUCATION ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Develop a math proficiency plan similar to the reading proficiency plan outline in this section.		June 2017
2	Determine the number of designated 3 and 4 year old Newport children targeted for early childhood educational intervention.		June 2017
3	Compared to best practices, assess the number of specialized teachers, translators and professional development programs needed based on the designated student population. Assess new hire planning.		June 2017
4	Identify and implement near-term pilot programs that utilize technology to assist with focused learning activities, such as word recognition for ELL students.		Summer 2017
5	Expand Professional Development programs for teachers, especially in targeted need areas such as use of diagnostic and intervention techniques for “at risk” students. Includes math and reading interventionists.		Summer 2017
6	Continue with Early Childhood Advisory group meeting on a regular basis, to include progress tracking and recommending adjustments		Ongoing - Monthly
7	Implement NPS Personalized Learning Plan for all students; share with students and parents.		2017-19

8	Develop a process for measuring collaboration with community partner organizations and scheduled progress reviews. Improve implementation or prototype recommendations.		Summer 2017
9	Continue with implementation planning and adjustments.		
10	Budgeting Updates		
11	Progress tracking		

Selected Progress Measures

ASSURANCE # 2 DESTINATION OUTCOMES					
Goal		**Baseline**	**2017 Target**	**2020 Target**	**2023 Target**
Pre-K Programs with +4 BrightStars Rating		25%	50%	70%	100%
Increase Pre-K classes capacity for 3 & 4 year olds enrollment – K ready		35%	40%	60%	95%
Number of student entering grades 1-3 attended a quality summer program and participate in pre/post Slosson reading test		250 71%	275 80%	350 90%	450 100%
Percentage of 2nd grade students meet or exceed STAR reading level	All	49%	54%	60%	75%
	ELL	9%	11%	15%	20%
	Lowl	51%	60%	65%	70%
Percentage of 3rd grade students meet or exceed STAR reading level	All	53%	58%	65%	75%
	ELL	2%	4%	10%	20%
	Lowl	64%	70%	75%	80%

- Number of students (and %) meeting math proficiency by end of grade 3
- Number of designated 3 and 4 year old Newport children targeted for early childhood educational intervention
- Capacity slots for targeted 3 and 4 year old Newport students
- Percentage of targeted 3 and 4 year old Newport students enrolled in Pre-K classes

Budget Estimate and Process Changes

The preliminary budget approach is to realign the math and reading proficiency program with existing staff and reallocations of current funding. Grants and donations also are important to provide the services mentioned in this plan.

There may be near term requirements for professional development and classroom support.

During the next three years, once the assessment has been reached as to the number of 3-5 year olds designated as needing math or reading intervention and the Pre-K slots available, there may be a requirement to expand capacity. A financial estimate is not available at this time but should be considered in conjunction with the relocation of the Kennedy School students.

Comments and References

"Early Warning: Why Reading by the End of Third Grade Matters," Kids Count Report from the Annie E. Casey Foundation, 2010

"3rd Grade Reading: Community Solutions Action Plan (CSAP)," Dubuque, Iowa

"Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation," Donald Hernandez, Sr. Advisor – Foundation of Child Development, 2011

"Strategies for Effective Collaboration with Parents, Schools and Community Members," Rutgers University, 2009 http://sdfsc.rutgers.edu

"Rhode Island Early Learning and Development Standards"

Team Members: Early Childhood Education

Kathleen McKeon
Colleen Crotteau
Traci Westman
Sandra Flowers
Sharon Carter
Stephanie Geller
Yvette Harris
Niko Merritt
Linda Laliberte
Jo Eva Gaines
Kathy Silvia
Colleen Burns Jermain, ex-officio

Initiative #2
Technology in the Classroom

Description

This technology section provides recommendations for implementing a comprehensive and integrated technology program into Newport's schools over the next five years. However, it is imperative the extensive investments be made in the first two years along with accompanying faculty professional development. Newport has one of worst computer-to-student ratio in RI. Most of the five-year impact on students and teachers will be the result of how much is implemented in 2017-18.

We do have "pocket of computers" within our schools, such as PTECH, AOIT, Thompson's computer lab, and the Pell Library, but Newport schools are several years behind most RI school districts, and far behind neighboring states. Currently we have one computer for every 9 student, a 1:9 ratio. Most schools are approaching a 1:1 ratio.

Many of the computers in the schools now are woefully out-of-date or in disrepair, as are the projection devices. The hodge-podge inventory of different makes and models of equipment make technical maintenance and support tremendously expensive. The result of this situation is frustrated students and demoralized teachers.

When describing the phrase "technology in the classroom" we include more than just computer hardware. This technology implementation plan includes:

- Computer hardware, licenses and maintenance
- Software programs and licenses
- Curriculum integration and usability
- Faculty professional development and training
- Network infrastructure, capacity and performance
- Staffing – Network manager, Technology Integration Specialists, support personnel
- Ancillary equipment such as screen projection, presentation ability, and 3-D printers
- Equipment maintenance/replacement and software evolution planning
- Much broader exposure to digital literacy, coding, STEAM, and on-line resources

Technology in the classroom is a strategic initiative because of its dramatic future impact on student achievement, graduation rates, flexibility in the classroom and teaching. Technology augments our existing school program by providing a deeper competency in computing knowledge – a skill required for meaningful jobs in the 21st century. The world of work will be fundamentally different in the next decade. We need to intelligently anticipate these changes and give our students the knowledge and experience to be successful. Finally, as previously mentioned, Newport's students are a at technology disadvantage compared to the other school districts in our area.

Scope of the Technology Initiative:

- Assess how "technology" is currently being used in each of the schools. Conduct a technology needs assessment survey in each of the schools. Talk with the teachers for ideas and perspectives.
- Evaluate the impact of computers on standardized test results (PARCC, STAR) and teaching effectiveness.
- Discuss experiences with the teachers at Pell about integrating of STEAM/STEM into the classroom.
- Research "best practices" for implementation of technology in school districts similar to ours.
- Collaborate with proven partners such as "Future Ready Schools", RISTE and the Highlander group.
- Explore and consider adopting existing standards, frameworks, and recommendations of groups such as computer science teachers associations.

- Build on our successful pilot initiatives and existing technology-related programs in Newport schools, such as Academy of Information Technology (AOIT) at Rogers, robotics projects, web site design, programming and cyber-security (PTECH).
- Meet with RIDE leadership and other agencies on recommendations, initiatives, policies and funding.
- Collaborate closely with other school districts, Massachusetts Computing Attainment Network (MassCAN), Rhode Island Society of Technology Educators (RISTE) and other organizations that have expertise and resources.
- Understand the training, logistics, programming and operational costs.
- Explore partnerships with employers, colleges, and community resources necessary for a sustained high-quality integrated technology program.
- Consider what is required for a seamless path as students matriculate from grade to grade, especially in the transition from Pell to Thompson and Thompson to Rogers.
- Identify the essential measures that are used to monitor the effectiveness of a technology education program and the functional performance of the supporting processes and infrastructure.
- Develop a realistic perspective related to the impact of an integrated technology program on students' (a) academic achievement, and (b) college/career opportunities after graduation, especially for under-represented groups.
- Develop cost models and financial options.
- Explore the tangible benefits of K-12 technology program on the economic and social well-being of the Newport community.

Summary Discussion

In spite of Newport schools having some state-of-the-art technology programs like PTECH, AOIT and Thompson winning robotics awards, over the years we have failed to sufficiently invest in a systematic way to equip our students and teachers with what is needed for 21st century education and career preparation. We have one computer for every nine students.

We do not have enough computers for all students to take PARCC tests at the same time. Many of students taking PARCC tests are not familiar with computers and this dramatically affects their test results. We are considering asking for state exemption to revert to paper PARCC tests. Teachers who want to use on-line teaching resources have to sign-up for a lab, often having to wait a week before time can be scheduled. Teachers' ability to use on-line educational teaching tools, individual student learning tools, and diagnostic tools are dramatically restricted. Students need computers for research, independent learning, development of critical thinking skills, digital literacy and coding – all of which are essential for career success. This is especially true for underserved students.

This strategy initiative requests a significant financial infusion for technology over the next two years to bring Newport to parity with successful schools districts. With the installation of classroom computers, there are several other supported activities that must be launched in parallel to achieve the learning and teaching effectiveness goals. These activities include:

Computers and Equipment: The plan provides all teachers with Chromebook computers in 2017-18, as well as approximately 750 student devices; the second year would provide approximately 840 student Chromebooks. The computers can be leased or purchased depending on financial preferences. There is an initial priority on providing computers to Rogers High School and Thompson Middle School because of comparative need. Ancillary equipment such as screen projection capability and district redeployment of older PCs and laptops are included in this plan.

Each school has unique circumstances and needs that will be taken into account. It is important that each department in each school be involved in the first rollout phase. Additionally, Rogers' PTECH and AOIT program and tech faculty at Thompson and Pell can play an important guiding role.

Professional Development: Faculty professional development and training are essential for meeting the student achievement goals and making positive impact in the classroom. The type and amount of professional development will be determined by best practices, teacher requests and suggestions, recommendations from organizations with expertise in this area, and funding sources.

Software and Curriculum: Curriculum and course content will determine the appropriate software applications. The Future Ready Schools framework is proven and widely used. Google Learning and Google Classroom provide the basic platform, applications, and classroom management for the teacher.

Dedicated Teacher Instruction: Several school districts have created a position of Technology Integration Specialist. This person is an experienced faculty member with strong technology skills who assists staff in creating and integrating technology enhanced learning activities that promote 21st Century skills that are linked to the Common Core State Standards. With Technology Integration Specialists, technology is adopted much sooner because implementation is teacher-driven, and can be immediately applied in the classroom with support. During the first two years, the integration specialist accelerates the use of emerging technologies and information literacy as tools to transform both teaching and learning.

Network Capacity and Performance: Newport Schools have an adequate network infrastructure but some of the "edge" equipment needs to be upgraded to assure performance to the classroom. The network is being evaluated by an expert consulting firm. E-Rate funding is an important determinant in planning.

IT Director, Network Administrator and Support Staffing: In discussion with other school systems, it appears that having a professional IT Director and Network Administrator is essential to program success. Salaries for these positions are significant. Some options include sharing positions with the City or another school district, but these don't appear to be feasible at this time. One other option is to subcontract services.

Support staffs are trained individuals that assist teachers with technology hardware and software in the classroom so that teacher is not derailed from teaching because of equipment problems. It is recommended that there be one trained support person per school, especially during the initial implementation years. Tech-savvy and trained students can play a practical and educational role as technical support assistants.

It is also important to note that the success of other NPS strategic initiatives is partially contingent on having technology in the classrooms: Multiple Pathways, Professional Development, Early Childhood Education and Climate and Culture.

Implementation Objectives

The goal of this initiative is to improve student achievement levels, increase the graduation rate and provide teacher with tools and knowledge to enable more effective teaching. Specifically:

Objective	Current Year – Baseline	End of Year 2018-19
Computer to Student Ratio (HS-MS)	1:9	1:1
Teachers with Chromebooks	25	167
Hours of Tech PD per Teacher/Yr.	2	25
Observed Classroom/Curriculum Integration	0	85
IT Director	0	1
Network Manager	0	1
Technology Integration Specialist	.50	3

Actions and Milestone Chart

Technology in the Classroom			
	WHAT	**WHO**	**WHEN**
1	Form a NPS Technology Advisory Team of leaders and teachers from three schools to ensure excellence in the Chrome Book roll-out, professional development programs, and in-class implementation	Asst. Superintendent, Principals, Teachers	April-May 2017
2	Formal presentation of the Computers in the Classroom implementation plan to the School Committee for approval and funding options. Presentation to City Council.	Superintendent, Asst. Superintendent	April-May 2017
3	Presentation to the faculty, students and community about the importance of technology in the classroom and the NPS plan in conjunction with the strategic plan.	Superintendent, Asst. Superintendent	April-May 2017
4	Begin hiring process for IT Director and Technology Integration Specialists. Design the two-year roll-out schedule, professional development sequencing and teacher support plan/objectives.	Advisory Team and Asst. Superintendent, Principals	After budget or funding approval
5	Each school develops specific planning for effective classroom technology implementation.	Team, Principals, Asst. Superintendent IT Director	Summer 2017
6	Develop comprehensive Technology & Education plan for NPS which incorporates on-going planning with STEAM/STEM, CS4RI workshops, accelerated student learning and career skills applications, innovative teacher support.	IT Director	Fall 2017
7	Begin plan implementation	Advisory Team, Principals, Asst. Superintendent	Sept 2017
8	Collaborative progress assessment and feedback	Advisory Team, Principals, Asst. Superintendent	Quarterly 2017
9	Program evaluation and adjustment	Advisory Team, Principals, Asst. Superintendent	Quarterly

Progress Measures

The following high-level programmatic measures which are both qualitative and quantitative:

1. Committing to a significant near-term integrated technology investment for our students and teachers to bring Newport schools to parity with successful schools. The measure is an approved two-year technology funding plan and budget allocation.

2. Creating deep agreement around the expected student learning outcomes of this technology investment by the School Committee, administration, teachers, the community and students. Part of this deep commitment is the recognition that technology is fundamental to the career success of students and the professional accomplishments of our teachers.

3. Applying the expectation of excellence in every aspect of the technology implementation. Expertise is required to adapt intelligently and quickly to technology evolution. The focus on excellence and

quality extends to students' learning objectives, curriculum integration and classroom teaching, professional development and innovative teacher support, and the logistics of responding to help requests, maintenance of the hardware, and performance of the network.

4. Creating the capacity to authentically collaborate, evaluate, and adjust quickly. Some of the key objectives are not easily measured. Technology has an immense potential to accelerate the learning of underserved students, but the remarkable gains occur when technology is combined with adult interaction and creating/achieving longer-term goals.

5. There are many granular and tested benchmark objectives established by RIDE, RISTE and other professional organizations that can be adopted by NPS.

6. In working with the other strategy initiative teams, two important perspectives surfaced. First, computer availability in the schools presented significant obstacles for program success in early childhood learning, content in multiple pathway effectiveness, and meaningful generation of individual learning plans. Secondly, it was identified as a major factor affecting school culture and climate.

Budget Estimates and Process Changes

There is an accompanying detailed spreadsheet for financial planning which is currently going through iterations as information is updated. The following are some of the relevant expense estimates.

- The yearly estimated expenses related to 893 Chromebooks for students and teachers and associated carts and projection devices for 2017-18 are depending on the lease or buy option.
- The estimated expense for the second year (2018-19) for 919 Chromebooks and equipment is dependent on the lease-buy option.
- A Chromebook life cycle estimate of four years was used, at which time a new lease agreement or purchase sequence is required. The advantage of a lease option is a lower 2017-2019 annual cash flow. Over a seven-year period, the average direct cost per student per year is $131 for a lease and $107 for a purchase.
- Grants and donations may be possible to offset some expenses, but the probability of this is for later years as opposed to the upcoming school year.
- Warranty, repair and replacement estimates are being evaluated.
- Professional development is estimated at 25-35 hours per teacher over the two-year period. Some of this cost is already incorporated in the existing PD budget, but the incremental PD expense has an estimated at $20,000 per year. Grants may be available to offset this expense. PD needs were partially determined by using the Future Ready assessment survey lead by Jane Perry. Finally, technology related PD has many avenues of delivery that are very effective and at low cost, such as on-line tutorials, blogs and tech meet-ups.
- Qualified technical personnel and/or expertise is a significant expense, but one that should not be compromised. The IT Director and three Technology Integration Specialists (faculty) are required. A network manager is also important for sustained network performance.
- These estimates are based on similar implementations at North Kingston and Barrington.
- Network expenses are largely recovered through e-rate funding.
- As mentioned previously, grants and donations can be helpful expense offsets, but the core technology investments must be incorporated into the yearly NPS budget for program consistency and sustainability. The administration has also been evaluating efficiencies and re-allocations within current operations to reduce costs.

- Finally, community members with deep technology expertise laud NPS's accomplishments in PTECH, TMS projects and similar initiatives, but they also caution that we must not only catch up to where most other schools are, but also have an ethos of staying alert to the technology curve and anticipating market/employment requirements for coding, digital literacy, STEAM and continuous learning.

Comments and References

Team members:

Kim Behan	Tom Kowalczyk
Amy Shinego	Steve Heath
Jen Robinson	Janice Kowalczyk
Tina Brownell	Mike Cullen
Jane Perry	Kate Dusel
Emily Zilly	Sandra Flowers
Robert Young	Kathy Silvia
Ray Gomes	Colleen Burns Jermain, ex-officio

- MassCAN Strategic Plan 2015-2018, presentation by Jim Stanton, April 29, 2016.
- North Kingston Technology Plan and working session with NPS, Michael Waterman and team
- Suggestions from Monica Awde, AOIT, March 2016
- Future Ready Schools
- Barrington Public Schools, Kate Miller, Velocity Solutions
- *The Great Decoupling, Harvard Business Review*, Erik Brynjolfsson and Andrew McAfee, Harvard Business Review, June 2015
- League of Innovative Schools
- NPS 2015-2017 Technology Plan
- ISTE Standards
- 21st Century Learning Standards
- C4RI

Initiative #3
Individual Learning Plans

Description

"The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school." (from RIDE policy letter, Aug. 2010).

State policy mandates that each student must have an ILP starting no later than sixth grade. The ILP also should be coordinated with other mandated plans (IEPs, 504s, PLP, and ELL programs). RIDE does not provide the physical ILP, but partners with Way To Go RI (waytogori.org), which is the platform Newport Public Schools uses. There are other providers – e.g. Cranston uses Naviance (naviance.com) at a small fee per student.

Both WaytoGo-RI and Naviance platforms contain convenient modules for student exploration:

- Interests and aptitudes assessment
- Related career information – descriptions, educational requirements, salary projections
- Interpersonal skills assessment
- Learning styles assessment, Study Skills
- Job interview preparation, applications and occupation clusters

Individual Learning Plans have numerous benefits for both the student and the school. ILP assists in three planning areas – academic, career, and personal/social. Its purpose is to provide information and monitor for continuous growth and mastery for each student as they matriculate from grade to grade. The ILP is a concise record of student goals, learning preferences, interests, achievement levels, activities and helping partners. The plan in early grades focuses on learning, behavior, and proficiencies. In the middle and high school years the plans actually teach students about setting goals and the value of planning. Done intelligently, plans also motivate and engage students.

The 2017 Governor's Workforce Board "unified action plan for career readiness" calls for the ILP to be a critical student planning tool and also anticipates revision of the ILP to make it more effective. NPS guidance counselors suggest the effectiveness of the ILP might be increased if students focused on different areas in different years: (e.g. – Academics grades 6 & 9; Social/Emotional grades 7 &10; Careers 8 & 11; Grade 12 is the "pull it together" year.)

ILPs are closely linked to other NPS Strategic Initiatives: Technology in the Classroom (completing ILPs on-line, retrieval, updates and exploration), Expanded Learning Opportunities/Multiple Pathways (interests and aptitude alignment, goal setting, occupational exploration), Early Childhood, and Professional Development.

NPS is in the 4th year of the current ILP program and using the *Way to Go RI* platform. All students in the 7th – 10th grades have an ILP on paper. Only one year of students have their ILP on the Way2Go portal, the rest have it on paper because of the lack a computer access. No new students were added during 2016-17. Most likely, students have only accessed their ILP only once – when they entered their information.

The TMS and RHS schools' guidance staffs are responsible for the ILP program, and most likely the only ones involved with it. Although it is designed to be accessed and utilized as a tool for staff and teachers to plan with the students annually, reality is that there is little encouragement or perceived value in using it.

There is agreement that yearly goal-setting and planning with students is valuable because it connects with the student and there are essential life skills. The ILP platform features for academic and college planning are

not viewed as effective or useful because the programs within RHS already do these things and have more personal interaction. The guidance staff feels that a way to leverage the ILP is have it be part of a curriculum or activity "theme" that spans all faculty and classes in a specially designated week.

When reviewing the entire Way2Go RI platform, the "initial goal setting" capability is only about 10% of the platform's functionality. Associated with goal setting are the features associated with interest assessment, related occupations and occupational exploration, and access to job cluster information.

Scope of the Initiative

- Determine utilization and effectiveness of current ILP system – establish a baseline of ILP in Newport Schools
- Determine a value hierarchy or priority of the WayToGo-RI capabilities and features
- Consider ILP systems used by other schools
- Best Practice or model examples … e.g. ASCA recommendations
- Assess usage and utility as students transition from grade to grade
- Focus initially on grades 6 - 12
- Solicit student and teacher feedback
- Develop an ILP process model for Newport Schools

Summary Discussion

NPS has complied with the ILP mandate for four of the last five years; roughly 600 TMS students were given the ILP, but only the personal goals section.

Although the ILP operates on the WayToGo-RI platform, neither TMS nor RHS has sufficient computers to logistically manage its on-line administration. The ILP is a two-page paper handout. No other WayToGo-RI ILP features are currently utilized.

There are no policies or procedures in place to integrate the ILP into the classroom. ILP is a "one-time" exercise. Only the guidance counselors are involved with the ILP, and it is not utilized by faculty. For these reasons, the ILP has little value to the students or staff.

Counselors suggest that the ILP could be of significant value, especially to students, if:

- There were sufficient computers in the schools for students to take the ILP modules and retrieve them on line.
- There was an orientation with students and faculty to introduce the ILP capabilities and methodology, and explain its value to both students and teachers.
- After the student takes the ILP, she/he sits with a counselor, mentor or teacher for a minimum of 20 minutes to discuss the results and talk about the next exploratory steps. Reintroducing scheduled "advisory periods" would carve out dedicated time available for ILP student-adult discussions.
- Consider pairing one student to one adult mentor/advocate over the span of years in a school.
- Recognize that the relevance of the ILP will shift as the student progress through the grades: middle school emphasis would probably be geared toward interests and exploration, where high school would focus on career planning and personal skill building.

The NPS strategic plan's emphasis on graduation and multiple educational pathways to career readiness can invigorate the value of having an ILP.

It appears that the RIDE is in the process of redesigning the ILP template/contents.

Implementation Objectives

The implementation objective of the Individual Learning Plan initiative is to either make it a meaningful and valuable tool for students and their teachers, or suspend/replace it. In its current manifestation it has very little value.

To make the ILP valuable and instructive, Thompson Middle School feels it is imperative to reinstitute its "advisory program" in parallel with its ILP initiative. An "advisory" period is time dedicated to advising or mentoring students at designated intervals, such a weekly. Inherent is a personal student-adult interaction to discuss ILP goals or progress. The interpersonal relationship, to be meaningful, should have continuity and commitment. In summary, the scheduled advisory period enables the ILP to be explored and updated regularly.

For the student, the ILP is a tool for goal-setting and planning. The student-adult discussion also allows exploration and feedback.

INDIVIDUAL LEARNING PLANS – ACTIONS AND MILESTONES			
	WHAT	**WHO**	**WHEN**
1	Form a ILP advisory team to design and evaluate a small prototype project at both TMS and RHS		Spring '17
2	Identify 30 students each from TMS and RHS of different grades and demographics, including vulnerable students. Develop a limited prototype ILP program for one year. The program would include students and an adult advocate for each student – counselor, teacher, or mentor. An "advisory" period is recommended as part of the prototype.	TMS RHS	Spring '17 2017-18 School Year
3	Determine how each level engages with the plans and the partners needed to help support the appropriate age level.		Spring/Summer 2017
4	Reengineer a process that engages the student from beginning to end, and provide adult connection at each critical planning step.		Summer 2017
5	Identify school and community partners to work with students in the prototype. Also include organizations such a Nellie-Mae and OneNewport.		Summer-Fall 2017
6	Consider a presentation to inform school colleagues and the community of the project and its progress.		2017-18 School Year
7	Create a role with the business community and Chamber that supports a commitment to be involved with the school system and help it provide opportunities for students and families.		2017-18 School Year
8	Begin plan implementation in grade 6-12 based on the results of the prototype project.		2018-19 School Year
9	Budgeting of the plan		
10	Progress tracking		

Progress Measures

- Form ILP advisory group
- Start and implement prototype ILP project
- Project benefits and quality – student and faculty feedback
- % of students with an active ILP
- % of students who have had at least four ILP sessions with the same adult per year

Budget Estimates and Process Changes

- Much of this prototype project can be done within the current budget parameters with prudent reallocations of staff and process changes
- Areas where additional funds or resources may be warranted for supporting the ILP project advisory team
- Professional development and consulting should be considered
- Leverage other strategic plan initiatives such as technology in the classroom, professional development, multiple opportunities, technology, climate/culture and One-Newport
- Coordinate or collaborate with the RIDE/Governor's Workforce ILP sub-committee

Comments and References

Governor's Workforce Advisory Board
RIDE ILP guidelines
One Kid at a Time, Eliot Levine; Teachers College Press, 2002

The *Individual Learning Plan* implementation planning team members:

Jamie Crowley
Flo Hazen
Megan Cawley
Leigh Voute
Colleen Burns Jermain, ex-officio

Initiative #4
Learning Climate and Culture

Description

The organizational culture of our schools is the crucible where students learn and teachers help students to learn.

Organizational Culture is the set of shared assumptions, values and norms that drive personal interaction with colleagues, staff, students and parents. Culture is to a school is what personality is to a person. You cannot see culture; only the artifacts of it are visible – how teachers greet students, the tone of their emails, or what happens at the end of the day. For an outsider, culture is much like an iceberg: only a little of it is visible. Culture is most reflected in behavior - what people do and do not do.

School "climate" refers to the quality of interactions that take place within the school.

When it comes time for adapting or implementing change, culture plays a huge role. Some cultures embrace change and innovation; other cultures resist them mightily. In companies, it is not unusual to see an organizational culture so powerfully wedded to tacit assumptions, habits, traditions and beliefs that they lead to persistent dysfunction, and eventually the demise of the company. Think of Kodak, Nokia and GM.

As NPS's five-year strategy was being developed, seven initiatives were identified – such as "Technology in the Classroom" and "Early Childhood Education." However, one initiative, "Learning Climate and Culture," was the one which teachers expressed as being the most important because none of the others would be viable **"unless the culture issue was addressed."**

When talking about why we have a culture problem, the phases often used are: "no leadership support, lack of trust, over-loaded classes, top-down policy edicts, tyranny of standardized tests, low student proficiency, and student discipline." We think these are symptoms more than root causes. When asked about how the school culture can improve, the suggestions include: "more personal interaction between teachers and administration, more transparency, more time for PD and collaboration, more teamwork, and trust."

This task seemed daunting – where do we even start? The team reviewed anecdotal information and tried to categorize the issues. We also tried to differentiate system-wide problems from school-specific problems. For instance, it seems the transition from small elementary schools to one large consolidated school (Pell) diminished the sense of faculty closeness and the ability to respond effectively to specific issues. Each school has some committees or initiatives underway, such as PBIS, that are trying to address some aspect of the perceived culture issue. The team met with teachers involved with specific programs for their insights and suggestions.

Research into best practices, other school experiences, and the elements of energized high-performing schools was helpful. It was interesting that the factors that motivate children to learn also motivate teachers: Common goal, autonomy, mastery, purpose, sense of belonging and recognition. Another insight from research is that the necessity of adapting to a changing external environment illuminates the strengths and weakness in school culture.

The culture and climate to strive for is one that is positive, engaging, supportive, creative and just "joyful" to work and learn within. Good work climates are also more innovative and effective. Schools with great culture and climate have similar attributes: Clear goals and high standards; trust and respect among teachers, administration, and governing groups; transparency and true collaboration; good attendance; and undistracted energy that focuses on children and their achievement. Trust opens the door for innovation, empowerment, commitment, and opportunities.

Scope of the Initiative

- Interview and survey teachers and administrators about school culture/climate and suggestions
- Research PD best practices and experiences in other schools
- Focus on understanding the causes of a fractious cultures, such as community perceptions, uncertainty about adapting to a changing environment, or the lack of cohesiveness
- Differentiate between symptoms and root causes
- Understand the inter-relationship between cultural behavior and other strategic initiatives, such as professional development and multiple opportunities
- Identify and implement a few effective actions with teachers and administration to improve school culture
- Identify obstacles and alternatives to improve trust and collaboration

Summary Discussion

The task of evaluating a "compromised" school culture and climate is complex, as is devising a set of recommendations for remediation. It was difficult to get colleagues to join our initiative team. However, we must distinguish what aspects of the schools' culture needs to change versus the positive aspects we need to nurture, such as the intrinsic desire to help students learn and willingness to innovate.

RIDE's forthcoming *Survey Works* (mid-March) should give us more insight. We anticipate that the results will differ by school because of their unique subcultures. In the meantime, we will work with the comments that seem be prevalent in all school in varying degrees:

- Lack of trust and transparency school to school and to district
- Communication breakdowns
- Need for more collaboration and shared decision making
- Increasing student behaviors and how to address them
- Discrimination within the school, categorizing students unnecessarily
- Not all teachers are committed
- Insufficient training and development opportunities
- Scheduling is inflexible
- Emailing instead of face-to-face interactions
- Over-worked, under-appreciated
- Tensions between the administration and union also causes friction among teachers

Teachers do value the sense of community and human connection, but perceive that full schedules interfere with common time.

Teachers do understand the need to be adaptive and innovative, but there is apprehension about technology proficiency and job security.

Goals and expectations need to be clearer; seems like not everyone is on the same team.

The demographics of the students have changed presenting teachers with unique learning challenges. Teachers feel they don't have the tools/skills to confront these challenges.

In recent years with staff reductions some important responsibilities have been lost, such as professional development programming and curriculum integration.

Factors considered important:

- Form an Advisory Team of respected staff with leadership skills.
- Construct and distribute a meaningful school culture and climate survey to all teachers, staff and school committee. The survey will attempt to identify both causes and suggestions. Encourage participation and completion.
- Consider a community focus group – perceptions of schools, teaching and education in Newport. Get an external perspective.
- Compile survey results and compare to anecdotal comments.
- Determine the attributes of an NPS POSITIVE CULTURE AND CLIMATE; share and discuss.
- Use a near-term professional development offering (e.g. Social-Emotional) to deliberately include activities that build trust, collaboration, connection and sense of purpose towards an important goal – helping vulnerable students be resilient. It was determined that this S-E training would benefit every school although each may have different areas of emphasis (e.g. Open Circle for Pell). The team also felt having a common S-E vocabulary has many advantages.
- Incorporate design-thinking into the processes and procedures that have significant contribution to achieving a culture of trust, true collaboration, and appreciation (involve TAN and union representatives).
- Explain, communicate and demonstrate what will be different, what the "before-after" changes are, and how we will evaluate the result of these changes.
- Develop indicators that measure or reflect the achievement of having a common goal, trust, autonomy, mastery, purpose, sense of belonging and recognition.
- As an organization, create the capacity to adapt to change quickly and intelligently and become a leader in the education field.
- Explore ways to connect with and include the Newport community.
- Expand "leadership" training within the faculty.
- Meet with other school districts who have addressed culture issue (e.g. Coventry).
- The team was emphatic that a concerted effort for new teacher orientation would be very beneficial.

Implementation Objectives

Create culture and climate that is positive, engaging, supportive, creative, and is a "joyful place" to work and learn. We will ask teachers and staff to help us determine the major factors that compromise a positive culture in our schools and begin within the next few months to implement changes that engender trust, being connected, mastery, purpose, autonomy and appreciation/recognition at every opportunity, especially where innovation is involved. Model a culture we would like students to replicate.

The Culture and Climate objectives and actions focus on:

- Constructing a deeper understanding of how teachers and staff perceive our "culture and climate" and solicit ideas for improvement.
- Establishing a candid and informed voice from the teachers as an **advisory group.**
- Formalizing the attributes we believe will create a positive culture and climate within our schools. Incorporate programs that already are used in the schools.
- Recognizing that escalating behavior issues creates stress in teachers, inherently competing with the creation of a positive learning climate.
- Identifying and seizing opportunities to rapidly and thoughtfully include aspects of positive culture changes in near-term activities – such a social-emotional PD and technology deployment.
- Considering a student-adult personalized relationship that spans multiple years for struggling young students.

- Creating a program for all new teachers coming into NPS that conveys a culture of professionalism and genuine belonging.
- Making a conscious effort to develop and recognize leadership within faculty.
- Measuring and communicating progress; sustain through policy and personal integrity.

CULTURE and CLIMATE ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Encourage participation and then evaluate the RIDE's Survey Works culture and climate survey. Also include data from other related surveys such as Nellie-Mae.	Laura Caster, Team	March-April 2017
2	Identify positive leadership in each building – seek input and possibly follow-up with focus groups.	Kim Behan, Principals and Team	April –May 2017
3	Form Culture/Climate Advisory Team; consider consolidating efforts with PBIS representatives in each school.	Kim Behan, Principals	May 2017
4	Recommend near-term Social-Emotional PD to address teacher stress resulting from extreme behavior issues (RHS, TMS). Consider using Open Circle.	Kim Behan, PD Initiative Team	April 2017
5	Develop and implement a thoughtful "welcome and wrap-around continuity" program in each school for all new teachers coming into the NPS system	Ad hoc team in each school?	April - Oct 2017
6	Develop techniques that reduce the "perceived constant state of flux," with the intent of giving a greater sense of direction and stability.	Advisory Team	June 2017
6	Provide leadership development training for teachers.	Advisory Team	
8	Schedule recognition event	Advisory Team	
9	Develop yearly milestones for positive culture accomplishments	Advisory Team	
10	Quarterly assessment of progress and ideas	Advisory Team	

Progress Measures

Culture is hard to measure because it is inherently intangible. Proxy measures can include teacher turnover, lateness, absenteeism, ineffective emails in lieu of face-to-face interactions, routine feedback in meetings and observing.

Identify near-term culture-building opportunities and specific actions that make a difference. Evaluate impact through feedback; include as part of leadership meetings.

Follow-up interviews and/or focus groups with teachers to candidly assess critical areas of culture, progress and recommendations, especially areas that directly impact student learning.

Select measures that indicate progress for each action item.

Budget Estimates and Process Changes

Only small incremental funding is anticipated for this plan, primarily for Advisory Team support and training. However, PD such as social-emotional, should be included in the PD planning.

Process (and procedure) changes will be necessary, especially to expedite prototypes of ideas and the elimination of routine activities that were implemented for a good reason but are that are now dysfunctional or have little value.

Comments and References

The Climate and Culture implementation planning team members:

Traci Westman	Linda Moitoza	
Laura Caster	Kathleen Bradley	Colleen Burns Jermain, ex-officio
Ronilee Mooney	Jo Eva Gaines	
Kim Behan	Sandra Flowers	
Beth Raffa	Kathy Silvia	

"Stop Humiliating Teachers," David Denby, *New Yorker*, February 11, 2016

Building a Culture of Hope: Enriching Schools with Optimism and Opportunity by Robert Barr and Emily Gibson, 2013, Solution Tree Press

Initiative #5
High Quality Learning Opportunities and Pathways

Description

High quality learning opportunities and pathways shift the student learning experience away from a prescribed series of courses to a variety of flexible, integrated learning experiences that are focused on individual student interests and future directions. The goal of this committee is to explore current and potential learning opportunities at RHS and to make recommendations for their expansion, with the goal of transforming the culture at RHS to better meet the needs of our students as they prepare to take on the world.

Research indicates that students do best when they are able to choose from an array of courses and programs that are aligned with their goals, interests, and aptitudes within a framework of high expectations, rigorous academic achievement, creativity, and personal awareness. Flexible student-centered scheduling increases experiential opportunities such as extended projects and internships during the school day and beyond. The benefits of offering multiple learning options may include deepened, sustained student-faculty connections and increased attendance, motivation, and achievement. Illustratively, one of the recommendations of the current CEATRI (Chronic Early Absenteeism & Truancy Reduction Initiative) is to explore increasing student engagement through such expanded learning options. In recent CEATRI school climate surveys, students reported very little control over their learning and did not see a connection between what they are learning in school and future paths.

According to the RIDE Secondary School Regulations, students can meet coursework graduation requirements "through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line learning, experiential learning opportunities, and other non-traditional academic and career-readiness learning experiences". Offering expanded learning options prepares students for life-long learning, opening windows to a plethora of possibilities. Students are not categorized by track or by default, limiting their options. Conversely, their academic horizons are broadened when the school offers so many different ways of exploring and linking academic, career, and personal interests while also meeting rigorous curriculum standards.

Over the past few years, NPS has reinvigorated its career and technical program and initiated other programs, including several in the STEM fields. This year, about 70% of RHS students are participating in these options, 50% of whom are enrolled in the NACTC and PTECH programs.

Inventory of Current Multiple Opportunities and Pathways

Pathway Program	Description
Career and Technical Education (CTE)	
Automotive Technology	ASE student certification
Culinary Arts	ProStart certification
Cosmetology	1500 hour RI state licensing requirement
Residential Carpentry	NCCER certification
Academy of Information Technology (AOIT)	Internet Computing (IC3) digital literacy certification
Advertising, Design, and New Media	NOCTI certification
Pathways in Technology Early College High School (P-TECH)	Associate of Science Cybersecurity
Experiential Learning	
Newport Project	Place-based and interdisciplinary program

Online and Blended Learning	
ALP Odysseyware	
Virtual High School (VHS)	25 students/semester
VHS Flexible Courses	Credit recovery program
Brigham Young University	
P-TECH Summit Learning	Personalized learning platform
Fuse RI - Highlander Institute	Personalized learning platform
Expanded Learning Opportunities	
Newport Community School	Expanded Learning Opportunity (ELO) projects
Accelerated - Alternative Learning Program (ALP)	RI Department of Health
Dual/Concurrent Enrollment and Articulation Agreements	
Newport Community School	Transition to College program - CCRI
P-TECH	Associate of Science Cybersecurity - CCRI
English 12	Writing 104 - URI
RI Advanced Coursework Network	Salve, RWU, Johnson and Wales, NEIT
Prepare RI Dual Enrollment	No cost college level coursework - URI, RIC, CCRI
Advanced Placement Courses - AP Biology, AP Chemistry, AP Physics, French 4, French 5	Early Enrollment Program (EEP) - RIC
AP Computer Science	NEIT
AOIT	CCRI, Bristol Community College
Advertising, Design, and New Media	NEIT
Internship, Apprenticeship, and Career-Related Experience	
Newport Community School	NUWC, MaTTS, UTAP, Horticulture
NACTC	
ALP	Pell Elementary School
Office of Rehabilitation Services (ORS)	Transition planning and Vocational Rehabilitation services for student with disabilities.
P-TECH	Internships with SENEDIA

Inherent in expanding learning options is the recognition that there is not just one pathway to high school success and that each student's schedule may look different from those of his or her classmates. Some students will attend school day to day, working in a combination of traditional, experiential, and blended classrooms, while others may participate in off-site work-study programs. Some may enroll in subject specific courses while others work in interdisciplinary settings. Some may take college-level courses through Advanced Placement, concurrent enrollment, or physical attendance on college campuses. Others may design individual programs that have yet to be conceived. Combining a number of these options is encouraged. The key is to ensure that each student is aware of all of the possible options and is supported by guidance counselors, teachers, and parents/guardians, in crafting the most engaging, effective pathway for his or her individual strengths, needs, and interests. Implicit in this strategy is that authentic, experiential learning options and high quality courses will help all students to graduate with the transferable personal and interpersonal skills and confidence that will lead them to excel in adult pursuits.

Scope of the Initiative

- Inventory the learning opportunities at RHS and level of student participation in each option.
- Compare our learning opportunities to relevant standards and research-based best practices such as those highlighted in the Great Schools Partnership self-assessment document *Global Best Practices*.
- Understand and assess the process by which students become aware of opportunities and are given access to the options.
- Evaluate the strengths and weaknesses of the programs and suggest areas of focus for a continuing advisory group.

- Collaborate with Thompson Middle School to coordinate the process of transitioning from programming at TMS to developing a pathway to graduation at RHS.
- Expand occupational awareness and leverage the student interest assessment embedded in the Individualized Learning Plan.
- Assess the staff demands required for significantly expanding community partnerships.

Summary Discussion

RHS is in the early stages of offering expanded learning options and pathways to all students. A growing drive for change from the status quo is beginning to emanate from teachers, administrators, and students in response to economic and technological changes along with a well-established educational research base that is impossible to ignore. In spite of a robust, high-quality traditional curriculum and a growing number of additional experiential and innovative initiatives, we must continue to develop transformative experiences for all of our students.

Critical factors:

- Individual goals (ILP) that are shared among the student, faculty/staff and parents/guardians
- High occurrences of positive student-adult interactions
- Culture and processes that seize learning opportunities across classes and experiences
- Courses and programs that meet academic and industry standards
- Flexible scheduling to allow interdisciplinary and experiential opportunities
- Encouragement and empowerment of students to take active responsibility for their own learning
- Continuous and transparent evaluation and adaptation
- A sense of connection, autonomy, mastery, and purpose for both students and faculty
- Increased community connection for support and resources

Implementation Objectives

The objective of the High Quality Learning Opportunities and Pathways initiative is to continue to increase the capacity of the school environment for student learning. By building on our current array of flexible programs and experiences, we want to take practical and meaningful action to further expand learning options and offer a schedule that is flexible enough to meet these demands. This will require a great deal of collaboration across the faculty and support from the administration and school committee when modifying structures, processes, and policies.

Utilizing the Student Interest Assessment embedded in the Individualized Learning Plan as students transition to the high school will inform student choice. Aligning current specialized elective courses with state adopted content-area standards and other relevant national and/or industry standards will meet content-area coursework graduation requirements. Examples of such courses are Horticulture, International Studies, and the Ideology of Fairy Tales. Additionally, increasing the number of specialized content-area semester courses will provide students with more choice in how they fulfill their graduation requirements. Community engagement initiatives, begun by One Newport, further enhance opportunities that will enable teachers to expose their students not only to career pathways but also to skills that are transferrable from the classroom to the workplace.

Although this transition may span several years, we anticipate starting on the identified action this year and implementing prototype programs during the 2017-18 school year.

High Quality Learning Opportunities and Pathways ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Form a Multiple Opportunities Advisory Leadership Team		April-May 17
2	Complete the inventory of current and pending programs/courses that qualify as Expanded Opportunities	Advisory Leadership Team	Completed
3	Further research schools that are successfully implementing multiple learning options and best practices to a high degree	Advisory Leadership Team	April-Sept 17
4	Host faculty and student forums to communicate, inform and receive feedback		
5	Propose a multiple opportunities prototype to develop deeper understanding of advantages and obstacles		
6	Assess structural requirements needed to facilitate progress: e.g. scheduling, approvals, reporting, transportation, and funding		
7	Work with partners on developing known opportunities and investigate other new opportunities		
8	Collaborate with TMS for coordinated transitioning		
9	Engage community as a resource and seek other supports		
10	Identify training and PD needs		
11	Begin plan implementation		
12	Budgeting of the plan		
13	Progress tracking		

Progress Measures

- Number of program opportunities/options
- Number of students participating
- Student and faculty feedback on program quality
- NACTC and other certifications
- AP test taken and number of passing scores
- College credits awarded
- Other measures as they emerge

Budget Estimates and Process Changes

- Professional development and common planning time are essential.
- Transportation needs to be addressed. Adequate funding is needed for additional school vans with handicap access as well as for charter buses.
- Additional resources such as specialized equipment may be needed as new options develop.
- Other strategic plan initiatives such as technology in the classroom, professional development, individual learning plans (ILP) and climate/culture should be leveraged.
- Grant writing at the district level may be necessary to provide funding for program development and expansion.

Comments and References

Global Best Practices
Greatschoolspartnership.org

Newenglandssc.org
CEATRI Implementation Team report (January 30, 2017)
RIDE *Secondary School Regulations Reference Guide* (January 2017)

The *High Quality Learning Opportunities and Pathways* implementation planning team members:

Bethany Borgueta
Jessica Rosa
Nancy Noonan
Louisa Boatwright
Ray Gomes
Robert Young
Hank Kniskern
Colleen Burns Jermain, ex-officio

Initiative #6
Faculty Professional Development

Description

From the earliest meeting of the NPS Five Year Strategy initiative, it was strongly felt that a revitalized faculty Professional Development (PD) program was necessary for any strategy to be successful, especially considering the aggressive schedule of integrating technology into the classroom.

It is recognized that teaching is the predominant factor in student learning and achievement. Professional development is (PD) an essential factor in sustaining high-quality effective teaching. It also reflects and influences our schools' culture/climate.

Newport is experiencing the same professional development conundrum as school systems throughout the country: Over the past decade administrative staff and funding for teacher PD have been incrementally reduced or eliminated due to reduced school budgets.

We feel that the professional development structure needs to be rethought and redesigned; retaining the good and jettison the ineffective. Newport administrators and teachers express the same perspectives as colleagues nationwide:

- Assessment of need or mastery level are not utilized to determine PD priorities
- One-size-fits-all PD is typically viewed as wasted time, in spite of some good parts
- There is inadequate time allocated to PD
- PD offerings are fragmented and incomplete
- It is preferable to have a meaningful multi-year vision and plan for PD
- PD has to have direct relevance to the classroom and embedded standards
- Much of the mandatory PD is well-intended but ineffective
- Shared and collaborative PD perceived as high value and practical if done well
- Preferred PD is directed related to classroom application
- PD accomplishments should be recognized and reflected in teacher evaluations

As a baseline, Newport teachers contractually have two days of PD at the beginning of the school year. The content is selected by the administration with recommendations from teachers. Throughout the year, teachers are involved in additional PD designated by school principals or topic area leaders. Teachers are encouraged to attend conferences, paid in part from the school or union (TAN) budget. Much PD is paid for by the teacher and taken on their own time; packed school schedules leave little time for PD. Teachers are encouraged to share what was learned at conferences with colleagues. One of the major expenses and logistical challenge of PD is the expense of back-filling teachers with substitute teachers. PD and experience-sharing within teaching cohorts or subject areas is prevalent and productive because of practical classroom value. Teachers also prefer PD that is relevant to educational standards, such as ISTE for technology in the classroom. Grants for new initiatives or programs often include specific funds for PD. Some teachers engage in a lot of PD while others do very little. Outside of NPS-mandated PD days, there appears to be no objectives, recognition or tracking for PD hours. There are two optional PD days offered by the teachers' union.

Scope of the Initiative

- Interview and survey teachers and administrators about PD to serve as a baseline
- Research PD best practices and compare with other schools

- Develop a prototype structure and measurable program that is aligned with the NPS Strategy Implementation Plan
- Estimate costs, identify obstacles and alternatives, propose priorities and actions

Summary Discussion

It was difficult to establish a baseline for current PD participation outside of the required PD days. Anecdotal comments and a Future Ready Schools on-line PD survey were used by the PD team to assess this initiative and suggest recommended actions. The Future Ready Schools assessment tool also was a valuable resource for techniques and best practices for PD improvement.

The factors considered important:

- Have a District-wide PD multi-year plan, emphasizing high priority PD areas such as computer-based classroom skills, ELL PD, social-emotional training, digital literacy, and sciences.
- Clearly state NPS goals and expectations that reflect the NPS Strategic Plan, student outcomes and needs for PD as expressed by teachers and staff (Principals, Dept. Heads). Consider appointing a "lead teacher" for each PD.
- The PD offerings should be clearly related to the goals and the priorities within those goals. Consider optional and non-optional categories.
- PD and Climate & Culture are related.
- Clear expectations of teacher participation and measures of progress.
- PD should be teacher-centered, learning centered.
- Tracking teacher PD completion and teacher feedback/recommendations should be part of the PD planning concept.
- The roll-out of the new PD plan needs to be perceptively distinct from the current PD format – be marketed as a change, not business as usual.
- The quality of the PD, the PD options, the administration of PD, and the logistics of participating in PD should have a standard of excellence.
- Offer a variety of PD options – workshops, mini sessions, online, and teacher-sharing. Also explore innovative options, such as freeing up time by "early release" as used in other schools.
- The structure of PD must include a provision for "adaptability," ability to respond quickly to changing needs.
- The PD program should promote the intangibles of being connected, mastery, purpose, autonomy and appreciation/recognition.
- Convening a "teacher advisory group" to assess, recommend, and guide PD implementation as essential for a "teacher-driven" initiative. This advisory group should represent all school levels and have deep knowledge and commitment to a district-wide transition to a high-quality PD program. The advisory group members would be accountable to the Assistant Superintendent. This advisory work will require significant effort and should include some avenue of compensatory acknowledgement.
- Embedded PD that provides opportunities for lab experiencing and coaching.

Additional considerations for quality and excellence in PD:

- Each PD offering be of high-quality, high-density content and value.
- Each PD be vetted for preparation, relevance and practicality.

- Each PD should be clearly linked to a Goal Area or Strategy Initiative – so the participant understands the purposeful intent of the session.
- Recommendations and suggestions from teachers about PD topics, format and scheduling are going untapped; let's change that.
- Every PD class must have a practical and intelligent feedback form and the result will be assessed.
- Utilize existing PD models when available, such as **Future Ready** for technology in the classroom, or League of Innovative Schools.
- In year PD "catalogue", included reference to course grouping.
- Formal expectations for PD participation.
- Administrative responsibility (person or team) for each school level.
- Substitute replacement – better managed, alternatives.
- Attuned to schedules.
- Developing Leadership is part of PD.

Implementation Objectives

The Professional Development objectives and actions focus on:

- Forming a PD Advisory Group of knowledgeable teachers to develop the concepts and plan for a high-quality PD program. Transparency is essential. The advisory team can suggest outside expertise be included.
- The concepts will be initially applied to existing and near-term PD and may involve prototyping or experimentation. PD with classroom relevancy is a basic criterion.
- The emphasis will be on rapid but thoughtful change to "how and what" PD is offered, and the practicality of implementation.
- Teacher collaboration and support are essential. At a personal level, we want PD to convey the intangibles of being connected, mastery, purpose, autonomy and appreciation/recognition.
- Address the causes of teacher frustration in pursuing PD: flexible scheduling, quality of training, time availability/substitute, relevance, and acknowledgement.
- Providing big chunks of time for PD initiatives- Quarterly PD by grade level, early dismissal attached to faculty meetings.
- Ideas of jig sawing on topics among clusters in order to attend each focus area.
- Structures need to be in place so continuous learning can be shared.
- Full calendar of PD with topics.

PROFESSIONAL DEVELOPMENT ACTIONS			
	WHAT	**WHO**	**WHEN**
1	Establish an **advisory group** of PD experts (teachers, union rep, etc.)	Invited by Asst. Supt.	April 2017
2	Develop and communicate NPS PD focus areas and expectations to stakeholders	Advisory Group	
3	Survey teachers on PD preferences and style of delivery	Advisory Group	

4	Offer a variety of PD as a prototype – assess, learn, practice, share webinars	Advisory Group	
5	Develop high quality standards to apply to all PD	Advisory Group	
6	Establish "lab classroom" teachers		
7	Have advanced PD planning and notification to ease teacher planning and scheduling	Advisory Group	
8	Redefine the existing time requirements to meet PD goals	Advisory Group	
9	Development methodology for formal PD recognition and accomplishment appreciation	Advisory Group	
10	Develop extended PD opportunities (e.g. student-led conferences, SCRATCH, tech "meet ups")	Advisory Group	
8	Begin plan implementation		
9	Budgeting of the plan (Quarterly PD .5 day by grade/dept. $10,400 * 4= 54,000)		
10	Progress tracking of the plan and adjustments		

Progress Measures

Measures should be in the context of "increasing teachers' professional and personal growth" and "improving student learning."

Specific measures will be completion of the above action items.

Each teacher's PD accomplishments will be tracked on a quarterly basis.

Budget Estimates and Process Changes

Funding for PD comes from a variety of sources: NPS budget, grants, program components, or individual out-of-pocket/own time.

One process change is to set up a low-overhead methodology for registering ALL professional development for all teachers as part of their professional accomplishments.

Many of initiatives mentioned in this implementation require no additional incremental budgeting.

Comments and References

The PD implementation planning team members:

Kim Behan
Tina Brownell
Susan Moore
Jane Perry
Colleen Burns Jermain, ex-officio

References:

Future Ready Schools (Gear Six – Personalized Professional Learning – Gear Assessment for Professional Learning)

Center for Teaching Quality – Teacher Development; www.teachingquality.org

Initiative #7
OneNewport—Community Engagement and Partnerships

Description

The purpose of the OneNewport Initiative Team is to advocate for the NPS Strategic Plan and work in collaboration with community partners to unify and mobilize support for the public schools.

The goal is to achieve a unified and a collaborative commitment by the talented and resourceful Newport community to actively participate in and be responsible for the education of all our children.

Scope of the Initiative

- With our partners and stakeholders – establish awareness about school programs, build relationships, and establish common goals and initiatives.
- Foster partnerships with community groups (e.g. NPEF, NPFF, Baby Steps, ALN) and businesses.
- Presentations of Strategic Plan – to civic groups and others in the Newport community.
- Be a strong advocate for funding of the NPS Strategic Plan initiatives and other critical school issues.

Summary Discussion

No community can define itself as a success if it fails to educate all its children to the full extent of their needs commensurate with the full extent of the community's resources. Simply stated, the future well- being of both the community and children demand that Newport do its very best. At present, the broad consensus is that our community can do better and the challenge for OneNewport is to rally the community to do so.

The OneNewport Initiative Team will advocate for and promote the Strategic Plan to NPS partners and stakeholders. This includes conducting "Awareness" campaigns, promoting the Strategic Plan, and rallying the community for support. We have learned that there is need to develop a more positive perception of the NPS in the community, making the community more aware of NPS successes. The challenge and the ultimate result will be to gain an improved image of the NPS, wide spread buy-in and broader community participation in the Strategic Plan.

The task of the OneNewport Initiative Team will be to assist the six other initiative teams to, wherever possible, connect with community entities.

Implementation Objectives

1. Develop collaborations with community entities.
2. Assist initiative teams in support of specific strategic plan objectives.
3. Advocate for funding of strategic plan objectives.

OneNewport Community Engagement and Partnerships ACTIONS AND MILESTONES			
	WHAT	**WHO**	**WHEN**
1	Identify the opportunities for organizations, agencies, groups, businesses, foundations and individuals that will ensure the success of the various objectives targeted in the strategic plan. (All OneNewport Initiative Team Members)		
2	Establish working relationships with community entities to collaborate and partner in advancing strategic plan objectives. (Health Equity Zone Meetings (Isabel Griffith), City Council Meetings (Isabel Griffith, Adrienne Haylor, Ken Nomiyama), School Committee Meetings (Isabel		

	Griffith, Adrienne Haylor, Ken Nomiyama). City Council/School Committee liaison meetings (Adrienne Haylor), Business groups (Louisa Boatwright), Newport Public Education Foundation (Donna McCarthy, Adrienne Haylor, Dave Wixted, Ken Nomiyama), Newport Partnership for Families (Ken Nomiyama, Isabel Griffith, Dave Wixted), NELLIE MAE Foundation (Adrienne Haylor), BABY STEPS (Louisa Boatwright, Dave Wixted), Alliance for a Livable Newport (Isabel Griffith, Dave Wixted), Working Cities (Louisa Boatwright), School Committee Finance Initiative Team (Ken Nomiyama, Louisa Boatwright), Naval War College (Hank Kniskern, Dave Wixted), Other partnerships (TBD)		
3	Develop awareness via a video documentary. Establish the story line and message. Select a filmmaker for the project. Obtain funding. Begin production. Introduction video in 2017. Updated video in 2018. (Adrienne Haylor, Louisa Boatwright. Ken Nomiyama)		
	TIME LINE: The process of educating the public and selective organizations has begun and is ongoing. The video design project is underway. Relationships and collaborations with some organizations have been established and await connections with initiative objectives. School years 2016-2017 and 2017-2018.		

Progress Measures

- The superintendent formed a team in the fall of 2016 of key individuals in the community, school and municipal government to address actions in this strategy.
- The superintendent designated a person to develop a community communication plan by the fall of 2016.
- At the end of implementing this Initiative, there is growth in organizations and partners directly and indirectly supporting NPS.
- The release of the introduction video and identification of new connections.
- Identify and track established collaborative support and cite specific examples.

Budget Estimates and Process Changes

- TBD

Comments and References

"Strategies for Effective Collaboration with Parents, Schools, & Community Members" (2009), Rutgers