

Chariho Regional School District

VISION

2026

Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

Vision

The District is recognized by the community as its greatest asset. With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking.





Values

Chariho Learner Qualities

Self-Directed Learner

Learners should take initiative and be active participants in the process. Learners make meaning by linking their story, their new learning & their purpose. Learners plan their learning journey carefully.

Quality Producer

Learners create organized and professional products. Learners always wonder about why and how. Learners take risks and explore in order to arrive at new solutions.

Collaborative Worker

Learners work together, especially in a joint intellectual effort. Learners fight for inclusion and work to ensure all voices are represented and heard.

Respectful Citizen

Learners are positive participants who engage others in the academic and social aspects of work. Learners have a sense of belonging, of being part of a learning community at school, at work, at home, and in social networks.

Growth Mindset

Learners recognize that effort creates ability. Learners know that those who work, learn. Learners demonstrate an openness and readiness to learn and understand that they are in control of their own destiny.



Priority Area 1

Title: Academic Excellence for All Students



Statement: We believe that rigorous academic standards and high expectations, along with a robust and responsive system of supports, are the foundation of the school district. All professionals operate from a belief that all students can learn at high levels and meet or exceed demanding standards. The goals, initiatives, and action steps below will be implemented in conjunction with the district's capital improvement plan to support student learning.

SMART-E Goal 1: The percentage of students who meet or exceed expectations on the state English Language Arts (ELA) assessments will increase from 45% to 65% by the end of the 2025-2026 school year.

Initiative 1: Expert use of high-quality curriculum materials through differentiated instruction

Action Steps

- Conduct learning walks in each school to further understand strengths and areas of need in educators' use of differentiated instructional strategies in conjunction with high quality curriculum materials in ELA
- Based on findings, develop and implement a professional development plan to build educators' capacity in using differentiated instructional strategies in conjunction with high quality curriculum materials in ELA
- Align multi-tiered systems of support (MTSS) processes to include effective use of ELA universal screener data to make instructional decisions, including adopting and evaluating specific interventions



Initiative 2: Identify and implement real world applications of curriculum



Action Steps

- a. Examine the curriculum to identify where practices aligned with this initiative are already in place
- b. Examine curriculum to find and showcase Learner Qualities in action
- c. Strengthen opportunities for teachers to share strategies to highlight real world applications of curriculum with one another (e.g., through common planning time, asynchronous sharing, etc.)

Initiative 3: Student goal setting (on track for promotion/graduation)

Action Steps

- a. Use universal screener and other student learning data to identify learning needs of each student and to guide the use of What I Need (WIN) blocks and/or Advisory
- b. Strengthen systems and practices that include students in using data to analyze their progress, identify their needs, and set goals.



SMART-E Goal 2: The percentage of students who meet or exceed expectations on the state math assessments will increase from 40% to 60% by the end of the 2025-2026 school year.

Initiative 1: Expert use of high-quality curriculum materials through differentiated instruction



Action Steps

- a. Conduct learning walks in each school to further understand strengths and areas of need in educators' use of differentiated instructional strategies in conjunction with high quality curriculum materials in math
- b. Based on findings, strengthen current professional development plan to build educators' capacity in using differentiated instructional strategies in conjunction with high quality curriculum materials in math
- c. Align multi-tiered systems of support (MTSS) processes to include effective use of math universal screener data to make instructional decisions, including adopting and evaluating specific interventions

Initiative 2: Identify and implement real world applications of curriculum

Action Steps

- a. Examine the curriculum to identify where practices aligned with this initiative are already in place
- b. Examine curriculum to find and showcase Learner Qualities in action
- c. Strengthen opportunities for teachers to share strategies to highlight real world applications of curriculum with one another (e.g., through common planning time, asynchronous sharing, etc.)

Initiative 3: Student goal setting (on track for promotion/graduation)

Action Steps

- a. Use universal screener and other student learning data to identify learning needs of each student and to guide the use of What I Need (WIN) blocks and/or Advisory
- b. Develop systems and practices that include students in using data to analyze their progress, identify their needs, and set goals



SMART-E Goal 3: The percentage of students who meet or exceed expectations on the state science assessments will increase from 52% to 72% by the end of the 2025-2026 school year.

Initiative 1: Adopt and Implement High Quality Curriculum Materials Effectively

Action Steps

- a. Form a multi-stakeholder group to use an agreed upon process to review, evaluate, and make a recommendation to adopt a RIDE approved High Quality Curriculum for Science
- b. Develop and implement professional development plan to strengthen educator’s effective use of high-quality curriculum material
- c. Use student assessment data to identify areas of strength and areas of growth needed in instruction
- d. Gather input from educators on areas they need to improve instruction based on student assessment data

Initiative 2: Identify and implement real world applications of curriculum

Action Steps

- a. Examine the curriculum to identify where practices aligned with this initiative are already in place
- b. Examine curriculum to find and showcase Learner Qualities in action
- c. Strengthen opportunities for teachers to share strategies to highlight real world applications of curriculum with one another (e.g., through common planning time, asynchronous sharing, etc.)



Initiative 3: Student goal setting (on track for promotion/graduation)

Action Steps

- a. Use student learning data to identify learning needs of each student and to guide the use of What I Need (WIN) blocks and/or Advisory
- b. Develop and/or strengthen systems and practices that include students in using data to analyze their progress, identify their needs, and set goals

Priority Area 2



Title: Educator Continuous Improvement

Statement: We believe that investing in continuous improvement in educators is key to building their capacity to support all students in meeting or exceeding demanding standards. We value collaboration, strategic use of data, and differentiated instruction.

SMART-E Goal 1: Educator rating on the domain of Professional Learning on SurveyWorks will increase from 41% to 61% by the end of the 2025-2026 school year.

Initiative 1: Continuous improvement through strengthening multi-tiered systems of support (MTSS)

Action Steps

- a. Convene a district MTSS leadership team that includes key stakeholders to set direction on strengthening MTSS, including developing a shared understanding of and common language for MTSS throughout the district
- b. Conduct a needs assessment in order to inform the development of effective action plans, determine educators' professional learning needs, coaching strategies, and measures of implementation

- c. Set direction on increasing understanding of every staff member’s role in a robust MTSS (e.g., “District MTSS Leadership Team ensures time and resources are allocated to provide ALL students with equitable access to tiered instructional practices, interventions and supports that meet the needs of the whole child.”)
- d. Define and communicate the tiered continuum of supports (i.e., data, practices, systems) across tiers 1, 2, and 3

Priority Area 3

Title: Family & Community Connections

Statement: We believe that the larger community must be fully engaged in the learning process. Education is a shared responsibility of students, parents, staff, and the community. Students thrive when supported, nurtured, and engaged by the community.

SMART-E Goal 1: Family rating of family-school communication on SurveyWorks will increase from 37% to 57% by the end of the 2025-2026 school year.

Initiative 1: Strategic and widespread use of a variety of modes of communication with families, including text-based communication

Action Steps

- a. Take stock of current strategies and tools used to communicate with families.
- b. Design and implement a data-informed needs assessment of family-school communication strategies and tools to further understand areas of strength and needs. As part of the needs assessment, include ways to gather perspectives of stakeholders.
- c. Use the findings of the needs assessment to inform and implement next steps.
- d. Based on progress monitoring data and stakeholder feedback, adapt as needed over time.



SMART-E Goal 2: Family rating of the domain of family engagement on SurveyWorks will increase from 12% to 32% by the end of the 2025-2026 school year.

Initiative 1: Strengthen family-school-community partnerships

Action Steps



- a. Convene a multi-stakeholder group (i.e., school improvement team) that includes families, community members, educators, and students to articulate a vision of effective school-family-community partnerships (i.e., an environment of trust among the stakeholders, reciprocal communication, asset-based views of families as funds of knowledge, etc.).
- b. Using an agreed upon protocol, collaboratively explore belief systems of all stakeholders (i.e., families) beliefs about the role(s) they play in their children’s education; district and school members’ core beliefs about family engagement; staff and families’ belief systems about the value of home-school partnerships, the link to learning and school improvement; previous or currently held assumptions about the beliefs of all stakeholders)
- c. Collaboratively use an agreed upon data protocol to analyze relevant data (e.g., SurveyWorks, district or school level survey/feedback, etc.) to gain a better understanding of family and community members’ perceptions of their current level of engagement with school
- d. Conduct a success analysis of the areas of strength in order to focus on areas of need
- e. Determine what other data is needed to plan for effective school-family-community partnerships (e.g., interviews with families, district or school level surveys)
- f. Based on data, collectively determine next steps

Initiative 2: Childcare

Action Steps

- a. Explore feasibility of providing child care at school-sponsored events intended to strengthen school-family partnerships
- b. Explore feasibility of partnering with CharihoTech’s Early Childhood/Elementary program to recruit and train upper grade students to provide childcare at school-sponsored events intended to strength school-family partnerships

Priority Area 4



Title: Student Support and Services

Statement: We believe that the wellbeing of every child is necessary for optimum learning along with a robust support system. In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect. The goals, initiatives, and action steps

below will be implemented in conjunction with the district's capital improvement plan.

SMART-E Goal 1: The percentage of students who are consistently present (for 90% or more of the school year) will increase from 71% to 91% by the end of the 2025-2026 school year.

Initiative 1: Integrate student supports and services, and academic learning

Action Steps

- a. Convene a multi-stakeholder group (i.e., school improvement team) that includes families, educators, and students to articulate a shared vision of integrating student wellness, student supports, and academic learning
- b. Conduct a needs assessment of areas of strength and need in the district for integrating student supports and academic needs. The needs assessment should include an assessment of strategies and resources already in place
- c. Based on the findings of needs assessment, create a plan for strengthening the integration of student supports and academic needs
- d. Implement the plan and use progress monitoring data to adjust as needed

SMART-E Goal 2: The percentage of students graduating will increase from 88% to 95% by the end of the 2025-2026 school year.



Initiative 1: Real-world learning experiences for all students

Action Steps

- a. See action steps under Priority Area 1 Initiative 2: Identify and implement real world applications of curriculum
- b. Examine data on the number of students participating in real world learning opportunities, including but not limited to internships, community service, CharihoTech learning opportunities, etc.
- c. Based on data, determine areas of strength and need
- d. Create a plan for ensuring that every student from elementary through high school has access to real-world learning experiences. The plan should address removing barriers that prevent some students from engaging in real-world learning experiences
- e. Implement the plan and use progress monitoring data to adjust as needed



Strategic Planning Steering Committee		
Superintendent Gina Picard		
Michael Comella Assistant Superintendent	Jean Bradanini CHS Assistant Principal	MaryBeth Florenz CMS Assistant Principal
Katie Kirakosian Development Officer	Giuseppe Gencarelli Hope Valley Principal	Catherine Giusti School Committee Chair
Andrew McQuaide School Committee	Jennifer Poore Charlestown Principal	Dorothy Fitzgerald Technology Data Specialist

Strategic Planning Team Members			
Name	Role	Name	Role
Ezri Acton	Student	Eric O'Brien	Administrator/Parent
Gerald Auth	Administrator	Kerry Pastore	Teacher
Lindsey Bliven	Teacher	Patricia Pearce	Teacher
Geoffrey Bowen	Teacher	Nancy Pirnie	Faculty
Patience Breault	Teacher	Mikel Pryor Raposa	Teacher
Danielle Bruneau	Teacher	Jessica Purcell	Parent
Justin Cahoone	Teacher	Ireland Ready	Student
Gail Chacon	Teacher Assistant	Jennifer Saunders	Parent
Laura Chapman	Community Member	Kristina Sparfven	Teacher/Parent
Cassandra Charette	Parent/Teacher	Donna Sieczkiewicz	Faculty
Shawn Cole	Administrator/Parent	Jeffrey Scanapieco	Administrator
Ned Draper	Administrator	Susie Scanapieco	Teacher
Jennifer Durkin	Administrator	Dr. Lisa Smith	Teacher
Dana Hall	Teacher/Parent	Andrea Spas	Administrator
Alanna Healy	Student	Jason Sullivan	Administrator
Francis Hopkins	Community Member	Catherine Stahl	Teacher
Suzanne Krause	Teacher	Virginia Stracuzzi	Parent
Kathy Koziol	Faculty	Brian Tetreault	Administrator
Maeve Lamson	Student	Kimberly Thorp	Parent
Ann Marie Louzon	Teacher	Chelsea Vandever	Parent
Linda Lyall	Community member	Kelly-Lynne Ward	Parent
Sharon Martin	Administrator	Jessica Witham Rivard	Teacher
Mary Markovitz	Administrator	Emma Wilusz	Student
Kristen Merritt	Administrator	Gregory Zenion	Administrator
Eric Mulvey	Faculty		