



EAST GREENWICH
PUBLIC SCHOOLS

ANNUAL REPORT

2024



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FROM THE SUPERINTENDENT

It is both my privilege and pleasure to report on the activities, accomplishments, and initiatives of the East Greenwich Public Schools over the past year and, really, since I joined the district as your superintendent two years ago.

My initial attraction to serving here was embedded in your Strategic Plan, specifically your belief in a vision of “All Means All.” That phrase fits in perfectly with my personal and professional commitment to equity and justice, and what I’ve seen and experienced here over the past two years has only enhanced and emboldened my belief in that vision.

I would also like to say in opening that I am profoundly grateful for this community’s overwhelming support of the district’s master plan—a plan that began before I came on board but one that I believe will breathe new life into the academic, social, and extracurricular fabric of our schools.

Among the many positives I have the pleasure to report on is that this year marks the first in several years where there has been no turnover in the administration and leadership of our schools. While we will be sorry to say farewell to Michael Podraza at the end of this year, the consistency over the past couple of years has allowed us to focus on growing a servant leadership culture, which in turn allows us to work with our bargaining units to support all East Greenwich students and their families. The positive energy and outlook among your leadership team is not just satisfying - especially for a superintendent in his second year - but also inspiring. It literally makes coming to work each morning something I look forward to, because it doesn’t feel like work.

In each of our schools, our commitment to students and families is that they feel safe, welcome, included, heard, and seen. When students feel a sense of belonging - that their teachers genuinely know them; care about who they are and who they want to become; and organize lesson plans and instruction to help make their dreams a reality - it empowers them to live up to their fantastic potential. When our teachers say, “All Means All,” I have come to see and appreciate that it is also another way of saying, “One Size Doesn’t Fit All!” Our goal as educators is to help students discover and develop their strengths and aptitudes and then guide them toward futures that will be meaningful to them. When we do that, we give them the courage to make mistakes - and as all of us discover at some point in our lives, it is often in making mistakes that we learn the most about who we are and what we are capable of.

I am also proud of the way our district has incorporated and involved members of our community who struggle academically, emotionally, or in other ways in our policy drafting and decision-making. Again, this underscores our commitment to All Means All. You will read more about this in the other reports elsewhere in this annual report.

Another important achievement this past year is that five of our six schools earned a 5-star rating from the Rhode Island Department of Education - the highest rating possible - and our sixth school was upgraded from a 3-star rating to a 4-star rating. That kind of recognition at the state level makes it clear that we are going in the right direction and that our teachers and educators take their work and their roles seriously.

Looking ahead to the coming years, we are finally on the threshold of moving forward with our master plan, which will involve some configuration changes that will streamline services and significantly improve our physical operations. Beginning in the summer of 2025, we will convert the Meadowbrook School into an early childhood education center, serving only pre-K and kindergarten students. Students will then move on to one of two elementary schools (grades 1 - 5), both of which will be practically brand-new facilities. The Frenchtown School will be a completely new school building, and the Hanaford School will either be like new, or completely rehabilitated. Both elementary schools will feed into our middle school, and ultimately the high school. Our oldest building, the Eldredge Elementary School, which is now over a hundred years old, will be returned to the town. Again, as a new superintendent, I could not be more grateful for the overwhelming support our master plan has received from the community - both from families with, and without, schoolchildren.

Looking at East Greenwich Public Schools as a whole, I am delighted to report that we are not only in excellent shape, but we work in a community that understands the importance and value of public education. Our infrastructure is sound and being improved, we are growing more inclusive of all families and learners in the district, and we are well-positioned for success in the coming years.

Gratefully,

Dr. Brian G. Ricca - Superintendent

FROM THE ASSISTANT SUPERINTENDENT



To the East Greenwich Public School Community

It has been a busy year here at the East Greenwich Public Schools, and there are a number of accomplishments I would like to share with you in this report.

First and foremost, we put in a significant amount of time and work this year making sure our teachers and paraprofessionals fully understand and utilize resources within our curriculum. Over the past year, our teachers have taken the time to re-examine the resources available to them for implementing the curriculum - as well as take a close look at student data (e.g. test scores, evidence of learning) coming out of the implementation of the curriculum. We made the deliberate decision this year to not introduce any new platforms or programs, but rather to make sure we are fully utilizing the many resources our existing curriculum has available to assist educators in meeting students' needs.

At the secondary school level, we have been working over the past year to put our curriculum into public facing documents

that we refer to as EGPS Course Guides. These course guides will demonstrate how the curriculum is aligned with both our vision of a graduate and our strategic plan, with an emphasis on meeting the needs of all students. When completed, the course guides will allow parents, families, and community members to better understand the basis of instruction and assessment, as well as the many ways our talented educators assist our students to achieve the district's vision of a graduate. We anticipate that the guides should be ready for distribution on the district's website by the end of the first quarter of SY 2024-25.

I am also pleased to report that we qualified to apply for - and were awarded - the Bipartisan Safer Communities Act: Stronger Connections Grant. This grant will help ensure that we are implementing MTSS evenly and fairly across the district. For those who are unfamiliar with the acronym, MTSS stands for multi-tiered systems of support, and it is designed not only to give targeted support to students who may be struggling in various areas, but also to identify those students early and develop plans and interventions to address their needs. MTSS is used to address both academic and social/emotional learning,

and is also helpful in increasing teacher effectiveness. The \$280k grant - which will be spread out over the next three years - allowed us to appoint a Director of MTSS, who will work with our Director of Student Services and our school principals to make sure MTSS is not only in place in all of our schools, but also that its operations reflect best practices. As the grant monies are expended, we will aim to slowly work this position into a regular non-grant position, much as we have done with our Math Interventionists. We are also proud that we were also awarded a smaller grant this past year that allowed our preschool teachers to pursue additional professional development in implementing their high-quality pre-K curriculum.

Another success this past year was reflected in our progress towards meeting the requirements of Rhode Island's "Right to Read Act", which requires educators to exhibit either proficiency in, or awareness of, the knowledge and practices of the Science of Reading and Structured Literacy. Under the Act, districts must provide professional learning for educators to support these requirements. The Science of Reading is defined as "empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes." Structured Literacy is defined as "an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax." In other words, it's a lot to learn; a lot



to understand; and a lot to implement. And at the end of this academic year, EGPS will be a year ahead of the deadline for meeting the requirements of the Act. We're not just proud of that achievement, but enormously grateful to our teaching staff for the collaborative work they've put in to make it happen. It was a heavy lift given everything else on their plates, and we're proud of, and grateful for, their efforts.

As we look to the coming year, we will be prioritizing an evaluation of our grading systems, practices, and policies to ensure that as a District, we are implementing research-based best practices that both promote and accurately report student learning and growth. Utilizing a comprehensive grading plan, currently in draft form, along with input from educators, school improvement teams, and the knowledge of experts, we will assess and improve on existing practices to ensure accurate communication of our students' learning, understanding, and proficiency as they work to achieve and ultimately personify the vision of the EGPS graduate.

All in all we are proud of the work that is happening in our schools; we are proud of - and grateful for - our outstanding professional and support staff; and we look forward to constantly improving the quality and level of support we offer to every student in our district. Our students - your children - deserve nothing less.

Sincerely,

Michael Podraza - Assistant Superintendent



STUDENT SERVICES:

BUILDING A UNIFIED SUPPORT SYSTEM

EGPS Student Services is undergoing a refresh, driven by a commitment to providing comprehensive supports to all students, families, and educators. At the heart of this transformation is an enhanced spirit of collaboration and transparency. Driven in part by data from a recently completed independent audit, leaders and staff from Student Services, MTSS (Multi-Tiered System of Supports), and Teaching and Learning are working closely to create a unified approach to supporting the social-emotional, behavioral, and academic needs of ALL students.

A Focus on Transparency and Communication:

Transparency within special education is a key focus area. Special education leadership is actively improving communication related to the IEP process, empowering parents to understand and participate more effectively in their child's educational journey. Prioritizing clarity around crucial areas such as transition planning to adulthood help ensure that students are well-prepared for life beyond graduation. Improved IEP and MTSS goal writing and reporting are gaining traction from in-house and state-supported professional development, leading to more efficient systems prioritizing student outcomes.

Targeted family engagement initiatives have also been implemented, fostering stronger partnerships between parents and school-based teams. Collaboration with the SEAC (Special Education Advisory Committee) and targeted family learning opportunities, such as IEP progress workshops, have enhanced family understanding and engagement in the IEP process and have empowered them to better understand and support their children.

Supporting Students' Social-Emotional Learning and Health

Social-emotional and mental health supports have been expanded this year, and related restructuring is underway. In recent years, we have seen an exponential increase in severe anxiety, hospitalizations, and the need to support student Social/Emotional Learning (SEL). This past year, we began a partnership with Thrive Behavioral Health. A Thrive embedded clinician at our high school is providing various counseling and direct supports to families,

professional development to school staff, and is serving a critical role in engaging families with wraparound services. The district is exploring ways to expand these critical services for the 2024-2025 school year.

This spring we are expanding upon last year's successful pilot of the SAEBRS social emotional screener to assist in identifying needs and developing properly targeted individualized and group supports for students.



It is of the utmost importance to recognize ongoing student services staffing challenges. The district continues to evaluate recruitment and retention efforts to reduce disruptions to teaching and learning and staff turnover. Staffing-related complications have been among our greatest challenges during the 2023-2024 school year.

MTSS: Rebuilding, Refining, and Resourcing

The MTSS program has taken a number of steps forward with the appointment of a dedicated Director in January 2024. A strong district-level MTSS team has been re-established and now holds regular meetings to ensure continuity in the articulation of planning, process, and procedure. MTSS coordinators have also been assigned at each grade level or team, creating a strong school-based leadership network and allowing for a more centralized and focused approach moving forward. Specific communication protocols, procedures, and operational infrastructure have also been established for MTSS at the middle school, which aligns to elementary and high school practices creating one universal district-wide system. Furthermore, the addition of a math interventionist at the middle school has allowed for targeted support under MTSS.

A clear structure was established for the elementary level with the launch of the Elementary Common Planning Time framework in April 2024. This provides a roadmap for successful MTSS implementation, data analysis, and the evolution of teaching and learning practices connected to the core curriculum.



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EGPS Student Services is making strides toward creating a more unified and effective support system for all students and teachers.



Collaboration for Success: Teaching, Learning, and Support

Collaboration is at the heart of MTSS implementation. Student Services and Teaching and Learning departments are working hand-in-hand to strengthen core instructional practices across the district. This collaborative spirit extends to professional development (PD). A district-wide PD plan is being developed, along with support for current curriculum implementation and the design of student support programs under MTSS and Special Education. This includes planning a forward-looking professional development series on co-teaching and related coaching.

Together, guided by specialists and other stakeholder groups, the district is developing consistent job descriptions and creating a central repository of best practices across disciplines. This “tier 1 warehouse” aims to foster collaborative conversations to strengthen core instruction and to make resources readily accessible to all educators.

Data analysis is being emphasized for more informed student instructional planning. This ensures that the support provided is tailored to each student’s individual needs. Finally, a clear and comprehensive MTSS guidebook is being revamped, adding clarity to the framework, processes, procedures, communication protocols, and plans for both vertical and horizontal articulation, collaboration, and transition.

In Conclusion

With a focus on collaboration, transparency, and a data-driven approach, EGPS Student Services is making strides toward creating a more unified and effective support system for all students and teachers. This comprehensive approach promises to empower families, strengthen instructional practices, and ensure that all students have the supports they need to grow, learn, and thrive.

Neil Marcaccio - Director of Student Services

Leigh A. Oliver OTL/L - Occupational Therapist/District MTSS Coordinator



MEADOWBROOK FARMS ELEMENTARY SCHOOL



Greetings from Meadowbrook Farms Elementary School. We are a vibrant and exciting learning community serving pre-k through second grade.

Our cohort of three year old students come to us in the morning, and our four year olds come in the afternoon. Kindergarten through grade two are with us for a full day, everyday. Our philosophy here at Meadowbrook is to introduce our youngest citizens to school and learning, and to help them see that school is not only a fun place to be, but also a place to grow, explore, meet new friends, and discover new interests. We teach to the whole child, which means we not only introduce a range of academic subjects such as reading, spelling, and math, but also social / emotional skills such as listening, working (and playing) with others, and managing our emotions. Even at this young age, we have high expectations for our students and we strive to give them a solid foundation that will carry them forward successfully on the rest of their educational journey.

By the time they reach kindergarten, our goal is to have gotten our students “hooked” on school and learning and on all of the adventures and possibilities that await them. We put a lot of resources into making their early years a great experience. For many kids - preschool especially - their time at Meadowbrook is the first time they have been away from the comfort and security of home, parents, and siblings. Fortunately, we have an amazing and talented group of teachers and paraprofessionals who go out of their way to make every student feel at home, and find their special place in the classroom.

We hear often from parents who tell us they can see the growth - in maturity, knowledge, and confidence - in their kids almost from the beginning. Our teachers are invested in the success of every student - from the ones who show academic prowess at an early age to the ones who need a little coaxing and assistance. You'll often see teachers meeting during their personal time - during lunch, after school, even on weekends - to discuss what a particular student needs and how they can work as a team to meet those needs. What's more, they often put together plans and programs over and above the regular curriculum to ensure that every student is met “where they are” and integrated into classroom activities. I have been told by more than a few parents that when they were moving to Rhode Island and looking for a place to live, their real estate agent told them, ‘you want to be in East Greenwich.’

Meadowbrook Farms also has an active and incredible Parent Teacher Group (PTG) that is both embedded and engaged in our learning community. Like all schools, it is no secret that we are sometimes limited by budget constraints, but our PTG graciously and consistently comes to the rescue, putting on activities and fundraisers that allow us to do so much more than our budget might otherwise allow. This past year alone they have put on a back to school picnic, book fair, fun run, and an assembly to

honor veterans; they organize events, decorate the event venues, put up posters and signage, provide refreshments...and that's just the tip of the iceberg. We have parents who come in on weekends to set up for events, help beautify our building and grounds, and make our school environment a better place to learn. I simply can't say enough about the value they bring to our school, to our sense of community, and to the education we are able to provide. Our PTG also provides teachers with scholarships - this year it was up to \$700 per teacher - for supplies and equipment that aren't in the budget, including new lunch carts, whiteboards, books for classrooms, bookshelves, flexible seating and more.

As someone who has worked in the East Greenwich schools now for more than 24 years, I am still amazed at the growth that happens at this young age. It has been my deep privilege to watch shy three year olds come in on the first day, clinging to mom or dad, and then as if by magic turn into second graders with a clear sense of self; who can communicate their wants and needs; who have mastered math and reading concepts; and who can't wait to change the world. One of the most rewarding parts of my job has been working with parents who were my own students some 20 years ago. To me, that speaks to a community that understands the value of education and to parents who want their own kids to get the same personalized, quality level of learning that they got.

As many of you know, this past year we switched from being the Meadowbrook Magicians to the Meadowbrook Falcons. As Falcons, our focus in the coming year will be on forming personality traits such as safety, responsibility, kindness, trustworthiness, and honesty; and students will earn "falcon feathers" for their efforts. We also plan to incorporate components of the Unified School concept into our daily activities, similar to what Frenchtown Elementary has been doing for the past few years. We hope to expand our unified activities to include recess, athletics, and extra curricular activities.

There is always something happening here at Meadowbrook, and it is always gratifying to hear from parents how much their children are learning and enjoying school. But the most gratifying thing I hear, every spring, comes not from our parents or our PTG, but from the second graders themselves: "Can't I just come back for another year?" Oh how I wish they could!

Thank you for entrusting your children to Meadowbrook Farms Elementary during the most formative years of their lives. It is a pleasure and privilege to serve as their principal.

Dom

Domenic Giusti - Principal



FRENCHTOWN ELEMENTARY SCHOOL



It is my genuine privilege to share with you the many activities and initiatives happening here at Frenchtown Elementary School. There are so many good things to tell you about that I hardly know where to begin. So let's start with an achievement that makes me very proud. This past year, the Rhode Island Dept. of Education (RIDE) issued Frenchtown Elementary a 5-star rating - its highest rating possible - which absolutely points to the dedication and commitment our faculty, staff, para educators, and families bring to our classrooms every day.

Frenchtown School has evolved over the past few years. We are a diverse community of learners and educators. Each year, our diversity continues to expand, including our students, para-educators, teachers, and staff. Our students benefit from interaction and collaboration with people from different cultural, experiential, and socio-economic backgrounds. This creates a richer educational experience, improving the realms of learning, creativity, critical thinking, and collaboration, which in turn better prepares our students for the world they will grow up in and inherit.

This is also our sixth year collaborating with Rhode Island Special Olympics as a Unified Elementary School. As a Unified school, we are proactive and deliberate to ensure our children feel welcome and included. Through peer modeling, buddy bears, and other connections, students who are differently abled (a broad term used to encompass students from a wide range of abilities) are paired with "typically abled" students to gain various academic, social, and physical skills and authentically engage in school-based experiences. Our Unified activities include recess, before-school programs, annual school play, school-wide field day, and more. Our school's mantra:

"Frenchtown Bears always choose to be safe,
respectful, and responsible.
We **INCLUDE** and **CARE** about every single Bear.
We do it unified!
Let's make today a great day...
WORK HARD and **BE KIND!**"





includes every student and staff member and is incorporated into every aspect of our school ensuring that all students are and feel meaningfully engaged.

Another positive development is that we're seeing a return to normalcy following the challenges brought on by Covid-19. Beginning this year, the incoming elementary classes will have had uninterrupted pre-K and kindergarten experiences. Also, the early elementary classes that went through the virtual learning experiment have largely caught up to where they should be and are doing well. Some challenges remain, however. Post covid, fewer people want to work in education. We have fewer applicants for teaching positions, fewer substitutes, and fewer paraprofessionals. Staffing has become a challenge and requires more from the teachers and paraprofessionals that remain. Attendance is also still tricky as we work our way back to a chronic absence level of less than 10%. Progress continues to be made.



Budgeting and identifying funds to support our many initiatives are always challenging. East Greenwich receives little funding from the state, so every penny we get from taxpayers and through grants is greatly valued, carefully considered, and stretched as far as it will go. I am grateful for the East Greenwich Education Foundation, whose sole purpose is to provide grant funds to our educators for innovative teaching and learning initiatives that would otherwise exceed our annual school budget. Teachers can apply for grants for innovative programs. Two grants awarded this year are the creation of an e-book library and the acquisition of impactful sensory equipment to expand opportunities to meet student needs.

Over the past five years, we have implemented RIDE recognized high-quality curriculum, specifically EL Education for English Language Arts, Envisions 2020 for math, and Second Step for Social/Emotional Learning. We continue our professional collaboration to fully learn, deeply understand, and skillfully implement high-quality curricula. In tandem with our curriculum focus, we continue to optimize Common Planning Time. Teachers and specialists meet daily for data review, planning/curriculum, Multi-Tiered Systems of Support (MTSS), and developing interventions. Many of our teachers have said that, in addition to fostering teamwork, Common Planning Time has been instrumental to students' academic success and pivotal to their professional development and survival.

Additional professional practices are employed as our teachers meaningfully engage in data analysis and Data Days for each grade level. Staff dedicate an entire day each semester to analyzing student performance data. This collaborative work allows us to see where we can improve and direct our teaching and learning, understand the strengths and needs of each student, and develop differentiated programming that leads our students to academic, social, and emotional success. I am also proud to report that our entire staff is certified in the Science of Reading and Structured Literacy, a mandatory RI Department of Education initiative. This has been a huge undertaking led by Michael Podraza, our Assistant Superintendent. Through his planning and providing professional development opportunities, we continue to be highly qualified educators.

There is so much more to share, and literally, no more space here in which to share it. I could tell you more about our field trips, our School Improvement Team, and the amazing work our Parent/Teacher Group is doing. I could tell you how hopeful and excited we are at the prospect of our soon-to-be-built elementary school. In addition, I could go on and on about the dedication and professionalism of our faculty and staff. And saving the best for last, I could tell you about the amazing children who walk through our doors every day, ready to learn, make connections, grow friendships, and take on the world.

Thank you for your support of Frenchtown Elementary, and for giving me the opportunity to serve in this remarkable district.

Maryann

Maryann Crudale - Principal



GEORGE R. HANAFORD ELEMENTARY SCHOOL



I am so pleased to be writing my first Annual Report letter as principal of the Hanaford Elementary School, especially having been a parent here when my family first moved back to East Greenwich. It is special for me to be able to give back to the town where I was raised and started my own education.

As one of the fastest growing districts in Rhode Island, the East Greenwich Public Schools have a unique opportunity to provide an outstanding, equitable education to every student who walks in our door. With the steady influx of new families to our community and our classes, we are creative in how we use every nook and cranny of our building. This can be challenging, but it is reassuring to know that newer and larger schools are in our not-too-distant future. In the meantime, as the children and families who join us and as our community becomes more diverse, we have a wonderful opportunity to meet new friends and learn about other cultures, backgrounds, and lifestyles. This will only become more important in the years to come as our students move on to middle and high school, and beyond to college and careers. It is important for all of us to recognize the qualities we bring to our school community and to see differences as an asset to grow and learn about our peers and build connections. It has been gratifying to see how welcoming and embracing our students can be to their new classmates.

It has been a busy year here at Hanaford, and I am grateful for the masterful group of teachers, paraprofessionals, and support staff who collaborate each and every day to meet the needs of our students, wherever they may be in their educational journey. Focusing on our commitment to “All Means All”, our staff works tirelessly to develop lesson plans and opportunities to meet all of our students where they are and support them to get to where they need to be, or even to reach beyond. They encourage our advanced learners to reach for even higher levels of proficiency; and provide the necessary support for those who require more or have identified needs. Our students are at an age where we are fostering independence and highlighting skills and strategies that will help them to grow and acquire skills in ways that are both meaningful and long lasting.

We work with rich and challenging curricula across the academic subjects that our teachers know and understand well, including unified arts and physical education. This allows us to help students at all levels reflect on what they are learning; demonstrate their learning; and understand how these topics and strategies connect to their own lives both here in school and in the broader community. Our teachers continue to use Common Planning Time to support one another in meeting student needs, assessing student data, and keeping students appropriately challenged and engaged. It allows us to better assess and build instruction around their strengths and needs.

Speaking of community, Hanaford students interact with the broader community in ways that not only help them get to know

our town, but also learn the importance of giving back to the people who support them. We began our school year with an event on September 11th called “high fives for heroes” This was an opportunity to celebrate our first responders and honor the heroes on September 11th. While I was very happy to bring this tradition to the school, we have had several other events and drives that our students initiated and led this year. Over the course of the year, students ran a diaper drive, created cards and letters for Veterans and active service men and women, made holiday cards for seniors in our local assisted living facilities and held food, clothing and cereal drives for people in need. In so doing, they discovered that there is a ripple effect of goodwill that goes forth from every thoughtful deed. Through our ties to the community, we have worked to embed a sense of “giving back” into both our school culture and curriculum.



We are growing quickly here at Hanaford and while that - and our recovery from the recent pandemic - has created its challenges, it has created even more opportunities: the opportunity to meet new friends, the opportunity to learn about new cultures, and the opportunity to create a vibrant school where we work towards a school community where everyone feels safe, welcome, and accepted. I am grateful for the tireless work our faculty and staff do every day; for our parent/teacher group, which supports our many activities; and to the families and students who make Hanaford such a fun and engaging place to learn.

Coleen

Coleen Smith - Principal

Here on campus, though our building may be getting on in years, we continue to take pride in its appearance and upkeep. Due to the growing need for space that I mentioned earlier, we added two modular classrooms to our school this year for our visual and performing arts. And while our building has a somewhat dated look, we have rallied the cheerful help of volunteers, alumni, parents and even some students to paint the hallways and to freshen up our garden beds and grounds this year. This is possible thanks to the amazing support from our Parent Teacher Group here at Hanaford. From the extensive enrichment programs to family centered events, parents share their time and talents with us in countless ways. For example, the PTG ran our annual Fun Run where we used the profits to purchase new tables and stools for the music room and display cases for artwork in our hallways. I am always amazed at what can happen to morale and a sense of community when people come together to make something special happen. We may be on the threshold of a brand new school building, but while we are still here we'll continue to do our best to make Hanaford a great and welcoming environment in which to learn.



JAMES H. ELDREDGE ELEMENTARY SCHOOL



Greetings from all of us at James H. Eldredge Elementary School!

It has been a remarkable year at Eldredge, filled with efforts to genuinely know, support, and celebrate all our students in meeting their full potential. Our faculty, staff, students, and families all deserve to be recognized for their efforts respectively!

Our faculty and staff continue to impress and amaze with their dedication to students and to their craft. This past year, our focus at the school has been on a couple of key elements: advancing our practices related to student engagement and on improving student attendance. Whether in daily common planning time discussions, monthly faculty meetings, or during professional learning days, we have worked as a team to enhance the ways in which we engage each and every student in learning. Regarding attendance, we have seen significant improvement this year thanks in large part to our collective focus and energy on ensuring that each child is in school and ready to learn. All these efforts will undoubtedly continue to have a positive impact on students.



The crux of our work at Eldredge continues to be supporting the development of the whole child, promoting high expectations for academics as well as for social, emotional, and behavioral characteristics. Our classroom teachers continue to use the Second Step curriculum to advance social-emotional-behavioral learning. Another way in which we all continue to support students is through our Eagle Eye Award program. Each month, we recognize one student from each of our 13 classrooms who exemplifies safe, respectful, responsible behavior. The first visual you encounter when you walk through our front doors is a large monitor with our Eagle Eye Award students posted. In this way, we celebrate and support students for their efforts as a whole child.

Each morning, we begin our day with a fifth-grade student leading us in our daily pledges:

I am an Eldredge Eagle.

I believe in myself.

I am challenged to assume responsibility, to practice humility, and to display generosity.

I pledge to do my best in all things for the good of myself and the good of others.

I pledge to look for the lonely, the isolated, the left out, the challenged, and the bullied.

I pledge to overcome the fear of difference and replace it with the power of inclusion.

I choose to include.

Be safe, be respectful, be responsible, and be kind to one another.

There is something very special - and impactful - about students setting positive expectations for one another!

Over the course of the school year, we hold several events where students and staff come together to practice what we preach with respect to kindness, generosity, and community service. Of course, the annual Eldredge Turkey Trot - coordinated by our amazing Student Council - is a shining example. Each year, Eldredge students and staff hold a food donation drive for the East Greenwich Food Pantry. In recent years, we have shattered the previous year's record for total donations (we collected 1,800+ items in November 2023!). Our Student Council Spirit Weeks throughout the year support a wide variety of meaningful causes, including Hoops for Troops to support the Providence VA Medical Center.

Eldredge also benefits tremendously from our wonderful Parent Teacher Group (PTG). The contributions of our PTG help to create an experience for students that is fun, educational, welcoming, and engaging. This past year alone our PTG has coordinated an impressive number of events for students including:

Back to School Night
Halloween Trunk or Treat
School Store (monthly)
School Play (Shrek, Jr.)
Winter Ball
STEM Night
Color Run (fundraiser to raise \$24,000 in 2024)

Our PTG also serves as an incredible support for our faculty and staff. This past year, our PTG supported our school with \$500 grants for teachers and staff to purchase resources for



classrooms. Our PTG also makes frequent efforts to celebrate our staff with monthly events for faculty and staff, including some special treats throughout the year!

As we wrap up another year of teaching and learning at Eldredge, I would like to express my sincere gratitude to our students, staff, and families for all you do to make Eldredge the special place it is. Looking forward to 2024-2025!

Dan

Dan Seger - Principal



ARCHIE R. COLE MIDDLE SCHOOL

It is with great pleasure and enthusiasm that we welcome you to the Archie R. Cole Middle School (CMS) community via the pages of this Annual Report. CMS is a 5-Star Middle School as recognized by the Rhode Island Department of Education. We offer a vibrant and student-focused culture with a strong emphasis on academic excellence and personal growth.

In this letter we would like to share a few of our achievements, challenges and initiatives over the past year, as well as our values, which reflect our commitment to providing a forward-thinking and innovative educational experience for all of our students and families.

We began this school year, implementing a new schedule that allows every student to take full advantage of the many academic and unified arts programs we offer. In creating this schedule, we reaffirmed our belief that each student is a unique learner with highly individualized needs, interests, and talents; and we recommitted ourselves to providing a tailored educational experience that helps each student maximize their learning and growth potential. Our new schedule not only provides Lancer Learning time each week for students to focus on their strengths, aptitudes, and interests, but also to receive remediation in any subjects in which they may be struggling. Although it is not often the case during middle school years, our students' performance in math, English Language Arts, and other subjects continues to improve as they advance from sixth through eighth grade. As students grow as learners and master many new skills, they are empowered to choose courses and activities as high school students in any programs or pathways they may elect to follow.



For years, CMS has had two teams at each grade level, and for the first time our new schedule allows students from each team to interact with one another in areas such as art, music, gym, technical education, and other various electives. These horizontal groupings help to strengthen our positive learning environment, as well as our school spirit and community identity - something we like to call Lancer Pride. Students enter the sixth grade,



filtering in from two different elementary schools. East Greenwich is a tight knit community, however middle school is often the first time that many of these students will meet.

Another feature that sets us apart is the sheer number of enriched curricular courses and activities that are available to students - both during the school day and after school - and all supported by an amazing group of parents, faculty, and staff. We have numerous clubs, athletic teams, and intramural sports that allow students to pursue and develop their interests, as well as make connections with other students who share those interests. From the National Honor Society and Student Council, to programs in music, art and finance, there is truly something for everybody. We encourage students to participate in a variety of activities that interest and challenge them.

Special to our community is our dedicated faculty and staff and our active and engaged Parent Teacher Group. Our teachers volunteer to host clubs, coach athletics, and show up at school events, well outside their normal working hours. Our PTG not only organizes (and very often funds or fundraises for) enrichment activities such as financial literacy courses, chess, and a wide range of activities, but also participates in those activities as well. Thanks to their outstanding efforts, CMS is a true community, and we encourage students to participate in a variety of activities that interest and challenge them. As a result, our students understand and appreciate the opportunities they have been given; and that is reflected in our high attendance rates, low suspension rates, and overall positive learning atmosphere. Add it all up and you have a foundation for true success.

While we are proud of all that we have accomplished over the past few years - and the progress we are making academically and socially - we still have work to do to recover fully from the pandemic years. Many students became not just comfortable, but adept at working solo or remotely, and are now learning how to integrate back into a classroom setting; how to address conflicts when they arise; and how to interact positively with others still requires our attention from time to time. To that end, we are utilizing a program called Second Step®, which helps students build social-emotional skills—like nurturing positive relationships, managing emotions, and meeting goals—so they can thrive both in school and outside of school.. Our support staff is truly amazing! Each plays a vital role in fostering a positive and supportive environment for our students. By addressing their social-emotional needs, our support staff empowers students to become successful learners and thrive as contributing members of our community.

There is so much more we could share in this space - including the hiring of our first Math Interventionist; our Strategic Plan Alignment focused on Excellence in Learning; Efficient and Innovative Systems; Distinguished Teaching and Talented Staff; and an Engaged Community; and our outstanding Special Education program, which integrates all learners into our various classrooms and activities, contributing to our sense of community and affirming our commitment to "All Means All."

At CMS, we are committed to both transparency and results. We place a good deal of emphasis on measuring our efforts and holding ourselves accountable to both our school and the East Greenwich community, reflecting our commitment to continuous improvement and the maintenance of high performance amongst all of our students. We believe that this results-oriented mindset is one of the primary drivers of our success, as well as the evolution towards excellence that we've been seeing over the past few years.

Cole Middle School is dedicated to creating a supportive and challenging learning environment that prepares students for future academic, personal, and professional endeavors. We are enormously grateful for the generosity of the East Greenwich community; for our amazing faculty and staff, for the tireless efforts of our PTG; and of course - for our students, who show up every day ready to explore, take risks, make friends, and prepare for life after middle school.

Melissa Beth

Melissa L. Centracchio - Principal

Beth Cauley - Assistant Principal



EAST GREENWICH HIGH SCHOOL



A warm welcome to the students and families of East Greenwich High School (EGHS) and the East Greenwich community.

At East Greenwich High School “All Means All” is more than a motto. It is a commitment to creating an equitable classroom and extra-curricular experience for all students.

We'll begin with an update on our Unified Program, a growing number of specially-designed instructional courses. These offerings allow students with developmental disabilities to fully participate and engage in instructional activities of a general education course with the added benefit of working alongside peers who serve as academic and social mentors. As Unified mentors, students apply research-based practices centered on inclusive learning that support mutual cognitive, social, and personal growth. The model for this learning environment drew from our nationally-lauded Special Olympics Unified Sports program, which earned EGHS national banner status as a Unified Champion School.

EGHS is also proud to announce that it has achieved a five-star accountability rating by the RI Department of Education under state and federal performance guidelines. This top rating accounts for key performance indicators including: proficiency and growth rates in English Language Arts (ELA), mathematics and science; college and career readiness; graduation rate, and post-secondary success factors. The outcome is largely related to our faculty embracing the teaching of reading, writing, and mathematics as a school-wide effort, and intentionally integrating vocabulary and concepts across content areas.



The ongoing program of work at EGHS is driven by our School Improvement Plan (SIP), and the targeted goals of increasing student attendance and academic achievement levels within our special populations. Our focus centers on students from lower income households, multilingual families, and those accessing

special education services. Throughout the course of this year, we have solicited input from multiple stakeholder groups including families, students, and industry partners with the goal of supporting students to be on time, engaged, and in school for the day. We have leveraged the RI Department of Education attendance tools to support our messaging around the long-term academic implications of being absent more than two (2) days in a given month. This has helped us maintain a consistent attendance rate of 90% as calculated through bi-weekly attendance data.

We are also expanding applied learning opportunities for students through Avenger Academy, our Career Technical Education (CTE) programs. By participating in a CTE Pathway program, students earn college credits and industry credentials that signal to employers, colleges and universities, training programs, and the military that an EGHS student has completed a comprehensive, in-depth, and applied course of study in a specialized area. EGHS now offers six (6) comprehensive CTE pathways, including Engineering, Graphic Communications Technology, Computer Science, Finance and Entrepreneurship, Music and Performing Arts, and Visual Arts. Alongside our existing dual and concurrent-enrollment partnerships with Community College of Rhode Island, Rhode Island College, University of Rhode Island, and the University of Delaware, EGHS students can now earn college credits on the New England Institute of Technology campus while completing their senior year of high school.

While we have focused largely on our academic offerings, EGHS also provides a wide range of co- and extra-curricular opportunities. Our students take advantage of more than 60 mission-driven clubs, and/or participate in one or more of our 26 athletic teams, including our Unified sports. Our co- and extra-curricular programs promote well-rounded, engaged students who have developed the confidence to know who they are, what they are capable of, and to recognize the perspectives of others.

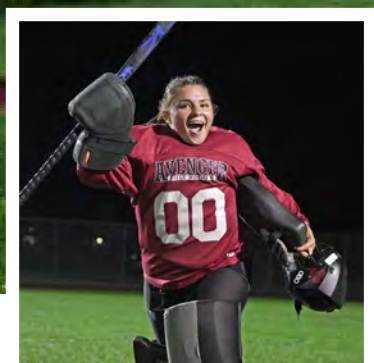
When a student walks across our threshold, our first line of thought is, “What does this student need to learn, grow, and thrive at EGHS — not just academically, but socially and emotionally.” We are proud of the work our students are doing and will continue to do. We are grateful for the support we receive from families who share our collective vision — to graduate an emerging adult who is knowledgeable, skilled, connective, and reflective.

Patricia Molly

Patricia M. Page, PhD, MBA - Principal
Molly Sylvia, M.Ed. - Assistant Principal



EGPS ATHLETICS



The East Greenwich Public Schools Athletics Program strives to help every student-athlete become the best person, student, self-advocate, and athlete they can be. Our athletic programs provide a variety of experiences designed to aid in the development of consistent habits and attitudes that will not only prepare them for success on the playing field, but also for the challenges they will encounter as they move on to the colleges and careers they choose. Part of this effort involves helping students step out of their comfort zones, expand their horizons, and realize their potential.

I like to think that the focus of EG athletics does not prioritize winning championships as the only goal - although we do win our share of them - but about teaching kids the value of teamwork, commitment, time management, and good sportsmanship. We encourage all of our students to compete at their highest level and to strive for excellence in all that they do. We teach every player on every team how to win with grace, lose with dignity, respect their opponents, and set an example of sportsmanship, not only for their younger teammates, but for all members of the East Greenwich school community.

We operate in all three seasons with many students taking advantage of more than one sport during the year. Participation on our athletic teams is slowly returning to pre-Covid levels. Over this past academic school year, nearly 70 percent of students in the high school participated in one or more sports and 40 percent in the middle school. Much of the credit for that goes to our amazing coaches, and to the coaches and community members who support our youth athletic programs.

Our coaches have a long history of setting - and expecting - a respectful pattern of behavior for the members of their teams. They serve as role models, not only for how students should train, but also in ways that help students understand that athletics build character and habits that will benefit them for the rest of their lives. To that end, one of our biggest challenges is not only finding coaches who understand and subscribe to this philosophy, but supporting them, keeping them engaged, and keeping them coming back year after year. It is no secret that coaches who've been around for a while develop relationships with players and their families beginning at a young age.

I am also pleased to report that we recently received a grant that has allowed us to upgrade our facilities, including a new indoor scoreboard, wrestling mat, windscreens for the baseball field, two sets of soccer goals, and team bags for the Avenger Golf Team. While the EG athletic fields are primarily intended for the athletic programs, they also get a good bit of use by the community. We are grateful that the Town of East Greenwich Parks and Recreation Department and the School Department help maintain and take care of them. Keeping our fields and facilities in good shape for use by the entire EG community is one of our primary goals.

In the summer of 2023, we brought an athletic trainer on board. This much-needed position helps ensure a safe playing environment with a focus on injury prevention and treatment when warranted. Since joining the athletic staff, the trainer has refurbished the training room, brought in new supplies,



and helped bring the entire program up to the next level. And best of all, it was done through grant money, not our operating budget.

While much of my focus as athletic director is centered on overseeing sports at the high-school level, we also have an active middle school program. As an Athletic Director, I am responsible for scheduling, transportation, finding umpires and referees, and everything else associated with a successful athletic program, but the principals and coaches support the day-to-day operations at the Middle School level.

We had a very successful year -- earning State Championships in Girls Soccer, Boys Soccer, and Boys Basketball. Our Unified program continues to grow. The Middle and High Schools both offer basketball, with cross country at the middle-school level and volleyball at the High-School level.

East Greenwich High School was named a National Unified Champion School Banner School in 2023. National Banner Unified Champion Schools are selected by a national panel of leaders representing the Special Olympics and the education community at large. With sports as the foundation, the three-component model of Unified Champion Schools® (Special Olympics Unified Sports®, Inclusive Youth Leadership, and Whole School Engagement) offers a combination of activities that equip young people with tools to create sports, classrooms, and school climates of acceptance. We are profoundly grateful to the numerous families and volunteers who help make that program a success

In total, EGPS offers 2 different sports programs, including junior varsity and varsity teams at the High School and varsity programs at the Middle School, so there is something for everyone who wants to get involved in athletics. We also have a tremendous youth program here in East Greenwich, which means kids are learning about and trying different sports at a very young age. Additionally, our coaches run summer camps, which give younger students a chance to get to know them and look forward to playing for them in either middle or high school.

It has been an honor to serve as EG's Athletic Director for the past four years, especially having come through the EG athletic program myself. As I think about how to attract more students to our athletic programs I am always asking myself: What was it that captured my attention? What and who helped me succeed in order to get the most out of my high school athletic experiences? And, the answer is always the same; the coaches, the volunteers, the spectators, the educators, and the supportive community that is East Greenwich, Rhode Island.

Casie Rhodes - Athletic Director

FACILITIES UPDATE

The East Greenwich Public Schools are on the threshold of some pretty wonderful changes, many of which have been in the works for nearly a decade. In this report, I'd like to provide a quick overview of where we are, where we've been, and where we're going.

We started looking at our buildings and infrastructure as far back as 2015, and even though we'd recently completed some major renovations to the middle school and Meadowbrook, we were already starting to see capacity issues at the elementary schools, as well as some deferred maintenance that was going to have to happen in the very near future. The conversation about what to do, however, didn't start in earnest until 2019, which was just before the pandemic hit, and that, of course, slowed us down a bit. Now it's 2024, and we really can't put this work off any longer. We've got folks using closets as offices; we've got modular buildings tacked on to the end of our schools; our enrollment continues to go up; and we've got a 100 year old building that can't really be renovated or expanded on its current site. The time for action has officially arrived.

Like many districts in Rhode Island and throughout New England, our buildings are 50 and 60 years old and their internal systems - plumbing, heating, electrical - are reaching the end of their useful life. At our oldest school we still have little holes in the floor where the desks used to be screwed in. With the advances in education that have occurred over the past 25 years, our older buildings need to be modified in ways that just don't mesh with the way they were constructed. Fortunately, following passage of the school construction bond in November of 2023, plans are finally in the works to make significant

changes and upgrades to all of the district's schools, primarily Frenchtown, Hanaford, and the high school.

It'll be a little bit like "musical chairs" for awhile as we shuffle folks around to accommodate the construction and renovation, but the end result will be a brand new Frenchtown Elementary school; a new - or significantly renovated - Hanaford Elementary school; nearly \$40 million in upgrades at the high school; and various smaller improvements at Meadowbrook Farms and the middle school.

While the \$150 million bond is a lot for the town to take on, two very positive things stand out to me. One is that the bond passed by a wide margin, which tells me townspeople understand that we really can't put this off any longer, especially with the growth we're seeing in the schools. And two is that, because we are touching every school, we have a once-in-a-lifetime opportunity to be reimbursed 55 cents on the dollar by the state of Rhode Island. That's a huge financial boost and will take a good deal of the pressure off of our taxpayers.

Design work for the range of projects is already underway, with construction scheduled to begin in the summer of 2025. If all goes according to schedule, I expect the entire build out will take about five years. I am grateful for the opportunity to work in a district where people take pride in their schools and in the education they provide to their children. The work we'll be completing in the coming years should put us in great shape for many years to come.

Robert Wilmarth - Director of Facilities



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EAST GREENWICH PUBLIC SCHOOLS

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