

FOSTER
GLOCESTER
and
FOSTER-GLOCESTER REGIONAL
SCHOOL DISTRICTS

**TRI-DISTRICT
STRATEGIC PLAN**

2021-2026

Foster, Glocester, and Foster-Glocester's Mission-Driven Design:

Our districts are designed to be part of a cohesive elementary / middle / high / post-secondary system with aligned programs, strong transitions, and progressively complex learning experiences aligned to common expectations for learning. We designed our high-functioning schools to:

- equitably serve all students in an authentic, personalized learning environment;
- restructure instruction to foster deeper learning and transferable professional skills;
- engage students in problem-based and work/community/inquiry-based learning experiences; and
- provide students autonomy and flexibility in their studies.

We aspire PreK-12 to:

- provide a rigorous and engaging learning environment with an inclusive school culture;
- ensure each student has the foundational to earn post-secondary credit(s) and/or industry certification(s) that align with their personal passions and interests; and
- graduate students with a competitive edge in college and careers while empowering them to be designers of their own futures.

Ponaganset High School Mission Framework

Our Mission is to: Empower future-ready graduates with **passion**, **purpose**, and **proficiency** to Start Here and Go Big!

"Passion" means students...	"Purpose" means students...	"Proficiency" means students...
<ul style="list-style-type: none"> ● Identify and explore interests / passions to develop a Personalized Learning Pathway that prepares them to succeed in college and careers; ● Complete a Passion Project drawn from an exploration of their academic, career, or personal-social interests; ● Engage in work-based / community-based learning experiences aligned to their academic, career, and personal-social interests; and ● Develop and express knowledge and understanding about the world, find their voice, and exhibit actions for positive change in the community and beyond. 	<ul style="list-style-type: none"> ● Explore real-world learning experiences in and out-of-school with purpose to develop foundational knowledge and transferable skills; ● Complete an Individual Learning Plan that includes measurable goals aligned to their self-selected college and careers; ● Pursue credits via academic, career, online, self-paced, independent, college classes, competency-testing, and out-of-school learning; and ● Feel safe, empowered to be themselves, have agency, autonomy, and agility needed to thrive in an ever-changing world regardless of ability, race/ethnicity, economic status, or gender identity and/or orientation. 	<ul style="list-style-type: none"> ● Acquire foundational knowledge and transferable skills through an aligned instructional system and demonstrate that knowledge in a Ponaganset Personalized Portfolio (P3); ● Earn college credits and/or industry certifications before graduation; ● Complete college and career preparatory classes delineated in their Individual Learning Plan ● Qualify for, and can succeed in, the postsecondary job training and/or education necessary for their chosen career without remediation; and ● Possess Social-Emotional Learning Competencies needed for school and life success.

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Ponaganset Middle School Mission Framework

Our Mission is to: Empower future-ready graduates with **passion**, **purpose**, and **proficiency** to Start Here and Go Big

"Passion" means students...	"Purpose" means students...	"Proficiency" means students...
<ul style="list-style-type: none"> ● Make connections between content and passions to better explore interests making learning more personalized; ● Complete an in-class or team project to explore their and interests academic, career, or personal-social passions and interests; ● Engage in work-based / community-based learning experiences aligned to their academic, career, and personal-social interests; ● Develop and express knowledge and understanding about the world, find their voice, and exhibit actions for positive change in the community and beyond; and ● Pursue out-of-classroom learning opportunities such as clubs, athletics, leadership councils, and other experiences of personal interest. 	<ul style="list-style-type: none"> ● Explore real-world learning experiences in and out-of-school with purpose to develop foundational knowledge and transferable skills; ● Complete an Individual Learning Plan that includes measurable goals aligned to their planned pathway(s) in high school; ● Engage in academic and career exploration experiences to develop an understanding of how learning in school relates to the requirements out of school; and ● Feel safe, empowered to be themselves, have agency, autonomy, and agility needed to thrive in an ever-changing world regardless of ability, race/ethnicity, economic status, or gender identity and/or orientation. 	<ul style="list-style-type: none"> ● Acquire/demonstrate grade-level proficiency in English Language Arts and mathematics as outlined in the Common Core State Standards through an aligned instructional system; ● Acquire/demonstrate foundational knowledge and transferable skills and demonstrate that knowledge in a Ponaganset Personalized Portfolio (P3); ● Possess Social-Emotional Learning Competencies needed for school and life ● Acquire/demonstrate proficiency in science, social studies, the arts, and physical education ● Complete college and career exploration classes delineated in their Individual Learning Plan.

Foster, Glocester, and Foster-Glocester's Mission-Driven Design:

Our districts are designed to be part of a cohesive elementary / middle / high / post-secondary system with aligned programs, strong transitions, and progressively complex learning experiences aligned to common expectations for learning. We designed our high-functioning schools to:

- equitably serve all students in an authentic, personalized learning environment;
- restructure instruction to foster deeper learning and transferable professional skills;
- engage students in problem-based and work/community/inquiry-based learning experiences; and
- provide students autonomy and flexibility in their studies.

We aspire PreK-12 to:

- provide a rigorous and engaging learning environment with an inclusive school culture;
- ensure each student has the foundational to earn post-secondary credit(s) and/or industry certification(s) that align with their personal passions and interests; and
- graduate students with a competitive edge in college and careers while empowering them to be designers of their own futures.

Captain Isaac Paine, Fogarty Memorial and West Glocester Elementary Schools Mission Framework

Our Mission is to: Empower future-ready graduates with **passion**, **purpose**, and **proficiency** to Start Here and Go Big!

NOTE: THESE ARE JUST EXAMPLES

"Passion" means students...	"Purpose" means students...	"Proficiency" means students...
<ul style="list-style-type: none"> ● Make connections between content and passions to better explore interests making learning more personalized; ● Complete an in-class project to explore their and interests academic, career, or personal-social passions and interests; ● Develop and express knowledge and understanding about the world, find their voice, and exhibit actions for positive change in the community and beyond; and ● Pursue out-of-classroom learning opportunities such as clubs, athletics, leadership councils, and other experiences of personal interest. 	<ul style="list-style-type: none"> ● Feel safe, empowered to be themselves, have agency, autonomy, and agility needed to thrive in an ever-changing world regardless of ability, race/ethnicity, economic status, or gender identity and/or orientation; ● Explore problem-based learning experiences with real-world applications to purposefully develop foundational knowledge and transferable skills; and ● Engage in academic and career awareness learning experiences to develop an understanding of how learning in school relates to the requirements out of school. 	<ul style="list-style-type: none"> ● Acquire/demonstrate grade-level proficiency in English Language Arts and mathematics as outlined in the Common Core State Standards through an aligned instructional system; ● Acquire/demonstrate foundational knowledge and transferable skills; ● Possess Social-Emotional Learning Competencies needed for school and life ● Acquire/demonstrate proficiency in science, social studies, the arts, and physical education;

Foster, Glocester, and Foster-Glocester's Mission-Driven Design:

Our Beliefs

- All members of our community share responsibility for the achievement of all students. Thinking, attitudes, practices and systems must be aligned to this end.

We Believe Students Must:

- Receive equitable access to rigorous learning experiences and appropriate supports to master our school's learner outcomes;
- Be educated in an equitable school culture that values and promotes achievement and rigorous academic standards for all students;
- Receive high-quality instruction and ongoing supports that ensure they start strong, stay on course, and finish future-ready;
- Experience engaging and relevant learning opportunities to deepen their knowledge and skills;
- Believe that effort and perseverance can deepen understanding, proficiency, and lead to personal growth;
- Engage the preconceptions they come to class and be open to new ideas;
- Develop a deep foundation of factual knowledge, understand facts and ideas in the context of a conceptual framework, and organize knowledge in ways that facilitate retrieval and application to develop competence in an area of inquiry;
- Receive a "metacognitive approach to instruction" which can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving those goals;
- Experience instructional decisions and programs based on data and research;
- Benefit from cooperation, communication and commitment among home, school and community to enhance the quality of each student's educational experience;
- Acquire deep foundational knowledge and transferable professional skills to successfully compete in an ever-changing world; and
- Be original thinkers, literate in multiple subjects, solve complex problems, and approach tasks with an inquiry-based mindset needed to succeed in an increasingly automated world.

Our Values

The following values drive our school community and culture:

- **Positivity** - We assume the best and believe the best is possible for each other;
- **Inclusion** - We purposefully foster an inclusive and supportive school community;
- **Collaboration** - We work together to find the best solutions;
- **Perseverance** - We overcome obstacles to success; and
- **Growth Mindset** - We believe that all members of our school community are able to continuously grow and evolve.

Our Vision of a Graduate

A Ponaganset High School Graduate is a:

Communicator



Thinker



Citizen



Learner



**FOSTER, GLOCESTER,
and
FOSTER-GLOCESTER REGIONAL SCHOOL DISTRICTS
Tri-District Strategic Plan**

We will achieve our mission by focusing on the following levers:

- *Collaborative and Inclusive School Community* - An explicit focus on school culture and including all students regardless of disability, race, poverty, or gender identity fosters a culture where students feel safe, empowered to be themselves, find their voice, and work for positive change in the world;
- *Personalized Learning Pathways for All* - Students purposefully pursue their passions on self-selected learning paths that prepare them to succeed in college and careers. They earn post-secondary recognized credits via academic, career, online, self-paced, independent, college classes, competency-testing, and out-of-school learning;
- *Real-World Learning Experiences* - Learning in and out of school supports student voice and choice and emphasizes practical applications of knowledge through Problem-Based Learning, Work-Based Learning, Passion Projects, State-Approved Career and Technical Education Pathways, independent learning, and approved co-curricular activities;
- *Start, Stay, and Finish Strong Programs* - A comprehensive system of academic, career, and personal/social services, transition programs and domain-specific supports ensure students stay focused on the future, make yearly progress, and successfully complete college and career preparatory classes;
- *Foundational Knowledge and Transferable Skills* - An aligned instructional system progressively develops foundational competencies, applications of knowledge, and fosters in students the capacity, agency, and autonomy needed to earn college credits and/or industry certifications before graduating; and
- *System Enablers* - Students and adults are supported through equitable allocation of resources, comprehensive school counseling, individual learning plans, flexible block scheduling, personalization period, and connections to parents, community, business, and higher education.

Goals and Objectives 2021-2026

GOAL 1:

Revise and enhance rigorous, student-centered, PK-12 curriculum, instruction and assessment that elevates student voice and choice, develops academic and personal-social skills, supports personalized learning, and empowers students with the passion, purpose, and proficiency.

Objectives for use PreK-12:

- Purposefully design curriculum and instruction to develop the knowledge and the skills that are necessary for success.
- Implement a process for measuring the gaps between the intended and delivered curriculum across all classrooms.
- Implement an aligned instructional system that progressively develops foundational competencies, applications of knowledge, and fosters in students the capacity, agency, and autonomy needed to earn grade level proficiency, college credits and/or industry certifications before graduating.
- Provide sufficient personnel, resources and time to design and implement an aligned curriculum, instruction and assessment system.
- Engage meaningfully in a system of high-quality professional development that focuses on national standards, curriculum, research-based instruction, assessment literacy, task development, in-class modeling, looking at student work, lesson study and leadership.
- Continue to create/revise/implement common and course-specific assessments that progressively develops foundational competencies, applications of knowledge, and collaboratively score student work using school wide rubrics in all subjects
- Establish and teach responsibilities in using technology and social media. (Digital Literacy)
- Explicitly incorporate “real-world” connections within curricula and instructional experiences

Objectives from XQ Grant for Grades 6-12 Only:

- Develop a problem-based/project-based teaching toolkit and implement at least one problem-based/project-based learning unit in all social studies and science classes.

- Fully implement a portfolio-based system where each teacher provides a minimum of three portfolio-worthy tasks that assess students' proficiency with the Foundational Knowledge and Transferable Skills that guide the schools' Vision of a Graduate, a student outcome framework.
- Develop and document a year-long plan for providing all students with second instructional opportunities, reassessment opportunities, exploration of career and personal social interests, and online learning opportunities for all students to be implemented within the Personalization Period.
- Develop a problem-based learning toolkit to support the implementation of PBL units within classes.

GOAL 2:

Enhance our collaborative and inclusive school culture in which our students are educated in a personalized learning environment that supports each student's academic, career, social and emotional needs through distributed leadership and empowering students to be themselves and work toward positive impacts in and out of school.

Objectives for use PreK-12:

- Ensure there is a multi-tiered system of support PK-12 to ensure that students' academic, social, emotional and behavioral needs are identified and supports are put into place to help students be successful.
- Establish core values and expectations that build a shared responsibility among administrators and staff to ensure students obtain rigorous academic standards including all students regardless of disability, race, socio-economic status, or gender identify and/or orientation.
- Provide teachers with release time to engage in quantitative and qualitative data analysis of academic and personal-social data, lesson study activities, classroom visitations, equity conversations, common planning time, and other activities such as portfolio work.
- Communicate policies, practices and procedures that promote district-wide and school-based collaboration to ensure a safe, productive and inviting learning environment within each school.
- Create and document a sequence of activities and opportunities that ensures that equity lives in practice and policy by providing all students with academic support/enrichment, essential life skills awareness, social-emotional wellness, and extracurricular access and/or career exploration opportunities, in an equitable fashion.
- Revise current student and community committee structures to amplify the voice of students and adults from in and/or out of district, cultivate shared leadership, and expand opportunities for input in decision-making.

- Ensure that every student in grades 6-12 has an Individual Learning Plan, a document that reflects strategies and pathways for pursuing their academic, career, and personal-social interests, and that is supported by a system for students to make informed decisions using data and document and revise plans for college and career preparation.

Objectives from XQ Grant for Grades 6-12 Only:

- Train core implementation team members and team leads at the middle school and high school on professional learning group processes to systematically advance the implementation of objectives schoolwide.
- Develop and document a personalized pathway system for planning and tracking and requirements for graduation that is focused on increasing opportunities for students to make informed decisions about their education and empower students to take charge of their own learning.
- Develop and implement a year-long professional development plan for all staff that leverages opportunities to learn before, during, and after school hours.
- Continue to refine and implement a comprehensive school counseling curriculum for grades students in grades 6-12 based upon ASCA standards that include Individualized Learning Plans (ILP).
- Increase opportunities for ALL students and staff to have a voice in the school culture, systems, operations, and learning and teaching.
- Form an equity and inclusion task force to lead and support work related to: closing equity gaps, and increasing inclusion and access for all students.
- Provide structures and supports to meet students where they are, to engage them and empower them to pursue their passions with purpose, and to develop proficiency.

GOAL 3:

Support students' learning in and out of school by communicating, collaborating, and engaging with families, businesses, higher education, and/or community partners to enhance academic, career and personal/social development.

Objectives for use PreK-12:

- Develop a comprehensive PK-12 communication plan that guides communication with families in clear straight-forward language using print and electronic media.
- Assess and upgrade infrastructure to support communication plans.
- Promote community involvement through collaboration and partnerships among schools, parents, businesses and the community in a network of support.
- Communicate effectively with families and community concerning learning expectations, student outcomes and assessment data.
- Create and implement a high-quality multi-pronged print and electronic communication system designed to support students, educators, parents, community members, and business/industry/higher education stakeholders' understanding of the schools' mission and school redesign strategies through methods such as, but not limited to websites, learning management systems, work team documentation, and face-to-face engagement.
- Increase parent, business, community, and/or higher education stakeholder engagement with and feedback for the School by hosting discussions made up of representatives of student organizations, school improvement teams, career and technical education partnership teams, and other community partners.
- Increase communication and coordination between elementary and middle school and middle school and high school teachers and administrators and/or school counselors to better inform students and parents of opportunities.
- Refine and expand the use of technology systems to communicate effectively with families and community concerning learning expectations, student outcomes and assessment data and report the progress of students to parents and the community.

Objectives from XQ Grant for Grades 6-12 Only:

- Increase opportunities for students to pursue credits through multiple modes, locations and times including onsite and remote college classes, virtual learning, proficiency testing, etc. (Note this model will likely be applied for financial literacy and civics graduation requirements)

GOAL 4:

Revise and enhance a comprehensive data system to inform instructional decisions, and purposefully implement Start, Stay, and Finish Strong Programs comprised of domain-specific academic, career, personal/social, and transitional supports designed to ensure individual student's yearly growth.

Objectives for use PreK-12:

- Align and sustain resources and time so that all staff use data to maximize student growth.
- Design and implement a coherent process of personalized support for tiered student interventions (MTSS) with an emphasis on clear action that students and teachers can take based on data analysis.
- Develop and implement protocols and procedures that enable easy, real-time access to data for students, educators, and families in a user-friendly dashboard under the provisions of FERPA.
- Use a variety of data, which includes social, emotional and academic progress, to assess students' individual needs as part of a continuous improvement cycle.
- Provide professional development and ongoing support on interpreting and using data for all staff to drive decisions on students' academic, behavioral, social and emotional growth for each different stakeholder group including educators, staff, families, and students.
- Identify and deploy data teams that provide school-wide analysis of cohort and equity data trends to support individual teachers and departments in their planning.
- Refine and expand intervention programs for students below grade level that incorporate research-based targeted and intensive literacy and mathematics instruction

Objectives from XQ Grant for Grades 6-12 Only:

- Revise and implement the "start" portion of the Start, Stay, and Finish Strong Program design to support the academic, career and personal-social transition of students to Ponaganset Middle School and Ponaganset High School for incoming students.
- Provide at least one associated data training for each different stakeholder group including educators, staff, and students.
- Implement monthly professional learning days focused on analyzing cohort and equity data and creating aligned plans for instruction and supports that meet the personalized learning needs of students.
- Refine and expand ramp-up programs for students below grade level that incorporate research-based targeted and intensive literacy and mathematics instruction.

GOAL 5:

Align systems and operations to equitably allocate physical, fiscal, technological, as well as human resources, time, and student supports in order to provide a high quality education for every student.

Objectives for use PreK-12:

- Continue to target resources and business operations to strictly address district and school priorities for student learning by being efficient, effective, and transparent.
- Continue to purposefully purchase technology, instructional materials, and classroom furniture to support the academic, career, and personal-social growth of students.
- Continue to focus on system efficiencies that maximize the use of resources to maintain and enhance student programs, operations, governance and family engagement.
- Continue to revise and implement a long range plan for high-quality facility maintenance and renovation necessary to accommodate student learning.
- Recruit, support and retain highly qualified and effective educators and staff with induction programs, mentoring programs, and ongoing professional learning opportunities.

Objectives from XQ Grant for Grades 6-12 Only:

- Develop a year-long plan to fully capitalize on a Personalization/advisory time every other day, to create a structure to ensure each child is well known by an adult, to provide academic supports, career, and personal-social supports, and to provide opportunities for student's personalized pathways to be explored.
- Explore a flexible scheduling model for Special Education support wherein content teachers can more readily interact with special educators in meeting the needs of students with IEPs in both content and career pathway classes
- Establish a badging system within Ponaganset's Personalized Portfolio system to track students' mastery of foundational knowledge and transferable skills, acquisition of college credit/industry certifications, and attainment of state/local graduation requirements.

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GOAL 2:

Enhance our collaborative and inclusive school culture in which our students are educated in a personalized learning environment that supports each student's academic, career, social and emotional needs through distributed leadership and empowering students to be themselves and work toward positive impacts in and out of school.

GOAL 3:

Support students' learning in and out of school by communicating, collaborating, and engaging with families, businesses, higher education, and/or community partners to enhance academic, career and personal/social development.

GOAL 4:

Revise and enhance a comprehensive data system to inform instructional decisions, and purposefully implement Start, Stay, and Finish Strong Programs comprised of domain-specific academic, career, personal/social, and transitional supports designed to ensure individual student's yearly growth.

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Align systems and operations to equitably allocate physical, fiscal, technological, as well as human resources, time, and student supports in order to provide a high quality education for every student.

Adopted: August 17, 2021