

Vision 2023

Chariho Regional School District



Introduction

The Chariho Regional School District utilized the collective capacity of various stakeholders consisting of more than forty school personnel, community members, parents, students, and school committee members and other elected officials to provide essential input into the revision and creation of Vision 2023, the new strategic plan of the District. The committee met in the fall of 2018 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 has the power of unleashing the unlimited potential of every student in the Chariho Regional School District. Vision 2023 provides all schools throughout the District the necessary foundational guidance for the development of their individual school improvement plans.

The committee analyzed the current plan and District data, as well as utilized the relevant research provided in the article [Soar: Five Strategies for Creating a High Growth School](#). The successes of the previous plan included, but were not limited to:

- Strong shared vision with school and greater Chariho community
- World language at the elementary level
- District schools named as RI Commended or Leading Schools twenty times



- US News School Report #3 High School in Rhode Island
- Building of the Chariho Alternative Learning Academy
- Strong educator collaboration, strategic use of data, personalized instruction
- Full implementation of the District's Technology Plan, which has resulted in student use of technology throughout the district to enhance learning
- Collective high expectations
- Increased security
- Social emotional and academic learning and support throughout district delivered via a multi-tiered system of support



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

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. The District is recognized by the community as its greatest asset.

Beliefs

We believe that high academic standards and research-informed decision-making are critical ...

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.

All students at every level must be engaged in challenging academic experiences.

Instructional and program decisions must be data-informed and evidence-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning along with a robust support system.

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.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Customer service must be a priority.

Schools must prepare students to be team members and leaders, civic-minded, community contributors, and productive citizens of a global society.

Goals

1. All students will acquire the knowledge necessary to meet the increasing demands of a globally-influenced world.
2. All schools will be rated as a 4 or 5 star school.
3. All families and the community will demonstrate respect for and value education.
4. All students will utilize technological tools to enhance and expand opportunities to learn.

Priority Area 1: Striving for Excellence

Outcomes:

- 100% of students grow towards meeting or exceeding standards.
- All third grade students will read on grade level or above by the end of grade three.
- All ninth grade students will pass all classes to stay on track for graduation.
- The district student attendance rate will be 98%, with a reduction in the chronic absenteeism rate to 5%, along with a 50% reduction in the chronic rate at the High School.



Measured by:

- District Comprehensive Assessment System
- District-wide attendance data



Action Steps:

- Increase and maintain vertical alignment in curriculum across the district and emphasize planning for key transitions 4/5 and 8/9.
- Offer rigorous coursework that is culturally affirming and accessible to all students.
- Continuously improve upon systems that implement practices to integrate social emotional learning with relevant and rigorous academic learning.
- Explore flexible schedules and formal summer applications of learning at all grade levels.
- Reduce chronic absenteeism and increase attendance across the district.
- Implement a dedicated and closely monitored support system for students at risk for failing multiple grade nine classes and for third graders not reading at grade level by the end of the year.

Priority Area 2: Infrastructure: Healthy, safe, and flexible environments for learning

Outcome:

- 100% of Chariho spaces are inviting, healthy, flexible, and spacious enough to accommodate class sizes that support students to be engaged, collaborative, active participants in their learning.



Measured by:

- Results from required state surveys and local surveys.
- District-wide attendance data, office referrals, CTC and specialty school enrollment, and learning walks.

Action Steps:

- Provide flexible learning environment at all levels.
- Renovate and maximize exterior spaces surrounding schools for learning and physical activity.
- Provide all students, PreK-22, with access to appropriate technology to capture student work and assessment data.
- Provide students with opportunities to access high quality learning and instruction during the summer at all grade levels.
- Maintain facilities to allow for instruction during the summer or warmer months.
- Assess and improve air quality in all classrooms.
- Explore opportunities for Chariho that may be available through the school construction bond.

Priority Area 3: Voice and Choice for Students and Staff

Outcomes:

- Identify specific criteria and monitor accountable practices for creating Individual Learning Plans.
- Create a personalized system of professional learning for staff.

Measured by:

- Number of Individual Learning Plans implemented and assessed
- Staff surveys after professional learning.



Action Steps:

- Implement System of Personalized Professional Learning for educators to help them grow based on their self-identified needs, the needs of the district, and the needs of their students.
- Create schedule and staffing shifts to provide students with opportunities to explore choices and develop voice and agency in their learning trajectory.
- Create career exploratory opportunities for PreK-middle school students.
- Develop consistent learner qualities PreK-22.



Priority Area 4: Improve Postsecondary Outcomes

Outcomes:

- Increase the number of students prepared to enter college, careers, or the military directly after high school graduation.
- Increase in number of students who are college-, career- and military-ready.
- The four-year graduation rate will increase to 95%.

Measured by:

- Percentage of students that enter college, career, or military after high school.
- Proficiency scores of PSAT and SAT, and CTC, dual, and concurrent higher education enrollments.
- Percentage of students who achieve Learner Quality proficiency at the CALA, High School, and Middle School.

Action Steps:

- Increase the number of students that enter a career directly after high school, college, or military.
- Redesign the Individualized Learning Plan to help further personalize learning for students and to set students up to be leaders of their own learning
- Implement student mentoring program.
- Communicate that proficiency may be shown in many ways and implement same through policy.
- Students will have diversified and flexible student scheduling options (i.e. virtual classes and internships, without the loss of rigor or the expectation of a high quality work product).
- Students will set learning goals in every class and monitor their progress.
- Collect data on all post grads-through a Chariho Alumni Survey.



Priority Area 5: Global Citizenship

Outcomes:

- Increase of world language proficiency
- Increase cultural proficiency for students

Measured by:

- Percentage of students reaching language proficiency and/or receiving RI Seal of Biliteracy at graduation.
- Availability of programs and initiatives designed to increase global and cultural opportunities for students.
- World language fall benchmarks assessments.

Action Steps:

- Create regional, national and international partnerships with schools, businesses, and organizations that further global and cultural opportunities for all students (i.e., sister schools).
- Increase access to diverse cultural experiences and perspectives at the regional, national, and international levels.
- Promote rigorous immersion experiences in world languages at all grade levels.
- Revise required reading lists for independent and required reading PreK-22 to increase cultural competency.



Priority Area 6: Partnerships Across the Community

Outcomes:

- Increased personalized learning
- Increased community involvement in student education and increased student involvement in the community.

Measured by:

- Increase number of opportunities for community and/or student participation



Action Steps:

- Promote specialized pathways and personalized learning through flexible scheduling and increased community involvement.
- Further develop specialty schools and pathways for elementary to high school students.
- Provide an internship experience, which includes self-reflection, for every junior or senior in good academic standing.
- Create flexible scheduling, to include before- and after-school opportunities for students in grades 9-12.
- Develop strategic partnerships with local businesses that align with pathways for internships and community service.
- Develop a mutually beneficial collaborative schedule for businesses and/or university to create regular participation in all district schools and for students to participate in business and/or university experiences.
- Leverage the expertise and assets of parents to further engage and increase involvement in district-wide PreK-22 initiatives.

