

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Alison Carr
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kingston Hill Academy
(As it should appear in the official records)

School Mailing Address 850 Stony Fort Road
(If address is P.O. Box, also include street address.)

City Saunderstown State RI Zip Code+4 (9 digits total) 02874-1003

County Washington County

Telephone (401) 783-8282 Fax _____

Web site/URL http://kingstonhill.org/drupal/home E-mail acarr@kingstonhill.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Alison Carr E-mail acarr@kingstonhill.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kingston Hill Academy Tel. (401) 783-8282

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Michelle Snowden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	20	46
1	22	20	42
2	24	19	43
3	20	16	36
4	22	24	46
5	15	10	25
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	129	109	238

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 4.5 % American Indian or Alaska Native
 - 3.3 % Asian
 - 2 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76.9 % White
 - 13.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	190
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

Russian

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 40

8. Students receiving special education services: 13 %

30 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Kingston Hill Academy is dedicated to providing students with the opportunity for an inclusive, individualized, and challenging curriculum that supports them to reach their potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Kingston Hill Academy holds a blind lottery once a year in March. The lottery is open to all members of the public. Parents apply to the school by a set deadline. Each student who is participating in the lottery is assigned a number and their number is pulled out of an envelope. The order of each number pulled is recorded onto a spreadsheet. Families are notified in writing as to whether their child(ren) was/were selected from the lottery for enrollment within two weeks. Within 15 days after receipt of their notification of enrollment, families must notify KHA, in writing, as to whether their child(ren) will enroll at Kingston Hill Academy.

PART III - SUMMARY

Kingston Hill Academy is an award winning K-5 independent public charter school located on 35 acres of land in Saunderstown, RI. Saunderstown, a small, rural village in the town of North Kingstown, currently has a population of 6,245 people. The town originally was formed as an agricultural and mill village but is now residential in nature. The village's open spaces support various recreational activities, including hiking, fishing, boating, and canoeing.

Kingston Hill Academy is dedicated to providing students with the opportunity for an inclusive, individualized, and challenging curriculum that support them to reach their full potential. Kingston Hill Academy is a public (no tuition) charter school that opened its doors in September of 2001 with just 40 kindergarten students. Since that time, the school has grown to 238 students in grades K-5 and is currently in the process of expanding to its charter limit of 260 students.

Kingston Hill Academy has twice received the coveted 5-star rating by the Rhode Island Department of Education and has been named the Top Public Elementary School in Rhode Island by niche.com two years in a row. Although most students enrolled at KHA are from local school districts within Washington County, KHA also attracts numerous students from a variety of towns and cities throughout Rhode Island. In fact, some families choose to drive almost an hour each way in order for their child(ren) to attend our award winning school.

At KHA we have utilized a few strategies that have contributed to our academic success throughout the years. To start, our school has five more instructional days than public schools throughout the state (180 days). This allows our students to have more exposure to the curriculum than their peers might typically have in another public school.

Additionally, at KHA we place a large emphasis on rigor in the classroom. Each staff member holds students to a high standard. This pushes students to meet and even exceed grade-level standards. Data collection also plays a large role in the success of our educational program. Students are assessed in a variety of subject areas and in a variety of ways. This approach helps educators identify gaps in knowledge and address these gaps immediately.

Furthermore, KHA has a very large support staff for our students. Despite our relatively small size, there are numerous special educators, 1:1 aides, and teacher assistants who contribute to our success. This has resulted in a low student to teacher ratio and has created an extremely personalized school environment.

Lastly, the students enrolled in the school benefit from an inclusive education delivered using a high-quality curriculum and instruction aligned to best practices and the common core standards in a classroom with a small student-teacher ratio. Our differentiated instructional approach is supported by fiscal sustainability, expanded facilities, innovative programs and on-going professional development of staff. The school has recently purchased Chromebooks to create 1:1 ratio for students in grades 1-5 and 1:4 ratio for students in kindergarten. This has helped take our ability to personalize our teaching to the next level.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The Kingston Hill Academy curriculum encourages the use of a variety of pedagogical methods to meet the diverse needs of our students. Teachers regularly evaluate students and make appropriate modifications to the curriculum based on individual needs. The wide range of student abilities makes this type of pedagogical responsiveness and differentiation necessary for student success. KHA seeks to motivate students by creating relevant and meaningful learning experiences in which all students can experience success. KHA seeks to impart curriculum in a constructivist frame. That is, the students actively construct their understanding while interacting with the content, the teacher and each other. They are responsible for their learning. The staff is there to guide, to hold high expectations, to organize a series of relevant experiences and to present content and information. The staff models appropriately for students and provides multiple opportunities for students to practice new skills and demonstrate success. This curriculum at KHA is a living framework, changing and adapting to student needs and state standards, as required. KHA believes that a curriculum must address the very real demands of the world we live in, and, we are systematically refining and improving the curriculum in purposeful and meaningful ways. KHA also strives to give multiple assessment opportunities for students. As a standards-based reporting school, KHA asks students to show mastery through more than one assessment method. through more than one assessment method.

1b. Reading/English language arts

The school, as its own district, follows its own generated curriculum which is mainly comprised of both the EngageNY ELA and Orton Gillingham reading programs. Assessment data is collected through the use of running records, phonics screeners, sight word inventory, and Developmental Reading Assessments (DRA). This data is used to target instruction and close achievement gaps. In addition, the school uses STAR as a universal screening tool to inform both our response to intervention and classroom instructional approaches.

For our K-2 students, the ELA curriculum is made up of three key components: listening and learning, reading skills acquisition, and guided reading. The listening and learning strand is comprised of teacher read-alouds, class discussions, vocabulary work, and extension activities. For reading skill acquisition, students practice blending and segmenting using the sound spellings they have learned through the Orton Gillingham Reading and Writing program. Handwriting, spelling, and the writing process are also presented during this time. Guided reading is additional literacy time within the school day where teachers can work with students in developmentally appropriate groupings to meet their individual needs. This is an opportunity for the favorite traditional read aloud work, literacy based centers, and immersion in text, where teachers can facilitate student choice from existing leveled libraries based on interest, availability, and readability. The purpose of this time is to build independent, interested, and capable readers. Authentic reading materials include published works that are typically encountered by students in daily life, such as in magazines, books or newspapers.

For grades 3-5, the focus shifts from learning to read to reading to learn. The EngageNY curriculum is used and is focused on reading, writing, listening, and speaking in response to high-quality texts. During this time, students read and discuss the same selected text. Students consistently respond to short comprehension questions and generate essay-long responses to pages, chapters, and/or books.

1c. Mathematics

The EngageNY Math curriculum is the core curriculum used throughout the entire school. Math at KHA is taught in both whole and small groups. After introducing the daily lesson in a large group setting, the classroom then shifts to a center rotation model of teaching with students grouped into four skill-based groups. The students rotate between independent work centers, game centers, small group fluency work with a teaching assistant, and small group skill concept work with the classroom teacher. Independent work is

personalized for each students' ability and utilizes both paper and digital platforms. Students are assessed by formative assessments such as exit tickets and summative assessments such as mid and end of module assessments. Each classroom focuses on three key areas – math fact fluency, core skill attainment, and application of core skills. Students practice math fact fluency through the use of timed and untimed math sprints and games. Skill based lessons often involve approaches that are visual in nature with the goal of helping students develop a deep understanding of the content taught. Students are asked to not only solve math problems, but also represent the problems visually through the use of diagrams, models, and/or pictures. Application problems ask the students to connect what they have learned though teacher taught lessons and apply these teacher taught skills to real-life, practical math applications. The goal of this work is to create the understanding that being a fluent math student is a life-long and very purposeful skill.

1d. Science

The core tenet of science at KHA is to teach students in a way that lead students to a deeper understanding of the natural and designed worlds. When applicable KHA teachers will also seize opportunities to utilize the campus as a classroom. For instance, teachers have utilized the school garden to help connect life science topics taught in the classroom. When applicable students will also participate in field trips to local outdoor parks, nature preserves, or other science centers. KHA utilizes FOSS as the main science curriculum to teach grade level content for students in grades K-5. This particular curriculum was chosen as a way to create as much tangible, hand's on opportunities as possible for students to explore the grade level content. Many of the units also have opportunities for students to practice engineering and design skills. Students are assessed through formative and summative assessments that ask students not only correctly answer comprehension questions that are posed, but to also explain their thinking.

1e. Social studies/history/civic learning and engagement

Social Studies at KHA is taught with the primary focus being the development of language-based skills, like reading, writing, speaking, and listening. These skills are taught in combination with concepts of economics, civics, anthropology, sociology, and the humanities. The district-created curriculum is informed by both national and state standards in the social studies areas with the goal of empowering students to become inquirers and responsible thinkers. Teachers help provide students with multiple opportunities to think critically, express their views, and develop the necessary skills to participate in the modern world. Many of the EngageNY ELA units are used due to the high amount of historical fiction literature associated with the curriculum's units. In addition to the topics listed above, students also learn geography and economic topics. Historical and civic standards are typically assessed through ELA assessments while geographical and economic topics are assessed with standalone summative assessments. Field trips are scheduled to give students real life experiences to current and past issues. For example, students in grade 4 visit the John Brown House in Providence to connect to the classroom topic of the history of slavery in Rhode Island.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

KHA has instructional programs for students in grades kindergarten through fifth in art, music, health, and physical education. Currently art and music projects are integrated into the classroom curriculum on occasion. The newly designed STEAM program will also provide opportunities to integrated art activities into the classroom curriculum as well as standalone STEAM activities.

Students receive two class periods of physical education per week. The goal of physical education at KHA is to verse students in the concepts associated with health and wellness and provide students with the tools to build and maintain a healthy lifestyle. Students learn about various exercise and sports techniques, health issues, cooperation and self-care. Students participate in a variety of both individual and team-based activities.

The students at KHA are also offered the opportunity to enhance their knowledge of the visual arts by receiving instruction focused on design and technique one day/week for 50 minutes. Students are able to participate in activities that are of interest to them, create and express their perspectives, critically evaluate artistic pieces and develop an appreciation for various art forms - all while learning methods and techniques that artists use to create. Each week, students also receive music instruction one day/week for 50 minutes. Music at KHA is intended to teach students about an art form based on creating, performing and responding. KHA believes that the more students understand the basic elements of music; the more they will enjoy the experience. Music class at KHA offers a variety of opportunities to explore methods of artistic expression and enhance personal creativity. Each year, KHA students also participate in a culminating school-wide Arts Night. Student art is presented, and musical performances are held during this time.

KHA has provided computers and internet capability to each classroom in the building. There is a 1:1 ratio of Chromebooks for students in 1st through 5th grades, while each kindergarten classroom is equipped with five shared Chromebooks. All classrooms are equipped with SMART boards and each classroom teacher is provided with both a desktop computer and Chromebook. Technology is integrated across all content areas, in all grade levels. There are on-going professional development activities which have supported the use of blended learning as part of a station rotation model. Additionally, KHA offers three different extended 6-week long learning programs (ELP) in a variety of topics. Past classes have included karate, robotics, arts and crafts, book writing, cooking, and other topics. These classes are also opportunities for cross-grade collaboration as they are mixed-aged groups.

3. Academic Supports:

3a. Students performing below grade level

KHA prides itself in its ability to support the unique needs of our diverse learners. Data collection plays a large role in the success of KHA's academic program. Through this process we can quickly identify skill gaps in our students in a variety of subject areas. Classroom teachers then review the topic with the student through daily Tier 2 Response to Intervention (RtI) sessions. During this period, data is obtained that is specific to the particular skill(s) the student is working on. Student who are below grade level in a particular skill or concept also participate in our after-school tutoring program that runs two times a week for 8-9 weeks. If skill gaps continue, the student is referred to the Special Education department for Tier 3 RtI or IEP consideration. Classroom teachers also constantly differentiate activities based on student's abilities even if the students are not below grade level. This is mainly done through small guided reading and math groups but can also be seen in modified worksheets and homework assignments.

3b. Students performing above grade level

In order to best support students who are performing above grade level, KHA utilizes a few different methods. For one, the school will differentiate the small groups during center rotations in both ELA and Math class to meet students at their instructional levels. During this time, teachers assess students' knowledge and intervene if students are not able to master the topics. These interventions are done either on the spot or during RtI sessions during the school day. After students have proven mastery in certain topics or concepts through formative assessment strategies such as exit tickets and other methods, there are opportunities to extend learning in these areas if the class is not ready to move on as a whole. Classroom teachers will provide students with choice extension activities to solidify taught skills even further or learn new topics. For example, students may be given the choice to write letters, produce slideshows on topic of interest, or other developmentally appropriate activities. In the upper grade levels, students can opt to do independent projects that can be completed through student chosen platforms. Additionally, since all students at KHA have access to Chromebooks teachers often offer numerous blended learning opportunities that are adaptive and personalized in order allow students to work on topics above their grade level.

3c. Special education

Many families decide to enroll in KHA because of our strong special education department. KHA follows a distinct process to identify students who need support from the special education department. After a student

is referred by a classroom teacher based on at least two rounds of intensive RTI intervention data, a multi-disciplinary team discusses the student's performance. The team consists of parents, regular education teachers, special education teachers, the principal/assistant principal, and related service providers (if applicable). This team will then determine what interventions and assessments will help identify if the student's disability adversely impacts school performance and requires special education services.

Families choose KHA because of the emphasis we place on creating inclusionary classrooms as much as possible to help support students' social, emotional, and academic needs. In order to decide whether the student will receive pull-out or inclusionary services, the team evaluates the student's strengths, needs, learning styles, and/or preferences. The team then makes a decision with input from parents, regular education teachers, special education teachers, LEA, and related service providers. Once students do qualify for special education services student progress is tracked through a variety of methods. This is done through biweekly data collection on IEP goals, district wide assessments three times a year, and state assessments. This data is used to review and updated the IEP during the yearly renewal meetings. Special education teachers also collaborate and communicate with regular education teachers on a weekly basis in common planning time. This helps ensure special education students are best prepared for any upcoming topics to help set up students for success. During this time, both classroom and special education teachers can also communicate any struggles students have in a timely manner.

3d. ELLs, if a special program or intervention is offered

ELL teachers at KHA co-teach in the classroom by modifying regular education work to allow ELL students to have access to the same curriculum as their peers. ELL teachers at KHA also generate lessons to meet the student's particular needs. Building a strong home-school partnership is also a key component of the school's ELL program. Teachers will consistently provide review lessons for parents to help solidify the students' newly acquired skills.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Kingston Hill Academy, our goal is to create a culture in which all students work to their very best abilities on a daily basis. We feel it is of the utmost importance to maintain school-wide expectations that every student is aware of and held accountable for. These expectations are put in place to emphasize the school's Eagle Code of being kind, safe, responsible, and respectful. Students who consistently follow these expectations have the opportunity to earn Eagle Bucks for doing good deeds, working exceptionally hard, completing homework assignments consistently, and a variety of other actions. The students can then spend their earned Eagle Bucks at the Eagle Store on small prizes or earned lunches with teachers or administrators.

Kingston Hill Academy also holds quarterly award assemblies throughout the year. Students have a chance to earn a variety of awards based on a variety of factors, such as classroom achievement, readiness, persistence, effort, and kindness. Each school day starts with morning announcements highlighting important events, student birthdays, and a reminder of the Eagle Code expectations. These announcements are read by fifth grade students as a way to instill leadership in this cohort.

KHA follows the Zones of Regulation social curriculum. Students self-assess their current emotional state in the morning with a color coded system. If any students are feeling red (angry), blue (sad), or yellow (worried) teachers will check in with the student to see how they can best support the student. This strategy helps teachers set up each student for success throughout the day

In the classroom setting, teacher offer up a variety of instructional methods. In a given day, students will have had small group, large group, partner work, cooperative games, and integrated movement breaks to help engage students academically, socially, and emotionally. By offering a mixture of kinesthetic, visual, auditory learning styles on a daily basis, the school can best meet the diverse learning needs of our student body.

2. Engaging Families and Community:

KHA utilizes numerous methods to help create an engaged and inclusive internal school community. Weekly newsletters are distributed to families via email to share an overview of the week's news, future dates of interest, as well as resources for families to access. Teachers are accessible to parents and communicate on a regular basis through written, electronic, and verbal communication.

The school has a robust parent group that holds monthly events, fundraisers, and runs numerous after-school programs. This group also hosts a beginning of the year BBQ and end of the year Ice Cream Social to help celebrate and bring the Kingston Hill Academy community together. Many programs such as Lego Robotics, Drama, and Visual Arts clubs have all helped integrate content taught in the classroom. These groups are also led exclusively by parent volunteers.

Kingston Hill Academy students also participate in numerous community service projects each year. During the holidays, the school holds a food drive to help support local food pantries and food banks. In early January, the school holds a Pennies for Patients fundraiser to help support critically ill children and their families. In the past, the school has also held jump rope fundraisers and walk-a-thons to help support various charities and organizations.

KHA also has built a very strong relationship with the University of Rhode Island throughout the years. The school has hosted numerous student teachers, utilized the knowledge of professors for classroom presentations, and partnered with fraternities for community service opportunities. Kingston Hill Academy has also hosted educators from local and state-wide charter and public schools, and has worked closely with local police departments for student presentations. Lastly, parents are also integral members of the school's

Board of Trustees, Health and Wellness Committee, Finance Committee, and Special Education Advisory Committee.

3. Creating Professional Culture:

All professional development is based upon a combination of both student and staff needs. Focus groups, surveys, and other feedback methods are utilized to gauge the staff's professional needs. For example, there has been a large increase in student behavioral challenges over the past few years. Administrators then sought out a variety of professional development opportunities such as Restorative Practices, hiring professional BCBA's, and adoption of the Choose Love Movement to help give staff the tools needed to support students' social and emotional needs. Certified staff, teaching assistants, and 1:1 support professionals all attended these professional development opportunities.

Weekly common planning times with representatives from administration and the special education departments are also scheduled. During this time, the team discusses any class or student data trends and behavioral challenges as well as provides possible intervention strategies. Monthly lower grade level (K-2) and upper grade level (3-5) staff meetings are also scheduled to work collaboratively and share teacher struggles and/or concerns. These topics are either generated by administration or brought to the meeting by teachers.

Staff meetings are also utilized to support the teaching staff at Kingston Hill Academy. These meetings are varied in nature and have included such activities as analyzing student work samples, learning new instructional strategies, and curriculum-related discussions. These meetings are often led by administrators, but classroom teachers are also encouraged to present topics as well.

4. School Leadership:

The KHA leadership consists of a principal and assistant principal, and it can be described as a shared leadership model. Even though the principal serves the leader of the school, the assistant principal also has a high amount of autonomy to make decisions related to school operations. Decisions related to hiring, curriculum, instruction, and instructional supports are all done collaboratively with input from the assistant principal. This process helps ensure the students and staff of KHA are getting the proper support that they need. The school also has a Leadership Team that is comprised of 3 classroom teachers, 2 administrators, and 1 special educator. The team is comprised of members of both our lower grade (K-2) and upper grade (3-5) level teams. The classroom teachers are a liaison between teachers and administration and bring topics to discuss to the group. Through attending weekly common planning times, KHA leaders are also integral members in discussions related to student, classrooms, and school-wide strengths and needs. During this time, the team looks at both qualitative and quantitative data to drive decisions.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When reflecting on and analyzing our success as a high-performing school, one instructional strategy has been a major contributing factor. Kingston Hill Academy has and always will be a data-driven school focused on individual students and their academic needs. Teachers have weekly common planning time with administrators and special educators to discuss student and classroom data trends based on a large portfolio of assessments. Teachers have a strong willingness to share ideas and support one another. Teachers have truly adopted the growth mindset and are always willing to reflect on mistakes and are open to learning new ideas and strategies to support their students. Additionally, there is strong communication between regular education and special education which allows for planning, modification of student work, and progress towards individual goals.

This embedded practice at Kingston Hill Academy has helped the school achieve exceptional state testing results. In the 2018-2019 School, 80% of 3rd grade students, 59% of 4th grade students, and 74% of 5th grade students met or exceeded expectations on the ELA RICAS test. Additionally, 70% of 3rd grade students, 72% of 4th grade students, and 78% of 5th grade students met or exceeded expectations on the Math RICAS test.

Quality work and strong work ethic is also the norm and not the exception at KHA. This common approach has built a strong culture of high academics and one of the major reasons for our highly successful test scores each year. KHA students are consistently asked to return to their work for elaboration and detail in a variety of subject areas. This helps ensure that KHA students are pushing themselves for excellence on a daily basis.