

# Hanaford 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.

**Partnership:** The best educational outcomes result from 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...*

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

Gaps in Student Achievement-enrollment 254 students 22-23SY

62.6% met or exceeded proficiency on RICAS for ELA

- 19% of students with disabilities are proficient
- 71.2% of students without disabilities are proficient

61.7% of all students at Hanaford met or exceeded proficiency on RICAS for Mathematics

- 24.4% of students with disabilities are proficient
- 68.9% of students without disabilities are proficient

62.8% of all students in grade 5 are proficient in Science (NGSA-2023)

- 21.4% met or exceeded are students with disabilities

## Student Engagement

Surveyworks Spring 2023 data

- 40% of students responded favorably to the question:
  - How excited are you about going to your classes?
  - this is an increase from 38% from the 2022 data
- 59% of students responded favorably to the question:
  - How interested are you in your classes?"
  - this is a decrease from 49% from the 2022 data
- 44% of students responded favorably to the question:
  - this is an increase from 41% from the 2022 data

Attendance Data-percentage data not available on portal at time of submission

.....% of students are chronically absent (21-22 RIDE Report Card)

22-23 SY 2163 absences

23-24 SY 2281 absences

## Priority 1: Priority 1 ~ EXCELLENCE IN LEARNING

*Advancing educational excellence and expanding opportunities for all learners.*

# Measurable Goals

## Goal #1 - Improve ELA achievement - students with disabilities by 2%

### Initiative 1: Develop Professional Learning Communities using Common Planning Time

*Develop Professional Learning Communities using CPT - provide appropriate expectations, resources, and support for effective collaboration.*

**Supporting Research and Evidence:**  
Professional Learning Communities Can ‘Unleash the Learning!’  
**Citation:** Larry Ferlazzo; Ed Week  
**URL:**  
<https://www.edweek.org/leadership/opinion-plcs-can-unleash-the-learning/2021/04>

Action Step	Complete-Date
Develop Professional Learning Communities using Common Planning Time - provide appropriate expectations, resources, and support for effective collaboration.	06/17/2024
For the 23-24 SY common planning time was consistently scheduled daily for each grade level. This will continue for the upcoming school year with the adoption of a districtwide rolling agenda to capture data and details for their collaboration.	06/20/2025

### Initiative 2: Enhance Tier 1 MTSS Practices

*Facilitate professional learning opportunities for staff to engage in EL and science of reading-based classroom practices.*

**Supporting Research and Evidence:**  
Leveraging MTSS to Ensure Equitable Outcomes  
**Citation:** Dia Jackson, EdD

URL: [https://mtss4success.org/sites/default/files/2021-07/MTSS\\_Equity\\_Brief.pdf](https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf)

Action Step	Complete-Date
Facilitate professional learning opportunities for staff to engage in EL and science of reading-based classroom practices.	06/17/2024
Professional Development sessions to extend core elements of R2R in teacher practices	06/14/2024
Differentiated Instruction	06/20/2025

## Goal #2 - Improve Math achievement - students with disabilities

### Initiative 1: Develop Professional Learning Communities using Common Planning Time

*Teachers need systems in place and a structured purpose to benefit from successful CPT sections.*

#### Supporting Research and Evidence:

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

**Citation:** Chingos M Whitehurst, G (2021) Retrieved from Brown Center on Education Policy at Brookings

#### URL:

[www.brookings.edu/wp-content/uploads/2016/06/0410\\_curriculum\\_whitehurst.pdf](http://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_whitehurst.pdf)

Action Step	Complete-Date
Provide teachers with clear expectations and professional learning supports for effective PLC work.	06/17/2024
Bi-monthly curriculum meetings focused on specific strategies to differentiating instruction for mathematics strategies and intervention. Time within PLC time to be used to review data and identify targeted instruction for intervention and instruction.	06/20/2025
Inservice with math specialist to review data and strategies to	06/20/2025

address areas of need

## 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](https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view)

### 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**

*To monitor and provide meaningful Pd for faculty and staff.*

#### **Supporting Research and Evidence:**

3 Ways to Boost Retention Through Professional Development

**Citation:** Erica Keswin; Harvard Business Review

#### **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 focus for professional development is social emotional support for adult in the 24-25SY.

06/20/2025

## Priority 3: Priority 3 ~ EFFICIENT AND INNOVATIVE SYSTEMS

*Enhancing operating systems to facilitate great teaching and learning. (SEL focused goal)*

### 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 SEL Screening tools. Based upon screening data from the fall 2023, % will be adjusted.**

#### **Initiative 1: MTSS expansion- SEL to include screening tool(s)**

*MTSS expansion- SEL to include screening tool(s)*

#### **Supporting Research and Evidence:**

Leveraging MTSS to Ensure Equitable Outcomes

**Citation:** American Institute for Research

**URL:** [https://mtss4success.org/sites/default/files/2021-07/MTSS\\_Equity\\_Brief.pdf](https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf)

<b>Action Step</b>	<b>Complete-Date</b>
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	06/24/2024
SEL Screening Tools: Pilot completed 5/23. Universal screening to be phased in over 23-24 SY.	06/17/2024
Pilot program for SAEBRs scheduled for the spring 2024	11/01/2024

SEL screening

06/20/2025

Kindness 101 videos and lesson

06/20/2025

### Initiative 2: School Surveyworks Data

*With SI team, determine which questions should be targeted for improvements and growth and action steps to identify strategies.*

#### Action Step

#### Complete-Date

Review feedback with Surveyworks with SI Team

12/01/2023

## 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 Hanaford. 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 RIDE census) over the next 2 school years.

## Measurable Goals

### Goal #1 - Improve student attendance - Reduce chronic absenteeism

### Initiative 1: Use of the RIDE attendance nudge tool

*Encourage student attendance with monthly incentives and an overall attention to attendance.*

#### Supporting Research and Evidence:

Why September Matters: Improving Student Attendance / RIDE RICAS Achievement and Absenteeism

**Citation:** Linda S. Olson; Baltimore Education Resource Consortium

#### 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)

<b>Action Step</b>	<b>Complete-Date</b>
Log in to the RIDE Portal/Dashboard and send out frequent text messages/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 Nudge tool and letters-quarterly with report cards	06/20/2025
Proactive Communication Regarding Attendance	06/20/2025
Attendance/SEL meetings	06/20/2025
Communication	06/20/2025