U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13RI1

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mr. Edward Ferrario

Official School Name: Stony Lane Elementary School

School Mailing Address: 825 Stony Lane

North Kingstown, RI 02852-3699

County: Washington   State School Code Number*: 23114

Telephone: (401) 268-6540 E-mail: edward_ferrario@nksd.net

Fax: (401) 268-6550   Web site/URL: www.nksd.net/schools/sles

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Philip Auger PhD   Superintendent e-mail: phil_auger@nksd.net

District Name: North Kingstown School Department   District Phone: (401) 268-6403

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Kimberly Page

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   5 Elementary schools (includes K-8)

    2 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    8 Total schools in district

2. District per-pupil expenditure: 14037

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	38	62
1	32	39	71
2	32	35	67
3	31	38	69
4	34	42	76
5	33	38	71
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	0	0	0
Total in Applying School:			416

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
94 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%

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

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	436
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 8%

    Total number of students who qualify: 35

    If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

    Total number of students served: 30

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
0	Emotional Disturbance	16	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	2	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	17	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	5	9
Paraprofessionals	6	2
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	3	2
Total number	32	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   24:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

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

⊙ No

◯ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Stony Lane Elementary School is one of five elementary schools in North Kingstown, Rhode Island, and is a suburban town with a school population of approximately 4,139 students. Stony Lane opened its doors in 1971. The building is an open concept design, which allows for flexible use of space, furniture, and equipment to accommodate different learning situations and needs. Movable partitions can accommodate small or large group instruction and also provide secluded study space. In 1996 an extensive addition allowed for a grade 1 area, gymnasium, art and music rooms and small group rooms. The completed building can comfortably accommodate 21 classes. Our enrollment this year is 416 students in 18 classrooms.

An extensive nature trail runs beyond the tree line at the rear of the school property. There is also a children's outdoor classroom garden at the right side of the building. Both offer opportunities for our students to take learning outdoors, develop an understanding of the world around them, and make everyday life connections to their learning. Teachers and parent volunteers join together and use a "hands on" approach to educate students about the world of nature.

The mission of Stony Lane School is to educate the children of North Kingstown in partnership with families and community to create a safe, caring, supportive and respectful environment, where all students become responsible, lifelong learners and contribute positively to our global society. Each morning all students read a student-friendly version of the mission statement stating: We, the Stony Lane students, pledge to be safe, caring, supportive and respectful. We strive to become responsible, lifelong learners who contribute positively to our world. This mission statement was created by our School Improvement Team.

The traditions at Stony Lane School are many. Each morning students are involved with morning announcements, announcing birthdays, special activities, and the month's patriotic song. Each class has a turn, two students a day, beginning in August with our fifth graders. If students earned a special award or accomplishment outside of school, this is an opportunity for our whole community to celebrate their successes. Monthly rotating displays of students' projects in our front foyer are one more avenue to celebrate hard work and success. Another proud tradition at Stony Lane is that of having a committed, supportive Parent Teacher Organization. Our PTO brings the community together with celebrations such as the Back-to-School BBQ, Talent Show, Harvest Festival, and Pumpkin Walk. During these special events, our entire community comes together: students, staff, families, and friends. The PTO sponsors a Cultural Arts Program which focuses on diversity, bullying, and curriculum-based topics to enrich our school curriculum. After school enrichment classes for students are also sponsored by our PTO each spring, and offered to all students on a wide variety of topics. Yet another tradition is that of integrating learning areas to allow students opportunities to experience curriculum topics through the auditory, visual, kinesthetic, and tactile modalities.. Once a year, all grade levels plan and teach an integrated content unit that includes music, art, physical education, and library research. These thematic units culminate with a performance to which the entire school and families are invited to attend.

Stony Lane has many milestones to celebrate. Over the past three years our school's achievement scores have been consistently high and last year we were recognized by the Rhode Island Department of Education as a "Leading School" due to our string achievement in reading and mathematics. The faculty and staff have developed a comprehensive, data-based, educational plan, with leadership from our data team, to continually increase student academic performance.

The strengths and accomplishments of our "Stony Lane family" benefit and support each newcomer to our school community. The committed and dedicated faculty and staff go "above and beyond" to educate, support and nurture all students, every day. Teams of grade-level teachers work diligently to

accommodate all types of learners. The support staff of teacher assistants, arts team, special educators, nurse, and school social worker all join to support the needs of our school. The "Do whatever it takes" attitude is always present at Stony Lane. During special events and projects which the school embraces, everyone is always willing to jump right in and make them happen. This family atmosphere contributes to the school's strengths and accomplishments in making Stony Lane "A Positive Place to Learn and Grow."

Stony Lane is truly worthy of National Blue Ribbon School status because we make a difference for our students, with high expectations for all students and a belief that all children can reach their maximum potential and thrive in a positive environment where we laugh, learn, change, and grow each day.Stony Lane Elementary School is one of five elementary schools in North Kingstown, Rhode Island, a suburban town with a school population of approximately 4,139 students. Stony Lane opened its doors in 1971. The building is an open concept design, which allows for flexible use of space, furniture and equipment to accommodate different learning situations and needs. Moveable partitions can accommodate small or large group instruction and also provide secluded study space. In 1996 an extensive addition allowed for a grade 1 area, gymnasium, art and music rooms and small group rooms. The completed building can comfortably accommodate 21 classes. Our enrollment this year is 416 students in 18 classrooms.

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PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.) The standardized assessment administered at Stony Lane Elementary is New England Common Assessment Program (NECAP). The NECAP measures reading, mathematics, and writing in grades three through five. Student performance on the NECAP tests is classified into one of four achievement levels which determine students' level of proficiency on the content and skills taught the previous year. Level 4 is categorized as Proficient with Distinction. Students performing at this level demonstrate knowledge and skills beyond what is expected and excel in their instructional activities that are aligned with Grade Level Expectations. Level 3 is categorized as Proficient. Performance at proficient indicates that the student has a level of proficiency necessary to begin working successfully on current grade content and skills. Level 2 is designated as Partially Proficient. Students performing at this level demonstrate gaps in required knowledge and skills that are aligned with Grade Level Expectations. Level 1 is categorized as Substantially Below Proficient. Students performing at this level demonstrate extensive and significant gaps in necessary knowledge and skills needed to perform successfully in instructional activities aligned with Grade Level Expectations. Stony Lane considers Levels 3 or 4 acceptable. Students performing below the proficient level are considered in need of significant intervention in order to perform at their expected grade level.

B). Stony Lane Elementary School continually examines the performance trends of all students. For example, on the NECAP over the past five years, Stony Lane students have shown overall growth in both reading and math, more than 80% of all students attained Proficiency or Proficiency with Distinction performance levels in both reading and math. Although the number of students has almost doubled within the last four years, at least one-third of Stony Lane students achieved a Proficient with Distinction level in both reading and math. In addition, students categorized within subgroups have shown achievement and growth comparable to all students in both reading and math.

During the 2007-2008 school year, approximately 58% of special education students reached Proficiency and Proficiency with Distinction levels in reading on the NECAP: four years later that percentage increased to 80%. Special education students demonstrated similar growth in Math. In 2007-2008, 41.7% of students attained Proficiency and Proficiency with Distinction on the NECAP. During 2011-2012, 70% of special education students achieved these performance levels. This increase has resulted in closing the gap between this subgroup and the general student population. In fact, Stony Lane has the smallest gaps in the state in both reading and math for Special Education students among high-performing schools.

Socio-economically disadvantaged students have achieved performance levels comparable to that of the general student population also. During the school year, 86.7% of socio-economically disadvantaged students achieved a level of 3 or 4 in reading on the NECAP. During the same school year, 73.3% of this subgroup achieved a level 3 or 4 on the NECAP in mathematics. According to RIDE data, Stony Lane has among the smallest achievement gaps among high-performing schools in Rhode Island between students who qualify for free or reduced-price lunch and those without socio-economic disadvantages. Regardless of socio-economic status or learning needs, all Stony Lane students performed equally and at high standards.

Several factors have contributed to these gains. A rigorous curriculum taught by highly qualified teachers has resulted in increased academic achievement for all students. Stony Lane teachers continually examine their core teaching practices. The implementation of evidence-based practices and interventions has also contributed to increased performance. For students with needs in either math or reading, differentiated instruction in the classroom and across grade levels has allowed teachers to meet the needs of struggling learners. The principal and teachers at Stony Lane have attended professional development

on Bloom's Taxonomy and how it relates to student learning. Teachers regularly examine their lessons and the levels of critical thinking involved. This approach helps teachers meet the varying needs of their students. For example, in order to provide differentiated instruction, a teacher may have one group of students identify the main characters while another group may be asked to examine character traits. Another contributing factor to these significant gains is the effective use of resources, including using all educators and teacher assistants in the building to provide additional instruction. Finally, ongoing parent and community involvement has been essential to support the learning of all our students at Stony Lane Elementary School.

2. Using Assessment Results:

Stony Lane Elementary School has developed a school level data-based decision making team that consists of a primary and intermediate classroom teacher, the principal, reading teacher, and school psychologist. This Student Data Leadership Team reviews comprehensive assessment data to develop, evaluate, and modify academic instruction and support services. It also attends state-sponsored data driven conferences and then trains the faculty and staff. The staff has data meetings at each grade level three times per year to look at Benchmark Assessments that are administered to all students.

Teachers examine the data and validate patterns of need through additional assessments and informal and formal teacher observations. Identifying patterns of need for clusters of students provides opportunities to ask big questions and examine our core teaching practice. The use of data is moving Stony Lane toward a school-wide transparent data culture. For students who do not meet the benchmark targets, teachers analyze the data to determine which skills may need strengthening. Looking at areas of weakness, as well as the needs for enrichment, allows teachers to provide opportunities for growth for all students. In the classroom, teachers use content specific measures to monitor student progress regularly. Teachers determine the extent of students' understanding and whether a concept needs to be reviewed.

The staff routinely engages in data conversations to help define areas of need. At the classroom level, teachers use data daily to determine need, monitor progress, and inform instruction. The process of data informed decision making leads us to better instructional practices and subsequently greater student achievement. At the school level, educators analyze data at grade level data meetings to examine trends. This problem solving approach helps to determine potential root causes and assists in identifying general trends to help develop action plans. Action plans may include differentiated instruction within the classroom, intervention blocks, and the effective use of resources across grade levels.

Teachers use data to create flexible grouping to address areas of need and for enrichment. Teachers work collaboratively during school-wide differentiated instruction blocks that have been an effective way to meet the needs of all students. During these learning blocks, students may receive additional instruction in areas of weakness. Students at or above proficiency receive enrichment opportunities. Students work in their classroom or in another area at their grade level. All educators within the building provide instruction during differentiated instruction blocks to ensure that the students are receiving the proper instruction.

During Response to Intervention meetings, a team of educators with diverse skills meets to review research based interventions, assessment results, and develop action plans for students not making progress or not meeting grade level expectations. The team decides which additional strategies and interventions need to be put in place based on student progress. The team meets again within six to eight weeks. During that time period, teachers closely monitor student growth.

Parents are kept well informed. Annually, at Open House, our school principal reports on the status of our assessment scores in all areas and speaks on the vision we have as a school for moving forward. As budget cuts continue to affect how students are served, strategies are developed as a school to best use resources to meet the needs of each child. Stony Lane Elementary uses assessment data to analyze and improve student and school performance. The Student Data Leadership Team will continue to attend state

sponsored data driven conferences and implement best practices with the faculty at Stony Lane to ensure the success of all students.

3. Sharing Lessons Learned:

Stony Lane is at the forefront of incorporating science notebooks as an integral part of science instruction at the school, district, and state level. In February 2010, our administrator and a teacher were invited to join a Rhode Island cohort at the Writing in Science Institute in Seattle, Washington, led by Betsy Rupp Fulwiler, author of *Writing in Science and Writing in Science in Action*. The *North Kingstown District*, as well as the other districts in the cohort, had already begun using Rupp Fulwiler's writing strategies. Reasons for embracing her strategies are the strong connection between the components of her philosophy with Common Core State Standards across content areas and their similarity to student investigations on the Science NECAP (New England Common Assessment Program). Students are taught how to make careful observations, draw diagrams, compare and contrast, and write conclusions. Similar skills are taught in reading, math and social studies and are necessary skills for college and career readiness. Most powerful is her philosophy that students must refer to authentic data, and provide evidence for their thinking, both in meaning-making discussions and subsequent writing sessions.

Upon returning to Rhode Island, the cohort made a commitment to deepen its understanding of Ms. Rupp Fulwiler's work. Administrators in the cohort met over the summer to map out monthly meetings, each hosted by a different school, with meeting topics and agendas tailored after protocols outlined in *Writing in Science in Action*. Interested teachers who were not part of the original cohort were invited to join, with a total of fifty teachers representing four districts at the monthly meetings. In order to expand the expertise of science instruction within Stony Lane, at least one representative of each grade level attended these monthly meetings. Teachers shared their new knowledge with colleagues to ensure consistency in science writing across grade levels.

At each meeting, teachers learned a writing strategy presented by the host school which they later implemented in their classroom. The teachers who had attended the Seattle Institute facilitated group discussions where teachers presented student notebooks to note strengths and weaknesses of the formative writing pieces as well as how to move instruction forward. Stony Lane continues to refine our expertise in teaching and writing in science. Administrators have remained in communication, and the teacher, also the district elementary science coordinator, has presented science writing workshops to several other elementary schools in the district.

4. Engaging Families and Communities:

At Stony Lane Elementary student success is achieved through the partnership we have with our families, our PTO, and our local community. This strategy stems from our school's Mission Statement, that in partnership we will create students who will be lifelong learners and will serve their community. We strive to bring parents, faculty, and community members together in a variety of ways to engage students at all levels. Three of our most successful programs, our Outdoor Classroom Garden, Annual Theme Day, and Stony Lane University Program, illustrate this collaboration.

The Stony Lane PTO, with the help of parents, University of Rhode Island Master Gardeners, and local farmers created an Outdoor Classroom Garden with the goal of enriching student learning with hands-on experiences. This special garden is not only incorporated into classroom science and social studies lessons, but teaches students the benefits of growing their own healthy food. Our "Three Sisters' Garden" links students to the history of Native Americans while providing fresh produce to Reach Out, a North Kingstown community service agency, which aids local families in need.

Each year our PTO sponsors Theme Day, a full day of mini-courses dedicated to expanding students' learning and experiences while giving them the opportunity to make connections across the curriculum. These courses are led by parent and community volunteers who are willing to share their

talents and expertise. Last year's theme, "Healthy Minds, Healthy Bodies," allowed students to explore aspects of a healthy lifestyle, which included proper dental care and good nutrition, physical fitness through basketball or dance, and mental health through yoga and martial arts.

Our afterschool enrichment program, Stony Lane University, provides opportunities for students to learn beyond the classroom. Again using our school's talented resources, past programs have included rocketry, robotics, animation, and fencing. These classes give students experiences that are not available during the regular school day. This year we will be offering courses led by some local high school students as they work through their senior projects, further promoting that we are a community of learners.

Stony Lane Elementary is fortunate to have dedicated families and a supportive community who give freely of their time and talents to support student success. In modeling positive collaboration, we are instilling in our students the qualities necessary to become lifelong learners and global citizens.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum and instruction have always been of the utmost importance at Stony Lane. The Race to the Top initiative, as it pertains to the Common Core State Standards (CCSS), has enabled staff to transform instruction and implement new curriculum in English Language Arts (ELA) and mathematics. Student Learning Objectives have been generated to address these two main curriculum areas. The following is an overview of instruction in English language arts, mathematics, science, social studies, and technology.

ELA includes reading, writing, language, and speaking and listening. The ELA curriculum provides rigorous content designed to increase in complexity as students progress through the year and through the grades. The students are exposed to a variety of genres with an equal balance of fiction and nonfiction and are expected to respond to text orally and in writing. The students are guided to use task-specific rubrics to understand criteria which promote independent functioning. Comprehension is at the heart of instruction. Students are taught strategies to aid in the understanding of texts during whole class instruction and in small guided reading groups. Students are expected to use writing skills across all content areas, particularly in science. The writing curriculum focuses on three genres of writing: narrative, informative/explanatory, and opinion writing.

The math curriculum and instructional methods support the CCSS. Through our School Improvement Plan, an emphasis is placed on students developing a deeper understanding of CCSS math concepts, problem solving, and fact fluency. To support this, Stony Lane implements Everyday Math, Singapore Math, Xtra Math, Problem Solvers, and Symphony Math. Each provides multiple grade level opportunities for students to connect to real life situations, such as the Community Garden Project, the School Store, Pennies for Patients, Pennies for Pets, and community service projects involving the Food Pantry. Daily instruction includes small groups, partner work, hands-on activities, technology, and web based programs.

Assessments used to identify student abilities for each strand of the CCSS include: AIMSweb, NWEA, Rocket Math Probes, and NECAP, as well as formal and informal classroom assessments. Data drives differentiated instruction to monitor student progress. Paraprofessional and specialist support, along with community volunteers, provide interventions and enrichment opportunities.

The North Kingstown School District is part of the Guiding Education in Math and Science Network (GEMSNET), which is designed to teach a constructivist model of science. The curriculum incorporates student investigations and materials which focus on Rhode Island Science Grade Span Expectations K-12. Science kits are designed to stimulate students' curiosity. Each requires students to observe, predict, and draw conclusions based upon evidence. Kits include concepts and processes in physical, life, earth, space science, and technology. Instruction emphasizes notebook writing.

Social Studies Skills include developing and applying content knowledge derived from national standards in Geography, History, Economics, and Civics. The curriculum focuses on essential questions to drive instruction. The focus areas are; Myself and My Community Helpers, Understanding Families and Neighbors, Understanding My World, My Community and My State, Geographic Regions of the United States, and Early North American History. The focus areas and skills such as higher level thinking, conducting and presenting research, and communication, are integrated into curriculum areas, specifically reading, writing, and the arts.

Our technology resources include a computer lab, mobile iPad cart, SmartBoards, and document cameras. Specialized technical equipment such as F.M. systems, a Braille maker, zoom type computers, magnifiers, and audio books assist visually and hearing impaired students.

Our goal, as stated in our mission statement, is to create life-long learners who contribute positively to our global society. The curricula implemented at Stony Lane are designed with this in mind.

2. Reading/English:

Stony Lane School uses Common Core State Standards to guide reading instruction throughout the content areas, with a balance of fiction and nonfiction. Focusing on the rigor of text complexity, teachers choose from a wide variety of reading materials found in grade level libraries as well as leveled reader sets in the school library. There is a variety of genres for teachers to choose from for instruction in the form of chapter books, trade books, and non-fiction science and social studies books. Additionally, teachers have access to Reading A-Z books and *Scholastic News*, both of which are often projected on SmartBoards for interactive whole group instruction. Accelerated Reader is also available for students to check comprehension of books they read from the school's library.

Students acquire foundational reading skills through daily ninety minute uninterrupted reading blocks. Classroom teachers, the Reading Specialist, Special Educators, and teacher assistants work closely together so that a balance of whole group and small group instruction can take place. Stony Lane chose this type of instruction to maximize flexible grouping so students get the instruction they need at their current reading level. Oral and written comprehension is incorporated into the reading lessons with a strong focus on Text Dependent questions, so that students can become "experts" of the text through Close Reading.

In addition to daily reading groups, students in Kindergarten through Third Grade are taught Fundations. The district chose Fundations as our core Phonics Program since it provides consistent systematic instruction. Wilson Reading System is used for struggling readers as needed by the Special Education teacher in grades Four and Five.

Students are assessed three times per year using Aimsweb and NWEA/MAP, (Measures of Academic Progress), Reading Benchmark assessments, and two times per year with the Fountas and Pinnell Benchmark Kit. Students on Personal Literacy Plans are assessed more frequently using the Fountas and Pinnell Benchmark Assessment Kits, Dolch Words, the Aimsweb Tests of Early Literacy, RCBM, (Reading Curriculum Based Measurement), and the MAZE.

Student progress is tracked by classroom teachers on spreadsheets which include all reading assessments. These spreadsheets are then used for data board grade level meetings to discuss students' progress. Students who are not making adequate progress are brought to the Response to Intervention team, where members meet and brainstorm research-based home and school interventions to improve student progress.

3. Mathematics:

Stony Lane Elementary School's math curriculum and instructional methods are based on the Common Core State Standards (CCSS): numbers and operations–base ten, numbers and operations–fractions, operations and algebraic thinking, measurement and data, and geometry. Students use the seven mathematical practices to engage the aforementioned mathematical concepts. Teaching math effectively requires a focus on student understanding of the core foundational concepts in mathematics; consequently, Stony Lane adopted the CCSS. Students should be able to explain how they came to a solution and the strategies used. They also should be able to comprehend the meaning behind an algorithm. Students need to be mathematically fluent.

Stony Lane students acquire foundational mathematical skills by practicing their basic math facts extensively. Research has shown that early mastery of these skills leads to later academic success. At Stony Lane, teachers strive to ensure that all students are proficient with their basic math facts by the end

of fourth grade. Mastery of the basic math skills helps to diminish math anxiety, build confidence in math, and create an enjoyment for math.

Stony Lane has been at the forefront to improve mathematical skills in students who are performing both below and above grade level. These students receive support, additional extensive practice, inquiry method instruction, and memorable experiences which relate to the real world. Moreover, teachers differentiate their instruction based on each student's abilities and learning styles. Stony Lane believes that students should not move forward until a concept has been understood; therefore, students who struggle with a concept receive additional assistance using a supportive program such as Pinpoint Math and then are progressed monitored using AIMSweb Math–Computation, AIMSweb Math–Concept and Applications, and Northwest Evaluation Association (NWEA) assessments. Within this additional support there is a smaller ratio of children to instructor. Finally, all grade five teachers at Stony Lane have recently been awarded a grant to develop a CCSS collaborative consortium with other schools in the district focusing on implementing the new CCSS.

4. Additional Curriculum Area:

Social Studies comes to life at Stony Lane through the integration of special subject area classes with classroom curriculum. Library, Physical Education, Music and Visual Arts offer students multiple ways to explore and experience our world and its history through creative expression and research.

An example of this integration is our Native American unit. One grade level's social studies curriculum centers on native peoples in North America. As the subject is introduced and taught in the classroom, the specialists also join in by having students explore specific tribal regions in greater depth. The librarian begins building a foundation with students researching tribes, finding information on creation myths, legends, native handicrafts, and the native peoples' connection with the natural world. Students end their research by selecting animals indigenous to the regions of the native tribes, and explaining both their own connections to the animals and the symbolic meaning Native Americans would have linked to these animals. The physical educator has students participate in Native American games, and students use their bodies to create tableaus based on tribal myths and legends. The music educator provides background information on sacrificial ceremonies along with teaching respect of nature, animals and one another. Chanting, circle dances and dramatizing myths with instrumental accompaniment, as well as performing a contemporary Native American song using sign language, enhances students' knowledge and experience. The visual arts educator guides students in the exploration of symbolism and creation of the Native American arts and crafts.

The unit culminates with a naming ceremony which brings together our entire learning community of students, staff, and families. During this ceremony, students exhibit their art work, act out myths, perform in song and dance, and receive a new name based on their unique character traits and a symbolic totem animal.

This project is but one example of how we work together to increase learning opportunities in our school. Integration is important to us, and we continue to develop units which connect the social studies curriculum and special subject areas to provide for an active exploration of ideas and learning. At Stony Lane, we believe that by exploring another society, we learn more about ourselves and students will develop respect and understanding for people beyond their immediate circle.

5. Instructional Methods:

Stony Lane School strives to meet the diverse needs of all students, from students with identified disabilities to students performing above grade level expectations. This is achieved by using all certified staff members in the building to provide differentiated, effective instruction that is modified or supplemented to ensure high levels of student learning and achievement. Essential to effective

differentiation is the support of our paraprofessionals who modify work, provide additional practice, and support behavior/social skills in and out of the classroom.

All students are exposed to grade level standards through whole-class instruction. Pre and post test data are analyzed to look at specific, targeted skills being taught. Classroom teachers, special educators, and paraprofessionals use these results to group students. Differentiated lessons are collaboratively planned and implemented for students performing at various levels.

Additionally, students in need (identified through IDEA or Response to Intervention (RTI)), receive focused, specialized instruction. Once specific skill deficits are identified, the students participate in guided, supplementary instruction in small groups or individually. These groups are led by the classroom teacher, a special educator, reading specialist, or a paraprofessional. Progress of identified students is monitored frequently and data used to determine the effectiveness of interventions.

Technology is used daily to deliver and supplement instruction. Smart Boards are used within the classrooms to engage students in lessons and project digital lesson materials. Every classroom has a bank of five computers which are used during group work or centers.

Between our school's computer lab and mobile iPad cart, technology enables each student in a class to access software programs, applications, and approved educational websites that can be monitored by the teachers. Skill levels can be remotely adjusted for each student according to his or her ability level. This means that some students will be practicing remedial skills, while some will be exposed to higher-level skills and enrichment. Many of these programs, such as Lexia Learning and Xtra Math, provide feedback to the teacher regarding students' progress and notifies the teacher of specific skills that require intervention. Teachers use this valuable information to drive effective instruction during intervention lessons. One of the greatest advantages of many of these software programs is that students can also access them on their home computers for additional, guided practice.

6. Professional Development:

Math and ELA Common Core Implementation: Race to the Top Initiative: The North Kingstown School District, along with Stony Lane Elementary School, began training teachers and administrators in the Study of the Standards for ELA and Math in 2011. Copies of the Common Core State Standards books were distributed to all teachers responsible for these content areas. The district also began working with the Dana Center to develop a math Scope and Sequence. Approximately eleven teachers participated on the writing teams. One Grade 5 teacher, representing Stony Lane, is part of that team. The Scope and Sequence included units of study that were aligned to the CCSS. A leadership team consisting of administrators and teacher leaders also met through the Dana Center to deepen the understanding of the standards and to learn how to successfully implement change.

January 27, 2011—District-wide PD day: A crosswalk between the CCSS and the Rhode Island Grade Level Expectations was created and discussed at the elementary level. In grade level teams, elementary teachers used alignment charts to study the math standards so they could better understand the progression of each standard through the grades. North Kingstown members of the Dana Center writing teams facilitated these sessions.

April 13, 2012—District-wide PD day: Elementary teachers again met in grade level teams and the writing team members along with the building administrators facilitated the following topics: grade-span progressions, grade-level focus areas, and major cluster understandings with supporting activities. Unit one from the Scope and Sequence was distributed to all elementary teachers. The ELA/Reading teachers continued aligning the curriculum with the CCSS

<u>Nov. 6, 2012—District-wide PD day</u>: Elementary teachers used the lesson plan template developed by the Dana Center to cluster standards for math lesson plans.

In spring 2012, district grade level teams gathered materials and aligned lessons to the math scope and sequence to drive student achievement. At the elementary level, grade level teams examined the Everyday Math program components and other resources to create binders of materials to use in their instruction. That work has continued into the fall and winter of 2012. The grade five math teachers, including one representing Stony Lane, secured a Professional Learning Community mini-grant from the Rhode Island Department of Education to complete this work during the summer of 2012 and the 2012-2013 school years.

7. School Leadership:

Students need to feel safe, supported and respected in order to be successful. Staff and students are encouraged to fulfill leadership roles, which help to create and sustain a positive school climate. The principal delegates leadership roles, providing a structure that empowers staff, students and families; thus, creating a community where everyone feels a sense of belonging.

In 2010, a team which included the principal, psychologist, nurse, and physical education teacher, attended a School Climate conference. As a result of their findings, the team decided to amend the school's original behavior plan by adding a goal to reduce bullying. Consequently, school climate programs such as fifth grade ambassadors and school safety patrol were developed and adopted. In addition, a revised behavioral rubric was implemented that addressed bullying and defined consequences for such actions. The school also promotes a climate which encourages families to have an open dialogue with faculty and staff and an involvement in school activities and committees. This makes the climate one of belonging and openness.

The structure of the school is based on shared responsibility. Faculty and staff are cross-trained ensuring that if one member is absent, the school continues to function seamlessly. For example, when the principal is out of the building, the nurse assumes the principal's duties. The school always has a leader because leadership responsibilities are everyone's.

Classroom teachers across all grade levels are being trained to create a safety network within their classrooms through the "Open Circle" program. In this program, students discuss and share their feelings and concerns during a classroom meeting. They can be assured that their voice will be heard and the teacher and other students will support them. If these concerns are addressed during meeting time and resolved, more serious issues will be avoided. This intervention will leave more time for academics.

In closing, creating a safe, positive school climate at Stony Lane has strengthened home-school connections, enriched the school community and created a place where students and staff are concerned for each other's well-being. When students feel safe and supported they can focus their energy on achieving academic, physical and social success.

PART VII - ASSESSMENT RESULTS
STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3   Test: NECAP

Edition/Publication Year: 2005

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient + Proficient with Distinction	91	92	88	83	86
Proficient with Distinction	38	43	41	40	37
Number of students tested	76	76	120	118	123
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	1	0	0	2
Percent of students alternatively assessed	0	1	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Proficient with Distinction			86		
Proficient with Distinction			21		
Number of students tested			14		
2. African American Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient + Proficient with Distinction	70		79	60	42
Proficient with Distinction	30		43	20	17
Number of students tested	10		14	20	12
5. English Language Learner Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
6.					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

NOTES: From 2007-2008, 2008-2009 along with 2009-2010 Stony Lane was a K-3 elementary school. In 2010-2011 and 2011-2012 we became a K-5 elementary school. Reporting the data by grade level masks the relatively small gaps that Stony Lane has, because most subgroups have fewer than 10 students per grade, even if there are more than 10 in that subgroup school-wide. In mathematics, the gap between free/reduced price meal students and all students is 16%, which is among the smallest in the state among high-performing schools. Please also note that the gap between students with IEPs and all students is 18.9%. This gap has reduced dramatically over the 4-year period (from 45%) and is now the lowest in the state among high-performing schools.

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: NECAP

Edition/Publication Year: 2005   Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient + Proficient with Distinction	92	92	91	86	89
Proficient with Distinction	33	28	30	35	24
Number of students tested	76	76	120	118	123
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	1	0	0	2
Percent of students alternatively assessed	0	1	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Proficient with Distinction			86		
Proficient with Distinction			29		
Number of students tested			14		
2. African American Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient + Proficient with Distinction	80		71	60	58
Proficient with Distinction	10		7	10	0
Number of students tested	10		14	20	12
5. English Language Learner Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
6.					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

NOTES: From 2007-2008, 2008-2009 along with 2009-2010 Stony Lane was a K-3 elementary school. In 2010-2011 and 2011-2012 we became a K-5 elementary school. As with mathematics, reporting the data by grade level data masks the relatively small gaps that Stony Lane has, because most subgroups have fewer than 10 students per grade, even if there are more than 10 in that subgroup school-wide. Please note that at 4%, the gap between students eligible for free/reduced-price meals and all students is among the smallest in the state among high-performing schools. Please also note that gap between students with IEPs and all students is 11%. This gap has reduced dramatically over the 4-year period (from 41%) and is now the lowest in the state among high-performing schools.

13RI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: NECAP

Edition/Publication Year: 2005   Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct			
SCHOOL SCORES					
Proficient + Proficient with Distinction	88	89			
Proficient with Distinction	39	37			
Number of students tested	74	94			
Percent of total students tested	100	99			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Proficient with Distinction		80			
Proficient with Distinction		20			
Number of students tested		15			
2. African American Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
6.					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

NOTES: Stony Lane was a K-3 school during the 2007-2008, 2008-2009 and 2009-2010 school years. It became a K-5 school during the 2010-2011 and 2011-2012 school years. Free/Reduced and Special Education Subgroups comprised fewer than 10 students; RIDE does not provide data on groups smaller than 10.

13RI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: NECAP

Edition/Publication Year: 2005 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct			
SCHOOL SCORES					
Proficient + Proficient with Distinction	88	86			
Proficient With Distinction	37	38			
Number of students tested	74	94			
Percent of total students tested	100	99			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Proficient with Distinction		80			
Proficient With Distinction		27			
Number of students tested		15			
2. African American Students					
Proficient + Proficient with Distinction					
Proficient With Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient + Proficient with Distinction					
Proficient With Distinction					
Number of students tested					
4. Special Education Students					
Proficient + Proficient with Distinction					
Proficient With Distinction					
Number of students tested					
5. English Language Learner Students					
Proficient + Proficient with Distinction					
Proficient With Distinction					
Number of students tested					
6.					
Proficient + Proficient with Distinction					
Proficient With Distinction					
Number of students tested					

NOTES:

From 2007-2008, 2008-2009 along with 2009-2010 Stony Lane was a K-3 elementary school. In 2010-2011 and 2011-2012 we became a K-5 elementary school.

13RI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: NECAP

Edition/Publication Year: 2005   Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct			
SCHOOL SCORES					
Proficient + Proficient with Distinction	88	86			
Proficient with Distinction	33	47			
Number of students tested	94	83			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Proficient with Distinction	73				
Proficient with Distinction	7				
Number of students tested	15				
2. African American Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient + Proficient with Distinction		70			
Proficient with Distinction		39			
Number of students tested		13			
5. English Language Learner Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
6.					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

NOTES:

From 2007-2008, 2008-2009 along with 2009-2010 Stony Lane was a K-3 elementary school. In 2010-2011 and 2011-2012 we became a K-5 elementary school.

13RI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: NECAP

Edition/Publication Year: 2005   Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct			
SCHOOL SCORES					
Proficient + Proficient with Distinction	93	84			
Proficient with Distinction	37	24			
Number of students tested	94	83			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Proficient with Distinction	87				
Proficient with Distinction	20				
Number of students tested	15				
2. African American Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
4. Special Education Students					
Proficient + Proficient with Distinction		62			
Proficient with Distinction		15			
Number of students tested		13			
5. English Language Learner Students					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
6.					
Proficient + Proficient with Distinction					
Proficient with Distinction					
Number of students tested					

NOTES:

From 2007-2008, 2008-2009 along with 2009-2010 Stony Lane was a K-3 elementary school. In 2010-2011 and 2011-2012 we became a K-5 elementary school.

13RI1