



Bristol Warren Regional School District Strategic Plan 2016-2021

Schools that Learn: Focused on Continuous Improvement

Bristol Warren Regional School District Mission

Engaging families and community partners in creating vibrant and adaptive learning environments that support all students in realizing their full potential as productive and successful members of our society.

Strategy Areas

1. Creating Vibrant and Safe Learning Environments
2. Engaging Family and Community as Partners
3. Preparing for College and Careers
4. Personalizing Learning for the Whole Child
5. Supporting the On-going Development of Excellent Educators

*Please note: Strategy Areas are interdependent of one another with one not being more important than another.

The Purpose of the Strategic Plan

This plan was developed to provide the district and community with a guide for operational decision-making to achieve their mission in educating the students of Bristol and Warren.



How this Strategic Plan was Developed

The Bristol Warren Regional School District (BWRSD) Strategic Planning Committee, facilitated by the Center for Leadership and Educational Equity, utilized the collective capacity of various stakeholders consisting of more than 50 school personnel, local business owners, community members, parents, students, and school committee members to provide essential input into the revision and creation of the Bristol Warren Regional School District's strategic plan. The committee met in the fall of 2015 with the sole purpose of coming together as one community with diverse perspectives to contribute to the development of a comprehensive and measurable strategic plan that would have the power to guide the BWRSD to be a district of innovation.

Committee Members

| | |
|-----------------------|---|
| Almeida, Mary | BWRSD Director of Title I and Literacy |
| Anderson, Leslie | BWRSD Director Pupil Personnel Services |
| Andrade, Mario | Superintendent of Schools |
| Bartozuk, Joshua | KMS Student, Grade 8 |
| Beagan, Rachel | Hugh Cole Teacher |
| Bratsos, Amy | Colt Andrews, PTO |
| Brum, Kelly | Rockwell Teacher |
| Burke, Walter | Bristol Parks and Recreation |
| Calouro, Nathan | Bristol Town Council, Chair |
| Campbell, Diana | School Committee Member |
| Colaneri, Jennifer | Hugh Cole Teacher |
| Copeland, Jennifer | MHHS Assistant Principal, Guidance |
| DaSilva, Michelle | Kickemuit MS Teacher |
| Dauterive, Jerry | Bristol EDC |
| DePasquale, Joseph | Warren Town Council, President |
| DiChiappari, Benjamin | KMS Student, Grade 7 |
| DiChiappari, Kristen | Community/KMS & Rockwell Parent |
| Driscoll, Tom | BWRSD Educational Technology |
| Ellsworth, Sheila | BW Education Foundation |
| Fallon, James | MHHS Student, Grade 12 |



| | |
|--------------------|---|
| Fartura, Anne | KMS & MHHS Parent |
| Fernandes, William | MHHS Student, Grade 10 |
| Ferris, Ryder | MHHS Student, Grade 9 |
| Grifka, Jeff | KMS Teacher |
| Hayes, Jock | BW Educational Foundation |
| Homen, Christine | Kickemuit MS Assistant Principal |
| Hughes, Michelle | Parent/Business Owner |
| Lima, Wayne | MHHS STEM Department Chair |
| MacDougall, Brian | MHHS Guidance |
| Mehta, Aditi | Kickemuit MS Student, Grade 6 |
| Mello, Robin | BWEA Vice President/KMS Teacher |
| Morris, Paul | BWRSD Director of Technology |
| Murphy, Nina | KMS Parent |
| Sadler, Cindy | Hugh Cole Principal |
| Sanna, Diane | BWRSD Assistant Superintendent |
| Silva, Pauline | BWRD Director of Administration & Finance |
| Sparkman, Lane | MOSAICO |
| Tucker, Ethan | Bristol EDC |
| Vance, Jared | Kickemuit MS Principal |
| Wainwright, Lynn | School Committee Member |
| Weisbrod, Julie | Colt Andrews Teacher |



Creating Vibrant and Safe Learning Environments

Key Outcome:

Learning environments are flexible, safe and tailored to the learning goals. Students have anytime, anywhere access to updated educational resources.

Re-envision the Learning Environment

Strategic Moves:

- Identify and/or create viable, flexible learning environments within and outside the classroom
- Create environments that maximize student learning and allow for multiple pathways
- Repurpose spaces to maximize opportunities for collaboration, inclusion, critical thinking, and problem-solving promote the finding of multiple solutions, and enhance the learning outcomes for all students

Technology as a Tool For Learning

Strategic Moves:

- Update infrastructure to support equal access, reliability, and manage changing technological needs of the district
- Continuously find innovative ways of utilizing technology to enhance learning
- Ensure a universal learning platform that offers safe and secure web access to teaching, learning and management resources for the school district
- Develop and implement curriculum utilizing varied instructional practices (eg. flipped classroom, cloud computing, collaborative groups), with or without technology, that guide students to create, collaborate, and innovate at all levels
- Assess current learning environments and reallocate resources with short-term and long-term goals to enhance the learning environment to meet the learning needs of students and allow for collaboration, innovation, and accelerated learning experiences
- Ensure that all students have equitable access to technological devices

Safe Learning Environments

Strategic Moves:

- Be transparent and consistent in the implementation of safety procedures in order to provide schools with information and resources to enhance the safety and security of schools
- Continually update policies and procedures to ensure students enact the tenets of responsible citizenship, including digital
- Sustain and evolve appropriate anti-bullying strategies, in accordance with RIGL 16.71-2 (e)



Engaging Family and Community as Partners

Key Outcome:

Families and community will feel supported, supportive, engaged and active partners in the school community.

Family Engagement

Strategic Moves:

- Utilize the school as a “Hub” for community activities (athletic, medical, social/emotional, academic, technology etc.)
- Strengthen school and community partnerships to provide families with the supports needed to increase their child’s school success
- Establish innovative ways to increase student attendance and empower families as engaged partners
- Engage parents in supporting their understanding of current learning and teaching models
- Use various modes of communication to increase opportunities for family participation and engagement

Community Support/Investment

Strategic Moves:

- Cultivate partnerships with community agencies, businesses and colleges to enhance teaching and learning
- Enhance opportunities for PK-12 students to take part in their community through volunteerism, service-learning, internships, externships, and philanthropy
- Expand opportunities for dual enrollment, early college credits, and industry certification to support college and career readiness

Transparency, Collaboration, Communication

Strategic Moves:

- Develop a skills based library to assist parents with helping their children with homework and in understanding current methods of teaching
- Utilize an electronic gradebook for grades 6-12 to assist families in monitoring and support their child’s success
- Cultivate and ensure transparency by capitalizing on social media and a variety of mediums to engage stakeholders and highlight district news and innovative practices



Preparing for College and Careers

Key Outcome:

Greater level of skills most critical to college and workplace success, including critical thinking, adaptability, problem solving, perseverance, collaboration and creativity.

College and Career Readiness

Strategic Moves:

- Create a network for students, parents and staff to access real world opportunities for learning
- Continue to vertically align PK-12 curriculum to state and national standards and rigorous learning expectations
- Provide a high school diploma system that includes credentials recognized by higher education and industry
- Construct and evolve opportunities to earn advanced standing in postsecondary education and training programs while earning a diploma
- Teach strategies for 21st century skills including student self-advocacy
- Ensure high quality multiple pathways for students that provide avenues for career awareness and exploration

Experiential Education, Community Partnerships

Strategic Moves:

- Provide internships, externships and summer programs for students to gain real-world experiences
- Fully implement individual learning plans: goals, academic, social, and career opportunities that support interdisciplinary learning, multiple pathways for students in grades 6-12
- Evaluate and strengthen the mentorship program that follows students throughout their schooling experience in grades 6-12

Global Competence

Strategic Moves:

- Ensure all students will be able to compete academically and professionally in a global society as evidenced by meeting internationally benchmarked standards and learning expectations
- Develop global competency PK-12 by creating grade appropriate experiences and outcomes for students that provide an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, achieve proficiency in a foreign language, and acquire an in-depth knowledge and understanding of international issues to function in a global society.



Personalizing Learning for the Whole Child

Key Outcome:

Schools have the agility and expertise to offer student centered learning opportunities that encompass discovery and exploration, rich experiences in the arts, sciences, and humanities, and provide the supports and enrichment needed for all students to develop the knowledge and habits of mind needed for college and career success.

Personalized Learning

Strategic Moves:

- Evolve multiple pathways for students (self-directed) that are competency-based and not solely based on age or seat time, for students to demonstrate their learning
- Utilize problem-based learning at all ages and achievement levels
- Redefine competency to include academic and skills-based success - such as, but not limited to, growth mindset, grit, perseverance, organization, etc.
- Increase opportunities for interdisciplinary learning for students PK-12 to engage in learning that intersects different subject areas

Standards and Assessment

Strategic Moves:

- Establish strong comprehensive assessment systems that are relevant, varied, and provides actionable data including, but not limited to proficiency-based grading, project/performance based assessment for an authentic audience
- Fully implement research-based classroom assessment practices (assessment literacy), including task validation to ensure assessments meet outcomes and data is utilized by teacher teams to improve instruction
- Implement innovative ways to provide actionable feedback for students to improve learning
- Strengthen and monitor the alignment of curriculum, instruction, and assessment to state and national standards and 21st century skills

Health and Wellness: Social, Emotional, Physical, Cognitive

Strategic Moves:

- Continually review and refine social-emotional systems of support that span PK-12 to address all levels and learners
- Strengthen the Response to Intervention (RtI) process within each school to monitor and track the progress and needs of each child to continually evolve a system that results in increased efficiency and student success
- Increase the capacity of schools for data use to inform RtI and support systems
- Establish ongoing professional development for teachers and staff to ensure that all educators are properly trained to address social-emotional needs of students
- Expand the community-school concept to strengthen wrap-around services for students and families



Supporting the Ongoing Development of Excellent Educators and Professional Learning Communities

Key Outcome:

Teachers and leaders are provided opportunities for professional learning that are relevant to their needs and the needs of their students and school. Highly effective teams of teachers will have the time and resources they need (technology, access to data, instructional etc.) to meet the diverse learning needs of all students.

High Quality Professional Development

Strategic Moves:

- Offer focused, high-quality embedded professional learning opportunities that are aligned to the Learning Forward Standards for Professional Development in the relentless pursuit of these questions:
 1. What is it that we want our students to learn?
 2. How will we know if each student is learning each of the skills, concepts, and dispositions deemed most essential?
 3. How will we respond when some of our students do not learn?
 4. How will we enrich and extend the learning for students who already demonstrate proficiency?
- Establish sustained commitment of ongoing job-embedded development through scheduling, systems, and finances
- Develop the capacity of staff to utilize effective facilitative leadership skills to both lead and participate in effective job-embedded professional development
- Utilize systems to monitor the outcome of job embedded professional development on educator growth and student learning to create an on-going cycle of improvement
- Support educators through an evaluation process that provides meaningful and high quality feedback
- Mentor new and transitioning educators with quality mentoring and coaching programs



Glossary of Terms

Assessment: the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. (RIDE 2015)

Blended Learning: the practice of using both in-person and technology-based learning experiences when teaching students; for example, students using online tools with teacher support during class; another example, a mix of being taught by a teacher in the classroom and portions completed independently online outside the classroom. (RIDE 2015)

Cultural Competence: having an awareness of one's own cultural identity and views about difference, and the ability to learn, build on, and respect the varying cultural and community norms of others; ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. (RIDE 2015)

Global Competence: the set of broad skills that ensure student preparedness in the areas of 21st century skills, language proficiency, cultural/global awareness, and social-emotional learning. (RIDE 2015)

Growth Mindset: a belief that intelligence and other basic abilities can be developed, which results in a commitment to learning and a focus on improvement. (RIDE 2015)

Interdisciplinary Learning: a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem, or work. (Jacobs, 2014)

Multiple Pathways: the implementation of the idea that learning can occur at different times and in different places, including the classroom, the community, a workplace, outdoors, online, etc. which results in schools creating alternative learning experiences that may be better suited to some students while expanding the number and type of learning options available to all students. (RIDE 2015)

Personalized Learning: a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students; its implementation may differ from district to district and school to school; also known as Student-Centered Learning. (RIDE 2015)

Professional Learning Communities: a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. (RIDE 2015)



Proficiency Based Learning: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education (RIDE 2015).

Student Engagement: the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress their education (RIDE 2015).

21st Century Learning: a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces (e.g., critical thinking, innovation, collaboration)

Whole Child: an approach that believes that each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged. The whole child approach focuses on learning, teaching, and community engagement as a way to support students.

World-Class Standards: content standards that are equivalent in rigor, expectations, and scope to the content standards of the highest performing countries in the world (RIDE, 2015).

Virtual Learning: environment is a set of teaching and **learning** tools designed to enhance a student's **learning** experience by including computers and the Internet in the **learning** process.