2015-2020 **Rhode Island Strategic Plan PK-12 Education**

Values, Priorities, Visions for Success, and Strategies
prototype 3

VALUES

Values are defined as a set of beliefs that have a profound and enduring meaning. As the "why" of the plan, they set the foundation for the work that will take place. These values are intended to be visible in every major plan priority and in the education system itself.

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Autonomy   In our education system, Rhode Islanders value earned autonomy to make timely decisions in response to developing student needs so that those who work most closely with students have greater influence on the decisions that support students' achievement.

Diversity   In our education system, Rhode Islanders value the role of culture and embrace the utilization of multiple knowledge bases as we prepare students, staff, and teachers to become culturally competent and aware on a local, national, and global scale.

Equity   In our education system, Rhode Islanders value equitable distribution of resources and opportunities based on the individual needs of every student to support a positive learning environment.

Personalization   In our educational system, Rhode Islanders value individualized approaches of learning that would provide every student with the opportunities for success.

Preparedness   We, as Rhode Islanders, envision an education system that prepares every graduate for the cognitive, interpersonal and intra-personal demands of college, career, and citizenship.

Safety   In our education system, Rhode Islanders value safe, healthy, and nurturing learning environments.

Support   In our education system, Rhode Islanders value the shared responsibility of teachers, parents, businesses, higher education and the community partnering together to support all students.

PRIORITIES

The six priority areas are a framework for specific measurable outcomes and actions that will focus and organize the strategic plan for public education in Rhode Island for the next five years.

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1. Early Childhood Education

2. Global Competency and Competitiveness

3. Expand Personalized Learning Statewide

4. Comprehensive Assessment Systems with Multiple Measures

5. Teacher and Leader Support

6. Resource Investment

The pages that follow lay out the priorities in detail.

▶ **The Approach**
outlines the scope of the priority, the "what" that will guide the actions and frame the outcomes.

▶ **Our Vision of Success in 2020**
describes the outcomes, in measurable terms, for "where" we want to be and what we want education to look like as a result of focusing on that priority area for the next five years.

▶ **The Strategies**
are the "how" for what specific high-level actions the key stakeholders will take to make this plan happen and achieve the vision of success.

1. Early Childhood Education
Give every child a great start

The Approach

Rhode Island will ensure access to high-quality early childhood programs that give our students a great start. We will do this by partnering with other agencies to provide supports for children from birth to age 3, expanding families with targeted access to no and/or low-cost Pre-K programming, providing all-day Kindergarten state-wide, and expanding training for early-childhood educators.

Our Vision of Success in 2020

- XX% increase in the number of high quality pre-kindergarten seats provided to Rhode Island's neediest families and youth
- Universal all-day kindergarten
- XX% of Rhode island children enter kindergarten ready for success
- XX% of third grade students entering at grade-level in reading and math
- XX% increase in early childhood screening and intervention

The Strategies

RIDE will...

Increase the funding for high-quality Pre-K seats available in the state, with a preference for families and youth with the greatest need

Fund full-day kindergarten statewide

Forge interagency agreements to improve access to necessary health screenings
and supports

Create and manage a cross-agency early learning data system to ensure seamless transition between pre-school and
kindergarten programs

Provide incentives for continuous learning for early childhood educators such as scholarship and loan-forgiveness programs, especially in urban districts

For LEAs, this means...

Increase the number of high-quality Pre-K seats available in school districts, with a preference for families and youth with the
greatest need

Provide full-day kindergarten statewide
Expand access to critical health screenings and supports

Coordination to ensure seamless transitions from high quality early learning programs to kindergarten

Full implementation and training of RI Early Learning Standards

Expand after school programs for K-3

For community partners, this means...

Increase the number of high-quality Pre-K seats available in early learning centers and by family-based providers, with a preference for families and youth with the greatest need

Coordination to ensure seamless transitions from high quality early learning programs to kindergarten

Full implementation and training of RI Early Learning Standards

Expand after school programs for K-3

2. Global Competency and Competitiveness
Preparing our Students for the Future

The Approach

Rhode Island will graduate students who are both globally competent and academically competitive through the exposure to diverse cultures and languages and by ensuring students meet rigorous academic standards and possess 21st Century learning skills. Rhode Island will expand access to dual and global language instruction, prepare educators to possess and teach cultural competencies, and strengthen global awareness throughout our state.

Our Vision of Success in 2020

- XX% of Rhode Island graduates will earn a credential certifying 21st century career, life, and social/emotional skills
- XX% of Rhode Island graduates will earn a seal of biliteracy
- Through dual language programs, English learners will develop English skills more rapidly and will experience greater academic success after exit from program
- There will be an XX% increase in Rhode Island's performance on global competency assessment

The Strategies

RIDE will...

Support the development and implementation of curricula and student credentials focusing on 21st century career, life, and social/emotional skills

Develop standards and curriculum for social and emotional learning and development in grades K-12

Fund and expand postsecondary success initiatives for underserved learners.

Invest in the expansion of dual language programming and biliteracy with a focus on dual language programs for English learners

Adopt state cultural competency standards

Develop a global competency assessment.

For LEAs, this means...

Implement instructional, curricular, and student credential programs focusing on 21st century career, life, and social skills /
emotional skills

Train educators on cultural competency standards and 21st century, career, and social/emotional skills

Expand the use of dual language programs to support English learners

Expand student access to world language and dual language instruction

Support performance based assessment best practices and sharing across school systems to facilitate a common assessment of 21st century skills

For community partners, this means...

Support dramatic expansion of out-of-the-classroom learning opportunities for students (internships, employment, etc.)

Redesign teacher preparation and professional education programs to include multicultural studies and cultural competency

Fund and expand postsecondary success initiatives for underserved learners.

Connect students to international communities to support their global awareness

3. Expand Personalized Learning Statewide
Personalization and Pathways to Meet the Individual Needs of All Students

The Approach

Rhode Island will ensure every student graduates college- and career-ready by designing personalized learning pathways that are experiential, blended, flexible, and differentiated for every student. These pathways include, but are not limited to, whole themed-based schools, individual pathways within traditional schools, or partner- ships with other organizations to offer student's interest-based learning experiences outside of the traditional school schedule. Technology and digital and blended learning will be used as a tool for personalization and to support college and career readiness for every student.

Our Vision of Success in 2020

- XX% increase students in personalized learning pathways
- XX% increase in the statewide graduation rate increases
- XX% increase in students earning AP or dual enrollment credit increases
- XX% increase in the percent of schools incorporating competency-based advancement
- XX% increase in RI students earning industry-recognized credentials

The Strategies

RIDE will...

Develop and implement a statewide community of practice to build educator skills to lead and teach in personalized learning environments

Create mastery-based (or competency-based) credit attainment standards and systems

Create partnerships with post-secondary, business and community organizations to develop meaningful, long-term learning experiences outside of school

Develop an approval process and manage a list of state-approved credit-bearing learning opportunities outside the school day, year, and building

Fund the expansion of the number of students in dual and concurrent enrollment programs

Fund and support the expansion of relevant, high quality career and technical programs

For LEAs, this means...

Expand teacher training for personalization through blended learning, competency-based instruction and assessment, and pathways

Utilize online learning management system for students for district use that serves as a platform to manage work samples, profiles, and attainment of "badges" or "micro-credentials" that students have attained

Create partnerships with post-secondary, business, and community organizations to develop meaningful, long-term learning experiences outside of school

Dramatically expand dual & concurrent enrollment opportunities for high school students

Design and implement relevant, flexible, high quality career and technical education programs that lead to post-secondary credit and/or industry credentials

Expand and deepen college and career counseling services for youth including the use of an individualized learning plan to inform youth and adult decision-making

For community partners, this means...

Create partnerships with post-secondary, business and community organizations to develop meaningful, long-term learning experiences outside of school

Provide students rich, credit-bearing extended learning opportunities

Higher education partners support student pursuit of dual and concurrent enrollment options

Increased employer support for youth opportunities, including internships, work-related experiences, and apprenticeships

4. Comprehensive Assessment Systems with Multiple Measures
Assessment Systems that Work for Schools, Teachers, & Students

The Approach

Rhode Island will develop robust and manageable assessment systems and practices at the state and local levels that guide and improve instructional decision-making across the state. These systems will include strategic and appropriate use of state-mandated testing that is complemented with formative and summative assessments at the local school level as well as the exploration and design multiple forms of assessment to inform student learning.

Our Vision of Success in 2020

- All LEAs will use multiple measure assessment systems to determine student college and career readiness
- Gaps in student performance across identified groups will be reduced by XX% over Y years
- Reduction in the days dedicated to assessment across Rhode Island

The Strategies

RIDE will...

Provide a network of support and services that focus on assessment literacy and include (1) vetting of high-quality staff development focusing on data use; (2) creation of best-practice assessment timelines, templates, and resources; and (3) establishment of cadres of highly-trained educators who improve assessment practices and assessment literacy

Identify highly valid and reliable screening and progress-monitoring tools

Fund and support state education agency (SEA) and LEA teams to develop assessment systems that use multiple measures such as authentic performance tasks, group collaboration rubrics, problem solving tasks, student designed tasks

Review, vet, and promote the use of assessment tools that focus on the whole child

In collaboration with districts, create a statewide vision for assessment that can be used as a state, district, and school-level

In conjunction with LEAs, audit all current assessment practices and streamline the variety and number of tools and the time dedicated to assessment; focus on usefulness and timeliness

Develop systems that incentivize and support LEAs to structure time within the school day for professional learning around assessment (examining student work, calibration practices, creating "broader" assessments)

For LEAs, this means...

Provide rich development opportunities related to assessment that treat our teachers as learners and focus on assessment literacy and provide a practicum-based approach that connects data and instruction

Employ only highly valid and reliable diagnostic screening and progress-monitoring tools to design and monitor interventions tailored to student need

Develop and maintain LEA teams dedicated to assessment systems that use multiple measures such as authentic performance tasks, group collaboration rubrics, problem solving tasks, student designed tasks

Utilize whole-child assessment practices that include social and emotional learning, non-cognitive traits, and academic performance

In collaboration with the state and other districts, create a statewide vision for assessment that can be used as a state, district, and school-level

In conjunction with RIDE and other LEAs, audit all current assessment practices and streamline the variety and number of tools and the time dedicated to assessment

Provide parents and students with a summary of local assessment practices and how information is used to guide instructional decision-making and to inform individualized pathways

For community partners, this means...

Increasing parent and community understanding of the role and importance of assessment and the ways that it can improve instructional experience and student outcomes

5. Teacher and Leader Support
Growing Rhode Island's Great Teachers and Leaders

The Approach
Rhode Island will support great teaching by strengthening the educator pipeline. Rhode Island will support job-embedded professional learning for all educators focusing on students in classrooms and the challenges that impact learning, and in ways that build collegiality and collaborative decision-making. It will develop recruitment strategies that encourage our best young people to enter the teaching profession with a focus on the recruitment of minorities and hard-to-staff teaching fields. Rhode Island will strengthen educator preparation programs to become more practice-based and improve training for those educators entering high poverty, high minority schools.

Our Vision of Success in 2020

- Increased recruitment and retention of educators in underrepresented and hard-to-staff fields
- Professional development will be closely connected to the most important aspects of the everyday work of leaders in schools, teachers in classrooms, and student learning needs
- Increase in quality and duration of pre-service field-experiences
- Decrease in teacher attrition from the profession within 3 years of entering
- Teachers will feel more respected as professionals and supported as continuous learners

The Strategies

RIDE will...

In partnership with higher education, develop specific training programs for teaching and leading in high poverty, high minority schools

Make resources available to districts to promote proven strategies for teacher recruitment, hiring, placement, and retention

Create incentives (scholarships, loan forgiveness, etc.) for those entering the teaching profession in hard-to-staff teaching fields or from under-represented groups including race, ethnicity and language

Provide resourcing and support for induction coaching and support for new teachers

Develop rigorous criteria and incentives for mentor teachers and administrators

For LEAs, this means...

In partnership with RIDE & teacher preparation programs, access specific training programs for teaching and leading in high poverty, high minority schools

Implement best-practice human capital practices, especially as it relates to recruitment, hiring, support, and retention decisions

Provide resourcing and support for induction coaching and support for new teachers

Make teachers' first year in the classroom a residency, partial, or clinical year to support the development of critical skill sets

Develop rigorous criteria and incentives for mentor teachers and administrators

Provide timely, targeted professional development opportunities for educators that promote continuous growth and utilize peer observation and reflection on practice

For community partners, this means...

In partnership with RIDE, develop specific training programs for teaching and leading in high poverty, high minority schools

Partner with professional associations and higher education programs to develop a pipeline of teachers from high school through college

Dramatically increase the school and field-based training experiences for pre-service teachers and administrators

6. Resource Investment
Intentionally Managing Our Educational Resources

The Approach
Rhode Island will invest funding and manage assets to ensure that
all students have access to high quality education opportunities that
will prepare them to be responsible, contributing members of our
global society.

Our Vision of Success in 2020

- Elimination of gaps between districts in per-pupil spending on students
  with similar need.
- Rhode Island's educational funding mechanism will support equitable
  access to quality programs, services, and facilities.
- XX% of schools will be renovated to ensure that they meet Rhode Is-
  land's school housing adequacy standards

The Strategies

RIDE will...

Support training for district and building administrators focusing on resource management

Develop a statewide strategic capital plan for schools facilities

Foster a culture of return on investment-based decision-making through the creation of return on investment collection and analysis tools with districts

Study, and if necessary, make refinements to the funding formula to ensure equitable distribution of state resource, focusing on traditionally underserved learners

Review and streamline all state requirements that limit LEA decision-making authority related to resource investment decisions

For LEAs, this means...

Develop strategic budgets that support multi-year strategic plans

Create RIDE/LEA partnership to identify statewide efficiencies in facility costs

Identify the highest areas of high-cost/low-dividend investment and make corrections

Expand school and community dialogue about budget decisions and incorporate data as part of those discussion

Use technology to improve the function, efficiency, and use of facilities

For community partners, this means...

Provide more training for school committees on high-quality, multi-year strategic budgeting processes

Develop and utilize informational materials that help communities to recognize the importance of adequate educational funding

Expand school and community dialogue about budget decisions and incorporate data as part of those discussion

Ensure that school committees have access to high-quality, useful data to inform critical decisions