

# MFS Sch Improvement Plan Draft SY24-25

## 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.

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

Meadowbrook Farms expects our educators to differentiate instruction and learning materials in order to meet the needs of our diverse learners. We honor the whole child approach to education. 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.

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. Input is valued and solicited on a regular basis.

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

We will regularly review and analyze data to ensure learning targets and benchmarks are being met and to identify student needs, accommodations and interventions that support academic, social emotional success for all. Interventions (MTSS) will be put into place, as needed, if any child needs support.

## 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:**

78% of our students are meeting or exceeding expectations in ELA.

% of our DAS are meeting or exceeding expectations in ELA.

93% of our students are meeting or exceeding expectations in math.

% of our DAS are meeting or exceeding expectations in Math.

11.8% of our students are chronically absent. \*(without PRE K students included)

We believe that the root causes of these achievement gaps are a combination of chronic absenteeism and a need to expand upon our tier one classroom interventions and research-based practices. Additionally, we need to collectively work to differentiate instruction to meet the needs of all learners through our MTSS system. ((Multi-Tiered of Systems of Support (MTSS))

The addition of a full time Math Interventionist/Specialist would also help to meet the needs of our students. We currently have a 1/2 day Math Specialist that is shared with

Frenchtown Elem. School.

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

### 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.**

#### **Initiative 1: Develop PLCs using Common Planning Time, MTSS meetings and Data Days**

*Develop PLCs 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

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

#### **Action Step**

For the 23-24 SY CPT was consistently scheduled daily for each grade level. This will continue for the upcoming school year (24-25) with the adoption of a district-wide rolling agenda to capture data and details for their collaboration.

#### **Complete-Date**

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:** 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)

<b>Action Step</b>	<b>Complete-Date</b>
Facilitate professional learning opportunities for staff to engage in EL and science of reading-based classroom practices.	06/21/2024
Professional Development sessions to extend core elements of R2R in teacher practices	06/20/2025
Differentiated Instruction	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 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: Provide teachers and specialists with clear expectations and professional learning in the area of Envision Math, Math Practices and effective PLC work.**

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

**URL:**

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

<b>Action Step</b>	<b>Complete-Date</b>
Provide teachers and specialists with clear expectations and professional learning in the area of Mathematics and Math Practice, and effective PLC work.	06/06/2025
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.	06/06/2025
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](https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view)

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## 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	06/20/2025
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](https://drive.google.com/file/d/1GJQoRQa-_mZXe7CnyO4VO6bK-hZD6A1x/view)

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

## 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 tool(s)

*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](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	06/14/2024
SEL Screening Tools: Pilot completed 5/23. Universal screening is to be phased in over 23-24 SY.	06/14/2024
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 and since COVID-19 at Meadowbrook Farms School. To that end, the school would like to address this higher rate of absenteeism.*

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)

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

## Measurable Goals

**Goal #1 - Reduce Chronic Absenteeism and/or reduce the number of students taking vacations over the school year.**

### **Initiative 1: Attendance Tool - Reduction of Chronic Absenteeism (Use of RIDE attendance nudge tool)**

*Reduce student absences Help to re-write the EGPS 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](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/SeptemberAttendanceBriefJuly2014.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

06/21/2024

chronic rate or close to a chronic rate (10%) at the principal's discretion.

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 - CPT, SIT mtgs, Faculty Mtgs., MTSS Mtgs, etc. 06/20/2025