

Frenchtown School

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.

We continue to have high expectations for all students, faculty, and staff.

High Expectations: We believe maintaining rigorous standards and high expectations for all students is key to academic excellence and lifelong learning.

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

Honoring the Whole Child: We focus on all aspects of a child’s education, including academic growth, extracurricular pursuits, emotional intelligence and resilience, and physical well-being.

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

Collaboration: We believe cultivating and maintaining partnerships inclusive of all stakeholders is essential.

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

We will strive to communicate effectively and often with all stakeholders. Stakeholders' input is solicited and valued.

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

We are committed to reviewing and analyzing data to ensure learning benchmarks are being met and to identify student needs, accommodations, and interventions that support academic and social-emotional success for all.

Theory of Action

If School...

If we genuinely know, support and celebrate each student...

If we share a collective responsibility to educate all children in the community...

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

Then School can...

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

So that...

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

Needs Assessment

Through our Needs Assessment, it was revealed that our LEA takes pride in serving all students' needs and is dedicated to improving student outcomes collaboratively. The data revealed a need to prioritize improving English language arts (ELA) and math proficiency levels for all students. Moreover, we will focus on closing the achievement gap on ELA assessments between Differently-Abled Students (DAS) and non-DAS. Finally, we have to decrease the number of students who are chronically absent.

Baseline Data:

93% of our K students are meeting or exceeding expectations in STAR Early Literacy.

88% of our students are meeting or exceeding expectations in STAR Reading.

9% of our DAS are meeting or exceeding expectations in Reading.

95% of our students are meeting or exceeding expectations in STAR Math.

% of our DAS are meeting or exceeding expectations in math

9% of our students are chronically absent. A reduction from 22-23 (17%) by 8%

We believe that the root causes of these achievement gaps are a combination of:

>chronic absenteeism,

>our need to expand Tier 1 classroom interventions and research-based practices within our Multi-Tiered System of Supports (MTSS); and

>our need to collectively professionally develop and work to differentiate instruction to meet the needs of all learners through our MTSS (Multi-Tiered System of Supports).

The availability of a Math Interventionist/Specialist that begins MTSS targeted interventions at the Kindergarten level and continues through grades 1 and 2. This staff member is currently shared with Meadowbrook Farms Elementary School in a 50/50 split.

Both the Math Interventionist and our full-time reading specialist not only work directly with students having identified needs but also work with teachers to regularly review data and determine best instructional approach to generate successful learning for all students.

Priority 1: Priority 1 ~ EXCELLENCE IN LEARNING

Advancing educational excellence and expanding opportunities for all learners.

See East Greenwich Strategic Plan 2021-24 -

https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view

Commitments

Measurable Goals

Goal #1 - The percentage of Students "Not Meeting" or "Partially Meeting" expectations in ELA as measured by the STAR Assessment will decrease 10% from the cohort's previous year on an annual basis. Data from EL Module and Skills Block along with Cycle and Phase Data will be considered to round out the student profile and to measure growth over time. Data from our Reading Specialist will also be evaluated.

Initiative 1: Develop Professional Learning Communities using Common Planning Time, Data Days and MTSS

Continue the work of the EGPS MTSS "Super Team" in collaboration with the school-based MTSS team.

Supporting Research and Evidence:

Professional Learning Communities Can "Unleash the Learning!"

Citation: Larry Ferlazzo from Ed Week

URL:

<https://www.edweek.org/leadership/opinion-plcs-can-unleash-the-learning/2021/04>

Action Step	Complete-Date
Provide teachers and specialists with clear expectations and professional learning in the area of EL and effective PLC work.	06/17/2024
For 2024-25 SY CPT will be consistently scheduled daily for each grade level. It will continue for the upcoming school year (2024-25) with the adoption of a district-wide rolling agenda to capture data and details for their collaboration.	06/20/2025

Initiative 2: Enhance Tier 1 core instruction - MTSS Practices

Facilitate PD opportunities for staff to engage in EL and the Sci of Reading based practices

Supporting Research and Evidence:

Leveraging MTSS to Ensure Equitable Outcomes

Citation: https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf.
Dia Jackson, EdD

URL: https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf

Action Step	Complete-Date
Facilitates professional learning opportunities for staff to engage in EL and the science of reading-based classroom practices.	06/17/2024
Professional Development sessions to extend core elements of R2R in teacher practices.	06/21/2024
Differentiated Instruction - data-based decision-making and determination of service and instruction delivery -	06/20/2025

Goal #2 - The percentage of Students "Not Meeting" or "Partially Meeting" expectations in Mathematics as measured by the STAR Assessment will decrease by 10% from the cohort's previous year on an annual basis. Data from our Math

Program, Envision, including Unit Test Scores as well as Title One Math Interventionist data will be considered to round out the student profile and to measure growth over time.

Initiative 1: Continue the work of our already established MTSS Teams; Continue to review STAR data during Data Days and CPT time

Provide teachers and specialists with clear expectations and professional learning in the area of Envision Math, Math Practices, and effective PLC work.

Supporting Research and Evidence:

Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core

Citation: Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core. Retrieved from Brown Center on Education Policy at Brookings:

https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

URL:

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Action Step	Complete-Date
Provide teachers and specialists with clear expectations and professional learning in the area of Mathematics and Math Practice, and effective PLC work.	06/17/2024
Time within PLC time to be used to review data and identify targeted instruction for intervention and instruction. CPT and curriculum meetings focused on specific strategies to differentiate instruction for mathematics strategies and intervention.	06/20/2025
Inservice opportunities with math specialist to review data and strategies to address areas of need	06/20/2025

Priority 2: Priority 2 ~ DISTINGUISHED TEACHING AND TALENTED STAFF

Empowering our educators in their total commitment to student success.

See East Greenwich Strategic Plan 2021-24 - https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view

Commitments

Measurable Goals

Goal #1 - The percentage of educators responding favorably to SurveyWorks questions regarding Professional Learning will increase annually from the previous year by at least 10% through 2025.

Initiative 1: Longitudinal Planning & Communication of Professional Development Priorities Spanning Multiple Years

-Personalized PD-Increased positive teacher feedback centered around PD

Supporting Research and Evidence:

Three Ways to Boost Retention Through Professional Development

Citation: Harvard Business Review Eric Keswin

URL:

<https://hbr.org/2022/04/3-ways-to-boost-retention-through-professional-development>

Action Step	Complete-Date
Adjust, as feasible, professional development offerings based on participant feedback	06/17/2024
District for professional development is social-emotional support for adults in the 24-25 SY	06/20/2025

Priority 3: Priority 3 ~ EFFICIENT AND

INNOVATIVE SYSTEMS

Enhancing operating systems to facilitate great teaching and learning.

See East Greenwich Strategic Plan 2021-24 -

https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view

Commitments

Measurable Goals

Goal #1 - East Greenwich Public School students will increase their self-report of positive social-emotional health by 2% annually per grade span as measured by SurveyWorks and MTSS screening tools. Based upon screening data from the fall of 2023, % will be adjusted

Initiative 1: MTSS Expansion - SEL to include Screening Tools

MTSS Expansion - SEL to include screening tools

Supporting Research and Evidence:

Leveraging MTSS to Ensure Equitable Outcome

Citation: American Institute for Research

URL: https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf

Action Step	Complete-Date
Scale SEL screener pilot to PK-12. Implement universal data analysis protocols to identify students at increased risk as well as to drive universally guaranteed SEL programming for ALL students PK-12	06/17/2024
SEL Screening Tools: Pilot completed 5/23. Universal screening is to be phased in over 23-24 SY.	06/17/2024
Provide faculty and staff with professional development in the area of SEL and/or trauma-informed practices	06/20/2025

Priority 4: Priority 4 ~ ENGAGED COMMUNITY

Collaborating actively with the community to enrich the student experience. Along these lines, student absenteeism has increased over the past 2 years at Frenchtown School. To that end, the school would like to address this higher rate of absenteeism.

-Decrease the number of unexcused absences ("family activity" code as listed in the RIDE census) over the next 2 school years.

-See East Greenwich Strategic Plan 2021-24 -

https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view

Commitments

Measurable Goals

Goal #1 - Improve student attendance - Reduce Chronic Absenteeism

Initiative 1: Use of RIDE attendance nudge tool

Use of RIDE attendance nudge tool and District Attendance Policy

Supporting Research and Evidence:

Why September Matters: Improving Student Attendance Linda S. Olson and RICAS Achievement and Chronic Absenteeism Attendance Matters Campaign

Citation:

<https://baltimore-berc.org/wp-content/uploads/2014/08/SeptemberAttendanceBriefJuly2014.pdf> - Linda S. Olsen Baltimore Education Resource Consortium and RIDE

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

URL:

<https://baltimore-berc.org/wp-content/uploads/2014/08/SeptemberAttendanceBriefJuly>

[2014.pdf and 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](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
Log into the RIDE Portal Dashboard and send out text message nudges/notices to families whose children are absent at a chronic rate or close to a chronic rate (10%) at the principal's discretion.	06/17/2024
Use the RIDE Attendance Nudge tool and family letters quarterly with report cards	06/20/2025
Proactive communication to families regarding attendance	06/20/2025
Attendance/SEL data review meetings	06/20/2025