

2024-2025 EGHS School Improvement Plan

School Improvement Plan (2024-2025)

The Mission of the East Greenwich Public Schools is to genuinely know, support, and celebrate all students in meeting their full potential. We are committed to meaningful collaboration among faculty, staff, students, families, and the community-- recognizing our collective responsibility to continue to deliver a high-quality education system for all.

Vision

Our Vision of a Graduate of the East Greenwich Public Schools is that each student is Knowledgeable, Skilled, Connected and Reflective.

KNOWLEDGEABLE

Graduates can extend their education to any situation, challenge, and environment.

SKILLED

Graduates have the foundational experiences and mindset to approach and pursue current and future goals.

CONNECTED

Graduates embrace their individual and collective impact on their local and global communities.

REFLECTIVE

Graduates use their evolving sense of who they are and what they are capable of to understand themselves and others.

Values

Academic Excellence: Our tradition of academic excellence positions us to be forward-thinking and innovative.

Student-Centered Learning: All students deserve an educational experience that is responsive to their unique needs, interests, and talents.

Partnership: The best educational outcomes result from the partnership and shared responsibility among students, families, schools, and the community.

Transparency: Openness and accessibility in our school community is an essential part of our commitment to all stakeholders.

Results: Measurement and accountability allow us to sustain and enhance our high performance as a district.

Theory of Action

If School...

genuinely knows, support, and celebrate each student;

shares a collective responsibility to educate all children in the community;

ensure a high-quality education system that provides continuous access to opportunities...

Then School can...

all students will be prepared to successfully pursue academics, work, and life after graduation;

So that...

they will become productive, contributing members of our society.

Needs Assessment

Our School Improvement Plan (SIP) defines, operationalizes, and prioritizes our foundational value of All Means All. To us, those words are more than a motto. They underpin and inform our research- and data-informed efforts to promote student academic, social, and emotional growth and overall well-being.

We recognize that our collective responsibility is to support our students in achieving their goals, and we strive to create an environment that meets each student on their

individual path toward success. Our SIP goals consider the results and feedback garnered through state tests, climate surveys and informal focus groups, summative assessment data, our Educational Outcome Audit, and our recent decennial NEASC accreditation process. Our commitment to the comprehensive and integrated body of work that supports and aligns with the district's strategic priorities is reflected in the equity-driven, inclusive goals captured in this plan.

Priority 1: Priority 1 ~ EXCELLENCE IN LEARNING

/ Achievement Levels within Special Populations

Advancing educational excellence and expanding opportunities for all learners.

EGHS will identify and systematically implement instructional practices and student-support strategies to improve documented achievement levels in special populations.

Measurable Goals

Goal #1 - EGHS will strive to increase achievement among students with special needs, those from economically disadvantaged backgrounds and multilingual learners as evidenced by a 5% growth rate in PSAT, SAT and/or NGSA assessment data.

Initiative 1: EGHS will strive to increase achievement among special population students.

Our review of PSAT, SAT, and NGSA data indicates the need to explore additional strategies and systemic supports to bolster the performance of our students from low-income families, multilingual learners, and students with disabilities.

Action Step	Complete-Date
Utilize MTSS/ Team meetings to communicate across disciplines and curricula.	08/27/2024
Explore 'best practices' that can be used by classroom teachers to meet accommodations.	08/26/2024

Establish testing standards for special populations in support of accommodations. 02/24/2025

Evaluate course sequence for special population students to insure exposure to assessed content and skills. 05/30/2025

Priority 2: Priority 2 ~ EFFICIENT AND INNOVATIVE SYSTEMS / Attendance

Increase state-reported and classroom-based attendance through the reduction of chronic absenteeism.

Measurable Goals

Goal #1 - EGHS will continue to reduce chronic absenteeism and maintain a consistent attendance rate of 90%

Initiative 1: Communicate (in real time) student attendance and absence goals and challenges

EGHS will maintain a consistent attendance rate of 90% as calculated through monthly-reported attendance data.

Supporting Research and Evidence:

RIDE: Using Research and Tools to Plan for Attendance Success

Citation: Votta, Peg, "Using Research and Tools to Plan for Attendance Success," RIDE Professional Learning Series: Supporting Student Attendance & Supporting Differently Abled Student. Rhode Island Department of Education. 14 March 2024. Lecture.

URL:

<https://docs.google.com/presentation/d/1IfOWygeiuv9BexLAK3gxaTxqPwM0AOr1/edit?usp=sharing&oid=105136320876913130657&rtpof=true&sd=true>

Action Step

Research and explore full functionality of RIDE attendance portal, including parameters and format for nudge letters.

Complete-Date

08/30/2024

Revise EGHS attendance policy to better outline student attendance expectations and chronic absenteeism thresholds.	08/30/2024
Develop an "At Risk" Attendance Protocol aligned to the student infraction chart to highlight specific steps associated with specific number of absences.	08/30/2024
Create an EGHS attendance team with appropriate stakeholders to work towards a collective impact strategy to improve student attendance.	12/31/2024

Goal #2 - EGHS will reduce our chronic tardiness and early dismissal rate and maintain a consistent in-class attendance rate at or above 90%.

Initiative 1: Student tardiness/dismissal behaviors and patterns

Communicate data and develop protocols to address behaviors.

Action Step	Complete-Date
Clarify definition of and expectations surrounding on-time arrival in the student handbook.	08/30/2024
Explore or create a system to notify a parent / guardian when student signs in late or leaves early	08/30/2024
Continue to enforce protocols to address behaviors incrementally for each student and consistently across all grades regarding unexcused tardy and unexcused dismissal.	06/20/2025
Explore PBIS and incentives to reinforce improved attendance	12/20/2024
Explore scheduling options to reinforce attendance (e.g., Flex Scheudle).	06/20/2025

Priority 3: Priority 3 ~ ENGAGED COMMUNITY / Positive School Culture

EGHS will develop and implement mechanism to foster a positive school culture as measured through state and local surveys.

EGHS acknowledges that student growth and the professional fulfillment of faculty and staff begin with engagement. Identifying and addressing factors that support and detract from a positive work and learning environment is essential to personal and organizational growth.

Measurable Goals

Goal #1 - By integrating Social Emotional Learning (SEL) and Universal Design principles into school-wide practices and instruction, teachers, administrators, and staff will provide direct instruction in SEL and create authentic opportunities for students to practice and develop core SEL skills.

Initiative 1: Clear Vision and Commitment to SEL

Develop a clear vision for, definition of, and commitment to SEL within the school community by outlining its importance and benefits.

Supporting Research and Evidence:

National Center for Mental Health Promotion and Youth Violence Prevention American Institutes for Research Collaborative for Academic, Social, and Emotional Learning

URL: <https://smhp.psych.ucla.edu/> <https://www.air.org/topic/social-emotional-learning>
<https://casel.org/>

Action Step	Complete-Date
Research local and national integrated student support models and identify best practices for review and potential adoption.	08/30/2024
School Counselors push-in to grade level advisories for SEL intervention.	06/20/2025
Continue partnership with Thrive Behavioral Health to streamline intake process for struggling students.	08/30/2024