North Providence Strategic Plan

Strategic Plan (2022-2028)

The Mission of the North Providence School District, as an urban ring community with a strong neighborhood identity, is to recognize its individual and cultural diversity and to adapt to the needs of students and families.

Our goal is to educate and prepare our students in a safe, nurturing, and challenging environment for college and career readiness. We believe that all students can achieve and develop future-ready skills in academics, communication, technology, and the humanities to ensure they become productive and contributing members of a global society.

Vision

North Providence will provide the highest quality instruction that challenges all students to reach their highest academic potential in a safe and accepting learning environment. Students will engage in learning experiences that allow them to develop as productive, contributing members of a global society. Students' unique skills and strengths are enhanced through a relevant and rigorous curriculum, multiple opportunities/pathways, and personalized experiences.

Values

Student-Centered Learning : Student learning is the basis of all district and school decisions.
Personalized Learning & Instruction: Students are educated in a safe, personalized, accepting, and academically challenging learning environment.
Student Engagement : Students are provided with engaging and interactive activities before, during, and after school to support the whole child
Access to High-Quality Curriculum: All students can learn when they have a standards-based,

high-quality curriculum and appropriate resources and support.

Student Achievement : Students achieve when:

Learning is developmentally appropriate

Learning is engaging, challenging and supportive

Learning is connected to real-world applications

Instructional Excellence : Students experience academic excellence through the curriculum and evidence-based instructional practices, feedback, reflection, and classroom design.

School- Family Partnership: Students are supported by family partnerships that center involvement, engagement, and achievement.

College and Career Readiness : All students will be provided with personalized multiple pathways and learning opportunities to demonstrate college and career readiness.

Theory of Action

If LEA...

Provide students with high-quality instruction, assessment, and feedback within a safe and accepting learning environment.

Engage students in rigorous and relevant learning experiences.

Enhance students' unique skills and strengths.

Prioritize and design multiple opportunities and pathways.

Engage our families and partners in a community-schools approach

Then LEA can...

Students will reach their highest academic potential and be prepared to be productive, contributing members of a global society.

So that...

Needs Assessment

In its review of the input collected through focus groups, academic data, community forums, administration, faculty, and the School Committee, four key focus areas in which the District faces significant opportunities for growth or challenges were identified:Improving Performance on Core Instruction
Improving School Climate and Learning Environment, and Increasing Family and Community Engagement. These are the most important aspects of education that the District will deal with in the next six years. Strategies to address each of these areas are set forth in the Goals and Commitment section of the Plan below.

Our Needs Assessment revealed that North Providence takes pride in serving all students' needs and is dedicated to improving student outcomes collaboratively. According to the district's reports, they have a graduation rate of 90.2%, which is higher than the state's graduation rate of 83.7%. This is a significant achievement and reflects the district's commitment to providing high-quality education and support to its students. North Providence also

Using the data provided to North Providence through the RIDE Reportcard. This report provided our team with information about North Providence's state assessments in English language arts, mathematics, and science. The assessments summarize student performance using four performance levels: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations. This data is based on data collected through RICAS (grades 3-8), SAT (grade 11), NGSA (grades 5,8,11), and the DLM alternate assessment (grades 3-8, 11). The data revealed a need to prioritize improving all students' English Language Arts (ELA), Math, and Science proficiency levels, specifically closing the learning gap between our Multilingual Learners(MLL) and Students with Disabilities(SWD).

According to the data reported from state assessments, there is a significant gap between the performance of MLL and Not MLL students in ELA, with only 33.9% meeting or exceeding expectations. Similarly, there is a 37.3% gap between SWD and Not SWD students in ELA. In Math, there is a 20.2% gap between MLL and Not MLL students and a 23.4% gap between SWD and Not SWD students. Finally, in Science, both MLL and SWD students are struggling with a 25.9% gap between them and Not MLL/SWD students in meeting or exceeding expectations.

North Providence Survey Works Analysis Grades 3-5

Overview of Survey Works Data: ()

To gather input from various stakeholders across North Providence, including students, parents, teachers, administrators, and community members, North Providence utilized the data collected through Survey works. This data will help the district understand the specific needs, concerns, and priorities of these groups, which is essential for developing strategies that meet their expectations. This data will also serve as balance data for initiatives in the North Providence School District, ensuring that resources, attention, and efforts are distributed equitably among various programs, schools, departments, and projects. This balance is crucial to achieving the district's goals, maximizing the impact of initiatives, and ensuring fairness.

Areas of Strength

When reviewing the data shared from Survey Works. North Providence showed strength in the following areas when surveying 689 students in grades 3-5 across the district. School Rigorous Expectations (78% favorable), School Teacher-Student Relationships (73% favorable), and Risk / Protective Outcomes (71% favorable).

According to Survey Work's website, "A score of "81% favorable" means that 81% of respondents selected a favorable answer choice for a question, or that 81% of the responses across all questions in a topic were favorable. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices" (Survey Works, 2023).

School Rigorous Expectations (78% favorable)

"How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class."

From the 2021-2022 school year to the 2022-2023 school year, this area showed the greatest growth, with a 2% favorable increase moving from 76% in the 2021-2022 school year to 78% in 2022-2023.

According to recent data, North Providence's academic performance yields a result that are equal to the average of the state's 47 school districts.

When reviewing the data based on "What language do you mostly speak at home?" students who spoke English and Spanish at home gave an equally favorable rating of 78%, whereas students who identified as language not listed gave a favorable score of 85%. The lowest rating in this area was for students who are "Confidently Procted," with a score of 66%. This subgroup 19% lower than both the state and district average.

School Teacher-Student Relationships (73% favorable)

"How strong the social connection is between teachers and students within and beyond the school."

From the 2021-2022 school year to the 2022-2023 school year, this area showed a decrease of 3% from 76% 2021-2022 school year to 73% in 2022-2023.

According to recent data, North Providence's academic performance yields a result that is 2% lower than the average of the state's 47 school districts.

When reviewing the data based on "What language do you mostly speak at home?" students who spoke English at home gave a rating of 73%, and students who spoke Spanish at home gave an equally favorable rating of 74%, whereas students who identified as language not listed gave a favorable score of 73%. The lowest rating in this area was for students who are "Confidently Procted," with a score of 69%. This group is 6% lower than both the state and 4% lower than the district average.

Risk / Protective Outcome (71% favorable rating)

From the 2021-2022 school year to the 2022-2023 school year, this area showed a decrease of 1% from 72% in the 2021-2022 school year to 71% in the 2022-2023 school year.

According to recent data, North Providence's academic performance yields a result that is 1% higher than the average of the state's 47 school districts.

When reviewing the data based on "What language do you mostly speak at home?" students who spoke English at home gave a rating of 73%, and students who spoke Spanish at home gave an equally favorable rating of 70%, whereas students who identified as language not listed gave a favorable score of 71%. The lowest rating in this area was for students who "Speak multiple languages," with a score of 60%. This subgroup is 10% lower than both the state and 11% lower than the district average.

Focus Area for Improvement

When reviewing the data shared from Survey Works. North Providence showed a need for improvement in the following area when surveying 689 students in grades 3-5 across the district; School Engagement (50% favorable).

School Engagement (50% favorable)

"How attentive and invested students are in school."

From the 2021-2022 school year to the 2022-2023 school year, this area showed an decrease of 2% f from 54% 2021-2022 school year to 52% in 2022-2023.

According to recent data, North Providence's academic performance yields a result that is equal to the average of the state's 47 school districts.

A total of 689 responses

When reviewing the data based on "What language do you mostly speak at home?" students who spoke English at home gave a rating of 50%, whereas students who spoke Spanish at home gave an equally favorable rating of 59%. Students who identified as a language not listed gave the highest favorable score of 66%. Students who identified as speaking multiple languages at home provided the lowest rating of 49%. This group is 11% lower than both the state and the district average.

Questions from School Engagement

North Providence Survey Works Analysis Grades 6-8

Overview of Survey Works Data:

To gather input from various stakeholders across North Providence, including students, parents, teachers, administrators, and community members, North Providence utilized the data collected through Survey works. This data will help the district understand the specific needs, concerns, and priorities of these groups, which is essential for developing strategies that meet their expectations. This data will also serve as balance data for initiatives in the North Providence School District, ensuring that resources, attention, and efforts are distributed equitably among various programs, schools, departments, and projects. This balance is crucial to achieving the district's goals, maximizing the impact of initiatives, and ensuring fairness.

Areas of Strength

When reviewing the data shared from Survey Works. North Providence showed strength in the following areas when surveying 1,241 students in grades 6-12 across the district. Risk / Protective Outcome (66% favorable), School Rigorous Expectations (62% favorable), and School School Safety (62% favorable).

According to Survey Work's website, "A score of "81% favorable" means that 81% of respondents selected a favorable answer choice for a question, or that 81% of the responses across all questions in a topic were favorable. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices" (Survey Works, 2023).

Risk / Protective Outcome (66% favorable),

"How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class."

From the 2021-2022 school year to the 2022-2023 school year, this area showed a decrease of 1% moving from a 67% favorable score to a 66% favorable score. It is important to note that there has been a 10% decrease in the last two years, moving from a 76% favorable score in the 2020-2021 school year to a 66% favorable score in the 2022-2023 school year.

According to recent data, North Providence's academic performance yields a result that is 1% higher than the average of the state's 47 school districts.

There are no subgroup data based on language for this section.

School Rigorous Expectations (62% favorable)

"How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class."

From the 2021-2022 school year to the 2022-2023 school year, this area showed no growth in the last two years, with a 0% favorable increase moving since the 2020-21 school year.

According to recent data, North Providence's School Rigorous Expectations yield a result that are 3% more than the average of the state's 47 school districts.

When reviewing the data based on "What language do you mostly speak at home?" students who spoke English gave a favorable score of 65%. Students who spoke Spanish at home gave a favorable rating of 63%. where students who identified as a language not listed gave a favorable score of 76%. The lowest rating in this area was for students who speak Haitian Creole, with a score of 36%. This subgroup is 23% lower than the state and 26% lower than the district average.

School School Safety (62% favorable)

"Perceptions of student physical and psychological safety at school."

From the 2021-2022 school year to the 2022-2023 school year, this area showed a decrease of 3% moving from 65% favorable to 62% favorable. There is no data provided for years prior.

According to recent data, North Providence's School Rigorous Expectations yield a result that are 4% higher than the average of 58% when compared to the state's 47 school districts.

There are no subgroup data based on language for this section.

Focus Area for Improvement

When reviewing the data shared from Survey Works. North Providence showed a need for improvement in the following areas when surveying 1241 students in grades 6-12 across the district; School Engagement (24% favorable) and School Belonging (30% favorable).

School Engagement (24% favorable)

"How attentive and invested students are in school."

From the 2021-2022 school year to the 2022-2023 school year, this area showed an increase of 3% from 21% 2021-2022 school year to 24 in 2022-2023.

According to recent data, North Providence's academic performance yields a result that is equal to the average of 24% for the state's 47 school districts.

A total of 1241 responses

When reviewing the data based on "What language do you mostly speak at home?" students who spoke Portuguese at home gave the highest rating of 40%, whereas students who spoke Haitian Creol and Arabic at home gave the lowest rating of 5%.

School Belonging (30% favorable)

"How attentive and invested students are in school."

From the 2021-2022 school year to the 2022-2023 school year, this area showed an increase of 1% from 29% 2021-2022 school year to 30 in 2022-2023.

According to recent data, North Providence's academic performance yields a result that are 1% higher than the average of 29% for the state's 47 school districts.

A total of 1241 responses

When reviewing the data based on "What language do you mostly speak at home?" students

who spoke a "Language Not Listed" at home gave the highest rating of 44%, whereas students who spoke Haitian Creole and Arabic home gave the lowest rating of 16%.

Collaborative Focus for School Change

In addition to thorough data analysis as a leadership team, North Providence is committed to a collaborative approach with school and community stakeholders.

Gathering Voice Through School Improvement Teams:

- Composed of teams that are representative of the demographics of school communities
- Met periodically throughout the school year (at least 8 times)
- Individual schools generated and submitted detailed plans to leadership team
- Facilitator identified common themes from individual School Improvement Plans to inform Strategic Planning Framework
- Making Connections Through Feedback and Community Data

Crosswalked data from SurveyWorks, Equity Report, and State Testing Data

- Convened Focus Groups
- Hosted several Community and Family Feedback Forums including gatherings specifically for MLL and SWD.
- Leveraged community experts to help guide conversation during strategic planning meetings

Priority 1: Improving Performance on Core Instruction

Students will have access to high-quality curriculum materials in all PreK-12 classrooms that are aligned with research-based strategies, academic standards, and statewide standardized assessments (i.e. RICAS, PSAT/SAT, ACCESS, DLM).

Commitments

1. Continuously update PreK-12 documents to include blended and personalized learning opportunities in all four content areas.

2. Create and validate classroom Walkthrough tool and formalize the implementation of learning walks

3. Increase teachers' knowledge of research-based, classroom practices (including SEL, inclusive, and culturally responsive teaching practices)

4. Align Pre-K curriculum with state standards and support teachers with curriculum implementation.

Measurable Goals

Goal #1 - We will increase the percentage of students meeting or exceeding on Math State Assessments from 23.8% to 50% by the end of 2029. (average: 4.5% each year)

Population Focus: MLL and Students receiving Special Education services

Initiative 1: Math Workshop Model
Students will improve their mathematical skills, conceptual knowledge and problem-solving ability using a Math Workshop model. Teachers will receive professional development support in strategies for differentiation, blended and personalized learning.
Supporting Research and Evidence: This report, High-quality curriculum and system improvement, focuses on why states and districts need to focus on curriculum as a vehicle of student success, and how that focus would contribute both to improved student learning and to equity. It sets out current approaches to curriculum development and implementation and implications for school improvement in the United States and Australia. Finally, it provides systems across the world with a framework to develop a strategy for system improvement that supports and encourages the implementation of quality curriculum at scale. **Citation:** Steiner, David, Magee, Jacqueline and Jensen, Ben (2019). High-quality curriculum and system improvement. Learning First. **URL:** https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf

Action Step	Complete-Date
Continuously update PreK-12 documents to include blended and personalized learning opportunities in math: Integrate through the curriculum, grade-level, and content teams	06/30/2029

Develop a walkthrough tool focused on evidence-based pedagogical strategies to provide feedback to teachers for improvement	06/30/2024
Provide staff with Whole Child professional development and job-embedded coaching	06/30/2029
Provide Pre-K teachers with professional development and job-embedded teacher coaching built around best practices for mathematical instruction	06/30/2029
Establish a Pre-K pilot with the ultimate goal of determining best practices for full-day district-wide Pre-K programming	06/30/2029
Using a Math Workshop model, teachers will receive ongoing professional development and job-embedded coaching in Tier 1 and Tier 2 strategies. (e.g. Bridges Math)	06/30/2029
Provide teachers with professional development and job-embedded teacher coaching built around best practices in co-teaching inclusion models and differentiation.	06/30/2029
District will work with schools to identify and prioritize students in MLL and/or SWD and based on that plan will develop priorities, goals, initiatives, and/or action steps to support growth with prioritized group.	06/30/2029
Elementary schools will convene Title 1 Academies for identified students while Middle and High Schools will offer Enrichment in after school programs for Math.	06/30/2029
Schools will offer Summer Academies for identified students for ELA.	06/30/2029

Goal #2 - We will increase the percentage of students meeting or exceeding on ELA State Assessments from 36.7% to 61% by the end of 2029. Population Focus: MLL and Students receiving Special Education services

Initiative 1: Readers/Writers Workshop Model

Students will improve their ability to analyze texts in all content areas and connect their analysis to high quality writing responses through the Reader's/Writer's Workshop model with fidelity. Teachers will receive professional development support in strategies for differentiation, blended and personalized learning.

Supporting Research and Evidence:

This report, High-quality curriculum and system improvement, focuses on why states and districts need to focus on curriculum as a vehicle of student success, and how that focus would contribute both to improved student learning and to equity. It sets out current approaches to curriculum development and implementation and implications for school improvement in the United States and Australia. Finally, it provides systems across the world with a framework to develop a strategy for system improvement that supports and encourages the implementation of quality curriculum at scale.

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Action Step	Complete-Date
Continuously update PreK-12 documents to include blended and personalized learning opportunities in ELA: Integrate through the curriculum, grade-level, and content teams	06/30/2029
Develop a walkthrough tool focused on evidence-based pedagogical strategies to provide feedback to teachers for improvement	06/30/2024
Provide staff with Whole Child professional development and job-embedded coaching	06/30/2029
Provide Pre-K teachers with professional development and job-embedded teacher coaching built around best practices for literacy instruction	06/30/2029
Establish a Pre-K pilot with the ultimate goal of determining best practices for full-day district-wide Pre-K programming	06/30/2029

Using a Reader's/Writer's Workshop model, teachers will receive ongoing professional development and job-embedded coaching in Tier 1 and Tier 2 strategies.	06/30/2029
Provide teachers with professional development and job-embedded teacher coaching built around best practices in co-teaching inclusion models and differentiation.	06/30/2029
District will work with schools to identify and prioritize students in MLL and/or SWD and based on that plan will develop priorities, goals, initiatives, and/or action steps to support growth with prioritized group.	06/30/2029
Elementary schools will convene Title 1 Academies for identified students while Middle and High Schools will offer Enrichment in after school programs for ELA.	06/30/2029
Schools will offer Summer Academies for identified students for ELA.	06/30/2029

Goal #3 - We will increase the percentage of students meeting or exceeding on Science State Assessments from 28.4% to 52% by the end of 2029.

Population Focus: MLL and Students receiving Special Education services

Initiative 1: Science Inquiry Model
Students will improve their ability to think, read, write, and argue like scientists and engineers through a blend of hands-on investigations, literacy-rich activities, and interactive digital tools. Teachers will receive professional development support in strategies for differentiation, blended and personalized learning.
Supporting Research and Evidence: This report, High-quality curriculum and system improvement, focuses on why states and districts need to focus on curriculum as a vehicle of student success, and how that focus would contribute both to improved student learning and to equity. It sets out current approaches to curriculum development and implementation and implications for school

improvement in the United States and Australia. Finally, it provides systems across the world with a framework to develop a strategy for system improvement that supports and encourages the implementation of quality curriculum at scale.

Citation: Steiner, David, Magee, Jacqueline and Jensen, Ben (2019). High-quality curriculum and system improvement. Learning First.

URL: https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf

Action Step	Complete-Date
Continuously update PreK-12 documents to include blended and personalized learning opportunities in science: Integrate through the curriculum, grade-level, and content teams	06/30/2029
Develop a walkthrough tool focused on evidence-based pedagogical strategies to provide feedback to teachers for improvement	06/30/2024
Provide staff with Whole Child professional development and job-embedded coaching	06/30/2029
The district will provide professional development opportunities for teachers to improve the use of inquiry-based and literacy-rich science lessons and activities in their classrooms.	06/30/2029
Provide teachers with professional development and job-embedded teacher coaching built around best practices in co-teaching inclusion models and differentiation.	06/30/2029
District will work with schools to identify and prioritize students in MLL and/or SWD and based on that plan will develop priorities, goals, initiatives, and/or action steps to support growth with prioritized group.	06/30/2029

Priority 2: Improving School Climate and Learning Environment

Students will continue to learn in safe, equitable, and innovative environments.

Commitments

Measurable Goals

Goal #1 - By the academic year 2029, North Providence schools will witness an annual increase of 3-5% in the area of School Climate as defined by Survey Works. This initiative aims to move students in grades 3-5 from a 63% rating in the spring of 2023 to a minimum rating of 73% by the spring of 2029. Similarly, students in grades 6-12 will be moved from a 40% engagement rating in the spring of 2023 to a minimum rating of 50% .

Initiative 1: Improve District Climate
The process of revamping the high school and the building of three new elementary schools: Whelan, Greystone and Centredale.(See Stage 2 Application for further details)
Supporting Research and Evidence: This article focusses on the lessons learnt from the collaborative design of guidance for new build schools in England about the processes of school design, construction and occupation. The study involved head teachers, school building commissioners, teachers and wider school communities thinking about the pedagogic implications of the production of new school buildings. Professionals who had been involved with the development of new school buildings, and those currently involved, engaged in workshops to discuss their experiences of the process and designed guidance for those who would be involved in the future. This collaborative process pointed to possibilities but also significant potential risks involved in innovative school design. Theoretically, an activity theory framework was adopted to explore patterns of interaction and contradictions in the collaborative processes of the design, construction and occupation of new school builds and how these should be captured in a guidance document. We problematise the concept of innovation in the design of new build schools and the related risks. We suggest that collaborative school design calls for a new conception of collective action. **Citation:** Daniels, H., Thompson, I., Tse, H. M., & Porter, J. (2022, June 30). Learning lessons from the collaborative design of guidance for New Build Schools. European Educational Research Journal. https://eric.ed.gov/?q=New%2Belementary%2Bschool%2BConstruction&id=EJ1343409

URL: https://eric.ed.gov/?q=New+elementary+school+Construction&id=EJ1343409	
Action Step	**Complete-Date**
The district will establish, schedule, and maintain regular structural and safety inspections	06/30/2029
The district will review student needs to develop staffing plans - ensuring appropriate allocation of flexible learning spaces	06/30/2029
The district will create equitable and enhanced school buildings	06/30/2029
The district will provide schools with resources to improve teacher-student relationships and student-student relationships (RULER)	12/31/2023
The district will align resources and efforts for teachers, students, families, MLL, and SWD groups to work seamlessly and in step with district goals, meeting as a district team to review progress and a balance of supports and initiatives.	06/30/2029
District coaches and consultants along with district and school leadership will work together to integrate materials, resources, and messages for individual school teams	06/30/2029
Establish an SEL coordinator and support them as they coordinate Safety Care training, clinical supports, a therapy dog, and SEL support for schools in the district.	06/26/2026
Purchase flexible furniture options for schools aimed to create safe, healthy, collaborative spaces (i.e. calming cubes)	06/29/2026
The district will implement district-wide social and emotional interventions through the RULER Program, aligning intervention systems to the new program.	06/30/2024

Priority 3: Increasing Family and Community Engagement

Families and community members will feel valued, welcomed, informed, and engaged through multiple methods of district, school, and classroom communication and opportunities

Commitments

Measurable Goals

Goal #1 - By the academic year 2029, North Providence schools will witness an annual increase of 3-5% in the area of student engagement as defined by Survey Works. This initiative aims to move students in grades 3-5 from a 52% engagement rating in the spring of 2023 to a minimum rating of 70% by the spring of 2029. Similarly, students in grades 6-12 will be moved from a 24% engagement rating in the spring of 2023 to a minimum rating of 42% by the spring of 2029.

Initiative 1: Improve Communication and Collaboration
Establish and create a communication system that fits the needs of the diverse families in NPSD.
Supporting Research and Evidence: As they adopt and adapt emerging approaches, K-12 leaders have a tremendous opportunity to activate the latent social capital within families to improve students' experiences and outcomes. Whether they succeed depends on where and how schools activate family networks, and for what purposes. This paper details five emerging opportunities for leaders to explore: (1) leveraging technology tools to foster connections and build trust with families can dramatically improve the quality of partnership between families and schools; (2) designing family engagement efforts that support families alongside students can deliver long-term social capital gains for students; (3) enlisting families as partners within students' learning ecosystems can open up access to extracurricular, postsecondary, and career pathways that can be difficult to achieve otherwise, particularly for under-resourced students; (4) connecting families to one another can create more accessible; and affordable, and flexible options for scaling student support; and (5) integrating metrics to gauge the quality of family-school interactions within existing data dashboards can be a game-changer for driving student success. The innovative tools and models highlighted in this paper reflect the fact that it's networks--not just grades and degrees--that are needed to ensure students' wellbeing, academic growth, and expanded career options. As part of these networks, families are an inherent and requisite resource for schools committed to meeting the complex needs of present and future generations in a rapidly changing world.

Citation: Charania, Mahnaz R. (2021). Family Engagement Reimagined: Innovations Strengthening Family-School Connections to Help Students Thrive. Clayton Christensen Institute for Disruptive Innovation

URL:
https://eric.ed.gov/?q=collaboration+and+connection+family+engagement&id=ED617377

Action Step	Complete-Date
Establish district-wide systems that ensure frequent, productive, and effective communication between school and home.	06/30/2024
Meet as a district team 3 times per year to audit current parent engagement strategies and make improvements.	06/30/2029
Identify district-wide parental involvement opportunities to develop academic and social-emotional knowledge, awareness, and skills.	06/30/2029
Empower individual School Improvement Teams to adapt those strategies in ways that encourage family involvement. Review School Improvement Progress Monitoring and reflect with principals on effectiveness of approach.	06/30/2029

Goal #2 - We will increase student attendance by 2-3% each year, moving from 32% of students identified as chronically absent to 16% by the end of 2029.

Initiative 1: Increase Student Attendance	
Decrease chronic absenteeism across the district by incorporating best practices and reflecting across sites, buildings, and communities.	
Action Step	**Complete-Date**
Creation and refining of school-level attendance teams.	06/29/2029
Audit and SWOT Analysis/Needs Assessment of truancy practices and review of truancy data including communication practices and data from Initiative #1 across the district.	06/29/2029

Meet as a leadership team 3 times per year to review data (including Needs Assessment), establishing district-wide strategies for increasing attendance.	06/30/2029
Empower individual School Improvement Teams to adapt identified strategies in ways that both celebrate attendance and hold families accountable to district policy and goals. Review progress monitoring data and annual review at individual schools and conference with leadership as needed to fully support ongoing efforts.	06/29/2024