

James H. Eldredge Elementary School - 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: Students learn factual, conceptual, and content based understandings across a variety of academic disciplines. Through “knowledge” our graduates have the ability to transfer content knowledge to a variety of familiar and unfamiliar environments, situations, challenges, and an evolving sense of self and others, within a local and global context.

Skilled: Students demonstrate diverse skill sets enabling them to communicate effectively, solve problems creatively, think critically, and collaborate meaningfully with others. Through “competency” our graduates have the skills and dispositions necessary to harness and use knowledge of a variety of disciplines, of others and of themselves, to pursue current and future goals in order to find their place in the world.

Connected: Students understand and value connecting with a diversity of people,

environments, and perspectives. Through “connections” our graduates embrace the capacity of individual and collective purpose and action to fully leverage their impact on the interconnected workings of life and the world.

Reflective: Students routinely think about their knowledge, skills, emotions, connections to others, and personal histories and apply their insights to future situations, endeavors and learning. Through “reflection” our graduates use an evolving understanding of who they are, what they are capable of, how they can positively impact and fit into the lives of others-- ultimately taking control of and responsibility for satisfying intrinsic motivations to make a difference with their lives.

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.

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

Theory of Action

If School...

genuinely knows, supports, and celebrates each student...

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

and ensures 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...

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

Needs Assessment

I. GAPS IN STUDENT ACHIEVEMENT:

- 70.3% of all students are proficient in ELA (RICAS 2023)
 - 20.8% of students **with** disabilities are proficient
 - 74.9% of students **without** disabilities are proficient
- 69.7% of all students are proficient in Math (RICAS 2023)
 - 29.2% of students **with** disabilities are proficient
 - 73.4% of students **without** disabilities are proficient
- 59% of all students in grade 5 are proficient in Science (NGSA **2024**)
EMBARGOED
 - 10% of students **with** disabilities are proficient
 - 65.3% of students **without** disabilities are proficient

II. STUDENT ENGAGEMENT:

- In our Student SurveyWorks Spring 2024 data ****EMBARGOED****:
 - **55%** of students responded favorably to the question:
"How excited are you about going to your classes?"
 - **58%** of students responded favorably to the question:
"How interested are you in your classes?"
 - **52%** of students responded favorably to the question:
"In your classes, how excited are you to participate?"

III. STUDENT ATTENDANCE:

- In the 2023-2024 school year **9%** of Eldredge students were chronically absent (>10% of the 180 school days missed)

Priority 1: Priority 1 ~ EXCELLENCE IN LEARNING

Advancing educational excellence and expanding opportunities for all learners.

Measurable Goals

Goal #1 - Improve literacy achievement

Initiative 1: Enhance instructional practices that support comprehensive student engagement ("I can, I want to, I belong")

Enhance instructional practices that support student engagement
tinyurl.com/studentengagement2425

Supporting Research and Evidence:

Rhode Island Model - 3c

URL: https://drive.google.com/file/d/1q4-Ww6XJLw33yrinePW_R0E7J3qQCuCp/view

Action Step

Leverage faculty meeting time, curriculum meeting time, common planning time, and/or professional learning day time to engage in collaborative activities grounded in enhancing use of evidence-based instructional practices that improve student engagement

Complete-Date

06/15/2025

Initiative 2: Support student attendance

Support student attendance

Supporting Research and Evidence:

Does Attendance Really Matter?

URL:

https://tableau.ride.ri.gov/t/Public/views/AttendanceandAchievement/AttendanceandAchievementRICAS?%3Adisplay_count=n&%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=viz_share_link&%3AshowAppBanner=false&%3AshowVizHome=n

Action Step	Complete-Date
Use the RIDE attendance Nudge Tool monthly in order to reduce chronic absenteeism rates	06/15/2025
Use positive reinforcement for student attendance	06/16/2025

Goal #2 - Improve numeracy achievement

Initiative 1: Enhance instructional practices that support comprehensive student engagement ("I can, I want to, I belong")

Enhance instructional practices that support student engagement
tinyurl.com/studentengagement2425

Supporting Research and Evidence:

Rhode Island Model - 3c

URL: https://drive.google.com/file/d/1q4-Ww6XJLw33yrinePW_R0E7J3qQCuCuCp/view

Action Step	Complete-Date
Leverage faculty meeting time, curriculum meeting time, common planning time, and/or professional learning day time to engage in collaborative activities grounded in enhancing use of evidence-based instructional practices that improve student engagement	06/15/2025

Initiative 2: Support student attendance

Support student attendance

Supporting Research and Evidence:

Does Attendance Really Matter?

URL:

https://tableau.ride.ri.gov/t/Public/views/AttendanceandAchievement/AttendanceandAchievementRICAS?%3Adisplay_count=n&%3Aembed=y&%3AisGuestRedirectFromViz

[portal=y&%3Aorigin=viz_share_link&%3AshowAppBanner=false&%3AshowVizHome=](#)
[n](#)

Action Step	Complete-Date
Use the RIDE attendance Nudge Tool monthly	06/15/2025
Use positive reinforcement with students who meet attendance expectations	06/16/2025

Goal #3 - Improve science achievement

Initiative 1: Enhance instructional practices that support comprehensive student engagement ("I can, I want to, I belong")

Enhance instructional practices that support student engagement
tinyurl.com/studentengagement2425

Supporting Research and Evidence:

Rhode Island Model - 3c

URL: https://drive.google.com/file/d/1q4-Ww6XJLw33yrinePW_R0E7J3qQCuCu/view

Action Step	Complete-Date
Leverage faculty meeting time, curriculum meeting time, common planning time, and/or professional learning day time to engage in collaborative activities grounded in enhancing use of evidence-based instructional practices that improve student engagement	06/15/2025

Initiative 2: Support student attendance

Support student attendance

Supporting Research and Evidence:

Does Attendance Really Matter?

URL:

https://tableau.ride.ri.gov/t/Public/views/AttendanceandAchievement/AttendanceandAchievementRICAS?%3Adisplay_count=n&%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=viz_share_link&%3AshowAppBanner=false&%3AshowVizHome=n

Action Step	Complete-Date
Use the RIDE attendance Nudge Tool monthly	06/15/2025
Use positive reinforcement of student attendance	06/16/2025