

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Clayville Elementary School
(As it should appear in the official records)

School Mailing Address 3 George Washington Highway
(If address is P.O. Box, also include street address.)

City Clayville State RI Zip Code+4 (9 digits total) 02815-1110

County Providence County

Telephone (401) 647-4115 Fax (401) 647-4114

Web site/URL <https://clayville.scituateschoolsri.net/> E-mail sarah.hess@ScituateSchoolsRI.net

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.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Laurie Andries E-mail Laurie.Andries@ScituateSchoolsRI.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scituate Public Schools Tel. (401) 647-4100

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Carolyn Dias
(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.

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

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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| Grade | # of Students |
|----------------|---------------|
| PreK | 20 |
| K | 13 |
| 1 | 22 |
| 2 | 23 |
| 3 | 25 |
| 4 | 24 |
| 5 | 18 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| 9 | 0 |
| 10 | 0 |
| 11 | 0 |
| 12 or higher | 0 |
| Total Students | 145 |

*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):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1.3 % Black or African American
 - 3.4 % Hispanic or Latino
 - 0.7 % Native Hawaiian or Other Pacific Islander
 - 89.8 % White
 - 4.8 % 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 2021 - 2022 school year: 4%

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, 2021 until the end of the 2021-2022 school year | 5 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year | 1 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 6 |
| (4) Total number of students in the school as of October 1, 2021 | 144 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.04 |
| (6) Amount in row (5) multiplied by 100 | 4 |

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

none

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

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 11

8. Students receiving special education services with an IEP: 19 %
Total number of students served 28

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. 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>2</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Students receiving special education services with a 504: 3 %
Total number of students served: 5

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | Number of Staff |
|--|-----------------|
| Administrators | 1 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 7 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 4 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 5 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

12. 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 21:1

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

| Required Information | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 94% | 96% | 96% | 96% | 92% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

14. **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 2022.

| 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% |

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

The mission of the Clayville Elementary School Community is to provide all students with the knowledge and skills necessary to achieve high academic standards while encouraging curiosity, promoting responsibility, and building character in a nurturing learning environment.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.scituateschoolsri.net/page/non-discrimination-policy>

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

PART III – SCHOOL OVERVIEW

Nestled in the small rural town of Scituate, Clayville School embodies the tight-knit, impassioned, and sincere values of its families. Established in 1933, Clayville has been a gem in the community for the last 90 years. Many of our students walk the same halls as their parents and grandparents. Our families prioritize and value a high quality education for their children. We are so fortunate to have a strong sense of school pride and family in our community. At Clayville, we celebrate the traditions of the past, while also embracing the challenges of the future.

Our staff is committed to providing outstanding educational opportunities in a safe and nurturing environment. As a small school, it is our aim for every staff member to know and build a relationship with every single child. We take the time to monitor every child's progress and provide instruction and supports to meet each of their needs. Teachers meet in common planning meetings every week with our specialist and administrator to review curriculum, monitor student progress, and plan interventions. Collaboration is key when it comes to student learning. Academic and social emotional interventions are implemented in order to close skills gaps and set our students on the path to success. This commitment to collaborating to meet the needs of every child results in strong learning gains and high levels of proficiency in all academic areas. At Clayville School, we are proud of our staff's thoughtful integration of technology that effectively supports instruction. Teachers incorporate blended learning techniques to meet the unique needs of all students and engage students in motivating learning activities. A hands-on approach to learning builds strong foundational skills in math and literacy. Students often work in small group activities allowing them time to practice skills on their path to mastery and work with teachers and support professionals with a more personalized approach. Research skills are honed from Kindergarten through 5th grade as students read a variety of text to develop unit projects related to science and social studies themes. Field trips, assemblies, and guest speakers bring learning to life for our students and adds meaningful opportunities. We also implement STEAM (science, technology, engineering, art, mathematics) enrichment block that provides students with a variety of outlets that act as access points for guiding student inquiry, dialogue, and critical thinking. STEAM activities include drumming, typing, coding, building, and creating dioramas and stop motion videos. Students also learn about careers in the field of STEAM. Planning for these invaluable experiences requires teamwork and leads to powerful outcomes for our students.

As a school community, we willfully take on many challenges to prepare our students for their ever-evolving futures. We recognize the importance of a cohesive and guaranteed curriculum for all students. Thus, one of our main focuses as a district is continuously improving and implementing a rigorous and viable curriculum, kindergarten through grade 12. As a Feinstein Leadership school and with the help of our student council, our students participate in food drives, money and toy drives to give back to our community. With the leadership of our Student Council, we also support our local animal shelter by collecting pet food and supplies. We believe that we have a responsibility to take an active role in supporting our surrounding community. Teaching values of caring, kindness, and responsibility to help those around us is just as important as academics. We teach social emotional lessons centered around our core values.

Further, we believe that student success relies on the support of the entire community. We consistently work towards cultivating a strong partnership between parents and the school to ensure student success. At Clayville, we remain committed to teaching and modeling our belief and value system guided by our 6 Core Values; Respect, Inclusion, Caring, Honesty, Effort, and Responsibility. Teaching students these core values and social-emotional skills is just as important as providing them with a strong academic foundation.

Simply put – to us, Clayville means family!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Our English Language Arts program teaches the Rhode Island Core Standards for English Language Arts in a balanced approach to our literacy instruction includes word study, reading, writing, speaking, and listening skills. Phonological awareness, phonemic awareness and phonics skills are the essential foundation to literacy. Daily practice using the Heggerty program as a supplement to American Reading Company curriculum builds this strong foundation. Through the Heggerty lessons, students develop phonological and phonemic awareness by manipulating word parts and individual sounds in words. (Students in the early grades learn the sounds of letters and words and how to manipulate sounds by changing the beginning, middle, and ending in words). Word study skills continue through the grade levels as they grow from fundamental decoding to learning the roots and affixes of words as they get into the upper grades. In addition, students develop vocabulary through rich literacy experiences in the classroom.

Using the American Reading Company curriculum, students participate in literacy labs and build their critical reading and writing skills through a project-based approach for each thematic unit. The projects are based on research questions within each theme. The students complete graphic organizers and develop essays, books, and slide show presentations to present their research. Students spend ample time reading books at their independent level in addition to grade level texts. Comprehension is developed through discussions and opportunities to reflect, infer, and respond to questions citing textual evidence to support answers. All students have individualized coaching in the area of reading and writing as they work on their individual power goals. Teachers utilize the IRLA (Independent Reading Level Assessment) Toolkits and Foundational Skills Toolkits to provide differentiated, targeted, and efficient skills instruction embedded into one-on-one conferences and strategy plans. Students are motivated to read as they complete a “step” of independent reading for every 15 minutes read. For every hundred steps read, students earn a colored foot charm to represent their progress. Students are not “tested” on the books they read for independent reading. Instead, they are invited to share what they read in authentic discussions with their teacher during their reading conferences. Students are eager to read and share their excitement when they are ready to move up a reading level. Students' reading autonomy is encouraged through text choice and choice of research topics.

A variety of assessments provide an authentic gauge on student learning. In addition to written responses to text, student's independent reading levels are assessed with 1:1 oral reading with verbal responses to text and rubrics are used for writing and project-based assessments. In addition, the IRLA is used for formative assessment throughout the school year. Educators use the IRLA to assess students' skills in the areas of letter and sound identification, decoding skills and vocabulary. AimsWeb (K-3) and STAR (4-5) benchmark assessments are also administered throughout the school year. The results of these benchmark assessments are used to determine if students need a literacy intervention.

1b. Mathematics curriculum content, instruction, and assessment:

Our math program of instruction teaches the Rhode Island Core Standards of Mathematics. The goals of these standards to train our brains to find logical solutions to math problems. Teachers implement the gradual release model of instruction along with learning centers to practice skills. All students meet in small groups with the teacher during their center time.

At the kindergarten and first grade levels, the Bridges program is utilized due to its strong hands-on approach to learning foundational skills. Engaging lessons include manipulatives and a center-based approach with games to practice skills in the areas of Problems & Investigations, Work Places and Number Corner. All skills are taught in a cyclical approach leading to mastery with a lasting understanding and the ability to solve complex problems. Assessments are given 1:1, making them truly meaningful. Math games and activities include colorful card decks, spinners, and a variety of game boards. Manipulatives include a variety of physical shapes, counters, measuring tools as well as virtual versions of the tools in math apps.

This comprehensive program gives teachers the tools to address the common core standards in an accessible and engaging manner.

Students in grade 2 through 5 learn Rhode Island Core math skills and concepts utilizing the Eureka program focused on layered concepts and a complete body of math knowledge over memorization isolated skills. This holistic program prioritizes conceptual understanding and problem solving. A blended learning approach to math instruction and practice provides additional instruction and interactive practice using Zearn and math Gizmos. Students practice multiple strategies to solve multi-step problems on a daily basis using and creating visual models. Students learn a variety of models to represent the why behind the answers. Critical thinking in problem solving is practiced regularly as students explain how they solve problems and support their answers. Curriculum assessments are given online and students are taught how to use paper-and-pencil to support their computation and problem solving.

A variety of assessments provide an authentic gauge on student learning. In addition to curriculum assessments, AimsWeb (K-3) and STAR (4-5) benchmark assessments are administered throughout the school year. The results of these benchmark assessments are used to determine if students need math intervention.

1c. Science curriculum content, instruction, and assessment:

A thematic approach to learning integrates science into literacy themes via project-based learning. In addition to the American Reading Company thematic units, teachers use the FOSS science kits. These kits provide materials for hands-on science labs, many of which follow the scientific method of problem solving where students perform and experiment to test a variable. Field trips to the farm, Mystic Aquarium, nature center, and science museums and school-wide assemblies presented by Bwana Iguana Reptile Adventure and the Audubon Society further enrich the science program and provide real life experiences for students. Science Gizmos supplement the science instruction providing online virtual experiments and interactive modules meeting the Next Generation Science Standards. Science assessments include rubrics for projects, lab sheets, and online quizzes. Fifth grade students take the Next Generation Science Assessment each spring.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The thematic approach to teaching history and social studies is integrated into literacy themes and project-based learning. Themes include sports and society, space exploration, jobs in the community, the US states, and American History. Local history is explored with a field trip to the town of Scituate. Rubrics are used to assess the interdisciplinary projects.

1e. For schools that serve grades 7-12:

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

The Clayville Public School Preschool program is designed for children between 3 1/2 to 5 years old, and it provides a comprehensive curriculum aligned with the Rhode Island Early Learning and Development Standards. The program offers specially designed instruction to cater to the needs of all students, including those with developmental delays. The program ensures that each student has access to opportunities for learning within the context of a structured predictable routine, collaborative work with family and related service providers, and a balanced number of students in each session.

The program is a five-day program that runs Monday through Friday, and students are invited to join the AM or PM session. Each class is integrated to include students with disabilities and typical peers from the community. The curriculum used in the program includes Foundations® for literacy, Heggerty for Phonemic Awareness, and Nita's Notebook for math, providing a well-rounded education for the students. Overall,

Clayville Public School Preschool program is an excellent choice for Scituate parents looking for a high-quality education program for their young children.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in grades PreK – 5 participate in music once a week for 30 minutes. Students perform by singing, moving and playing percussion instruments and recorders. They listen to, analyze and describe instrumental and vocal performances. Students learn about relationships between music and disciplines outside the arts. In class, we also explore how music relates to a country's history and culture.

Visual art lessons are given to all students in grades PreK- 5 for 45 minutes once a week. During art class, students work through the process of creating, presenting, responding, and connecting to visual art. Students learn and analyze art through art history. They explore different art movements and artist's artistic styles by, creating with a variety of art mediums, as well as through the study of career opportunities in the field of art. Art projects extend thematic units of study in areas of literature, science, and social studies.

2b. Physical education/health/nutrition

Students participate in physical education twice a week for 35 minutes. During Physical Education class, students practice character education and sportsmanship while developing gross motor skills. They learn a variety of team sports by starting with basic skills such as throwing, bouncing, catching, and kicking. These skills are built upon until a full game can be played. Health lessons are taught to students in grades K-5 by our school nurse teacher for 30 minutes each week. Physical Education and Health lessons follow the RI standards and promote health and wellness.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Students in grades K-5 participate in library class once a week for 45 minutes and PreK students for 30 minutes each week. During library class, students learn library skills of circulation and book location, digital citizenship, research skills, computer science, using Google Suite products, and story elements. With the skills students learn in library class, they will be high-quality citizens who can locate appropriate and accurate information, share their ideas with facts, and respect others' opinions. Our library program also offers resources such as books, websites, and databases that coordinate with our classroom curriculum to support student learning. The librarian also collaborates with classroom teachers and provides programs such as the RICBA challenge, Read Across America week, and assists in Reading Week.

2e. Any other interesting or innovative curriculum programs you would like to share

Our STEAM program is offered to students in grades K-5 once a week for 45 minutes. Kindergarten students learn drums alive and the basics of coding. First graders learn pixel art and OSMO. Students in second grade learn typing. Six Bricks is a hands-on tool for learning. Through fun and short activities with sets of LEGO® DUPLO® bricks, children can practice their memory, movement, creativity, problem solving, and more for our students in first and second grade. Students in grade 3 learned about measurement with the spheros as well to assist in RICAS testing. They will then explore some STEAM careers through hands on activities. Fourth graders create stop motion videos and learn geographic information systems. Students in grade five made Stop Motion videos and learn to code using Scratch.mit.edu. These innovative lessons foster creative thinking and problem solving skills in our students, and they are highly motivated by the engaging hands-on activities each week.

3. Academic Supports

3a. Students performing below grade level:

Clayville staff have partnered with Bridge-RI to pilot the Multi-Tiered System of Support in the area of math. With this program, the MTSS team participated in extensive training and meets weekly to plan and monitor the math interventions and data-based individualization to monitor the progress and problem solve for our students receiving special education and not making gains sufficient to meet the benchmark expectation. This ongoing, systematic team approach ensures students are getting the supports they need to achieve.

At Clayville School, our staff is committed to implementing the Multi-Tiered System of Supports with fidelity. At the beginning of each school year, students participate in benchmark assessments for reading and math. During our beginning of year data day, the MTSS team meets with each teacher to review student scores and ensure all students performing below grade level are assigned to an intervention group for their primary area of skill gap. Intervention groups meet three to five times a week. Literacy interventions include Voyager Rewards or Passport, PALs, Heggerty, and Wilson Reading. Math interventions include Bridges, Connected Math Concepts, PALs, and Pirate Math.

Progress monitoring assessments are done weekly or bi-weekly and the data is reviewed at the end of the intervention cycle with the MTSS team. At the middle of year benchmark period, we examine student achievement and ensure all students in need of intervention are receiving the necessary supports.

3b. Students performing above grade level:

All students are provided with books to read on their independent and instructional levels. This provides students reading above grade level with ongoing opportunities to engage in text beyond grade level independently as well as in a small group guided reading setting. The project-based learning approach we implement with our English Language Arts curriculum is a natural way to enrich the learning of students performing above grade level, as they can dig deeper into content and explore more advanced methods to present their learning.

Once a week for 45 minutes, 4th and 5th grade students who read at least one level above grade level, score 70% or more on Star Testing, and shows outstanding effort meet with the school media specialist. Students work on enhancing their reading and writing skills by publishing a monthly student newspaper called "The Pawsprint." Students receive different section assignments each month to complete as well as proofreading and offering feedback to their peers. All students in our school receive a copy to read.

Adaptive learning tools such as Zearn and Gizmos provide the opportunity for students to practice math skills and concepts beyond those that are seen at grade level. These tools provide ongoing math instruction and practice on individual levels and enable our students performing above grade level to be challenged.

3c. Students with disabilities:

Clayville School is fortunate to have a highly collaborative special education team of teachers and specialists. We have three full time special education teachers. One is dual-certified and teaches our integrated PreK program, one special education teacher services students in grades K-2, and one special education teacher services students in grades 3-5. Students with disabilities are supported with push in support in the classroom for parts of the day in addition to small group or one to one instruction on individual education goals. All services are research-based and implemented with high fidelity. Wilson Reading, Language for Learning, and Bridges Math are commonly taught by our special education teachers. Progress towards academic goals is included in our school MTSS data discussions on an ongoing basis. Our team has been piloting the Data-Based Individualization process for our students receiving special education services in order to ensure they are making adequate progress.

In addition to our full time special education teachers, we have two part-time speech and language teachers,

a part-time occupational therapist (one day a week), a part-time physical therapist (one day a week) to provide services. A part time social worker and a part time school psychologist are also at Clayville to provide intervention and support social-emotional needs of our students.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Clayville Elementary School, we pride ourselves as a small, family oriented community. Each child is welcomed to school by name and the genuine smiling faces of our staff. Recognizing students who demonstrate our core values of inclusion, honesty, caring, respect, effort, and responsibility is done on a regular basis by awarding class points for special rewards and “PAWsitive” office referrals for students who go above and beyond.

Social emotional learning is just as important to us as academics. We know that students need to feel safe and cared for in order to build students' social emotional skills and promote a positive learning environment for all. The curriculum we are implementing to build these skills is “Choose Love.” This program is aligned with CASEL, Common Core, and ASCA. Mindfulness, character, and emotional intelligence are the essential life skills we teach in order to help our students live healthy and happy lives.

Clayville is fortunate to have a part-time school social worker and a part-time school psychologist to provide our students in need with tier 2 and 3 small group and individual interventions. They lead social skills groups and individual counseling to help students learn coping and regulation strategies. They also collaborate with teachers to plan tier 1 supports for classrooms. Strong social emotional skills set the foundation for success in all areas, and we prioritize learning these essential skills while fostering a positive learning environment.

Opportunities for student leadership are an important way to engage students. Our fourth and fifth grade students have a student council. The student council sponsors school events such as spirit week, helps with quarterly character assemblies, and helps our community with a drive for the local animal shelter. Our fifth grade students also have the opportunity to be a reading buddy. The reading buddies help motivate our younger learners while providing valuable leadership experience for our fifth graders.

Our staff cares for each and every student and is willing to do what it takes to help every child succeed. A safe and supportive learning environment is built with clear expectations and consistent routines. We celebrate together when individual and class goals are met. We are “team kid,” and we work together to meet the needs of our students and support their academic, social, and emotional growth.

2. Engaging Families and Community:

Working in partnership with our families and our community is essential for our community of learners. From the very beginning of school, we welcome our kindergarteners and their families with Kindergarten Orientation prior to the first day. This provides all of our students and their families the opportunity to meet the teacher, see the classroom, and learn all about the kindergarten experience. In the beginning of each school year, we invite families in for Open House. Our PTO brings in a food truck and students get to give their families a tour of their classroom and school while exploring the highlights of the upcoming year. Our teachers keep the lines of communication open with families via class newsletters, emails, phone calls, and push notifications. The principal sends home a monthly newsletter sharing photographs spotlighting activities from the previous month along with information of upcoming activities and events. Parent-teacher conferences are held each January to share information about each child’s academic and social-emotional learning progress. Reading and math assessment data is shared along with anecdotal and formative performance information.

We have a wonderful involved PTO committed to supporting our staff and students. Our PTO plans and supports a number of activities to engage our students and their families. From Trunk or Treat at Halloween to Valentine’s Day Family Bingo, our students, their families, and our staff have so much fun celebrating together! For some active fun, the PTO sponsors our annual Turkey Trot jog-a-thon and helps with field day in the spring. In addition to these wonderful activities, our PTO supports our staff and shows their appreciation for them throughout the year. They welcome our teachers back with a coffee truck and

luncheon, set up special days in the winter decorating our staff lounge and bringing in cookies and treats, buy our teachers books from their wish list when the book fair comes, and sponsor Teacher Appreciation Week. Each year, our PTO pays for field trips for every student in every grade level, ensuring that all students get to participate in experiential learning opportunities, no matter what their socio economic status may be.

Our School Improvement Team is a group of staff and family members in the community. We meet each month to create and monitor our school's progress towards meeting our goals. The team reviews our benchmark data at the beginning, middle, and end of the year and works on a root cause analysis to ensure we are addressing areas of need and align the school goals with the district strategic plan.

As a Feinstein Leadership School, we are committed to supporting our community. We collect food and donations throughout the year to provide to our local food bank. Our student council collects supplies for the local animal shelter. Our families collect funds and toys to help our own students and their families in need during the holidays. In addition to fostering civic stewardship, the Feinstein Foundation sponsors community businesses to come into the school such as Bwana Iguana Reptile Encounter and Tai Chi for All while encouraging our students to be kind and do good deeds to help others.

Scituate High School is another important community partnership for our students. The sports teams come to Clayville for "High Five Fridays" throughout the year. High school sports team members welcome each child to school with smiles, uplifting comments, and high fives. HOSA is an organization at the high school that allows future health professionals to work on projects outside of their regular academics. One of their projects is to come to Clayville and teach a lesson to our fifth grade class. Each spring, the high school chorus and band comes to Clayville to perform and talk to our 5th graders about their opportunities in the performing arts field once they get into middle school.

3. Creating Professional Culture:

Ensuring Clayville Elementary School creates an environment where teachers and staff feel valued and supported is key to a positive culture. Our teachers and staff are dedicated professionals and we prioritize time and structures necessary to support professional growth and collaboration.

The Scituate School Department has days devoted to professional learning each school year. This year, that time has been committed for all teachers to complete LETRS training on the science of reading. This course covers important research and strategies to build students' phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. In addition to providing relevant and useful information for our teachers, it also fulfills the requirements in the Right to Read Act.

Over the last few years, Clayville has begun implementing the American Reading Company curriculum for English Language Arts. In order to support the learning and implementation of this new curriculum, teachers have ongoing coaching opportunities throughout the school year. We have been able to bring in substitute teachers to provide time for teachers to collaborate with the ARC coach, our reading specialist, the principal and other teachers.

Weekly common planning time is scheduled for 45 minutes each week. While we have a small staff with only one teacher per grade level, we are able to set up common planning time with our special educators, reading coach, principal, and two teachers (K/1, 2/3, and 4/5). During this time, teachers review data and collaborate on curriculum implementation.

One of the most effective ways for teachers to grow is to observe other teachers. This opportunity for peer observation is provided for all teachers at least once a year, and each trimester for a new teacher.

Our paraprofessionals are also provided with professional learning opportunities. Our district has a Google Classroom which is regularly updated with virtual professional development opportunities. All paraprofessionals participated in an in person training about de-escalation strategies and have the opportunity to complete QBS Safety Care training.

Communication is another important component to creating a professional culture. The principal sends out a “Wildcat Weekly” update to keep everyone informed of what the week ahead holds. The agenda for each month’s faculty meeting is shared in advance and the presentation is shared with all staff along with the notes for the meeting afterwards.

Supporting professional growth and providing time for collaboration fosters a positive, professional culture.

4. School Leadership:

At Clayville Elementary School, leadership is collaborative, transparent, and compassionate. The principal needs to communicate, establish structures to support teaching and learning, and be consistent. The role of the school’s leadership is to inspire the team to work together to overcome challenges and support the ever changing needs of students. We value integrity, honesty, and genuine commitment to all students.

Our Multi-Tiered System of Support (MTSS) Team, Positive Behavior Team, and School Improvement Team are all impactful leadership teams at Clayville. The MTSS team meets twice a month. This team includes the principal, two special education teachers, and the reading specialist. This team reviews school-wide benchmark data at the beginning, middle, and end of each school year. They also set up intervention maps and meet with teachers to form intervention groups and progress monitor student learning.

Four of our teachers are on the Positive Behavior Support team who meet each month with the principal. This team plans school activities and core value assemblies to align with our social-emotional curriculum.

The School Improvement Team is a team of school staff and families. This team reviews student assessment data and survey data to create school-wide goals and plans action steps for the school to implement in order to meet goals in the areas of English Language Arts, Mathematics, Science, and Social-Emotional Learning.

Clayville staff have a great deal of experience and love for kids. Tapping into the skills and strengths of the team is what makes the whole team strong. The principal is the facilitator for the great work of the teachers and staff.

5. Culturally Responsive Teaching and Learning:

At Clayville Elementary School, we pride ourselves on building a community based on our six Core Values; Respect, Inclusion, Caring, Honesty, Effort, and Responsibility. We teach the Choose Love curriculum to build mindfulness, character, and emotional intelligence skills and create a safe and connected school culture. Treating others with kindness and equity is emphasized in all areas of the day. We recognize and highlight our students who are models of these important values with “Paws”itive Office Referrals each week. In October, we emphasize unity and inclusivity for anti-bullying month. On Unity Day, we wear orange and hold an assembly led by our student council to spread the message of inclusion.

Diversity and cultural awareness is at the very heart of the American Reading Company curriculum. Students read and explore a variety of texts including tales from different cultures and characters from varying backgrounds. In addition to the core literature, class book baskets and the school library have a plethora of books available for independent reading representing characters and stories from different backgrounds and cultures.

Civic awareness is an important component of our students’ education and experience. As a Feinstein Leadership school, our children are encouraged to do good deeds to make the world a better place. Throughout the year, we support families in our own school community as well as the surrounding community. We raise supplies and funds for the local food bank, animal shelter, and provide holiday food baskets and toys for families in need.

Providing equitable learning experiences for all of our children is paramount. We recognize that equity provides each child with what they need to be successful. Through our Multi-Tiered System of Supports, we

ensure every child below grade level receives research-based interventions with high fidelity to close foundational learning gaps. After school tutoring opportunities are provided in six to eight week sessions in the areas of reading and math. Additionally, enrichment opportunities are provided for our students performing above grade level through advanced literature, differentiated math online math programs, and with a school newspaper.

PART VI - STRATEGY FOR EXCELLENCE

While Clayville has a number of factors and practices contributing to student success, the most instrumental practice is the Multi-Tiered System of Supports initiative. Our team at Clayville has been piloting the MTSS system for math in the Scituate School District. As part of this pilot, our MTSS team has gone through extensive training through Bridge-RI and is an intensive Intervention/Data-Based Individualization Lab School site. As such, we have been increasing the collective knowledge of intensive intervention and data-based individualization (DBI) in our school and in Rhode Island. Our team has worked to build and maintain the necessary infrastructure, including intervention teaming and meeting times, planning research-based interventions, and progress monitoring plans for this initiative's success. We have also developed an intervention map to guide the decision making process to align student interventions and progress monitoring plans with their needs.

Given the commitment to the MTSS process, it is impossible for our students to slip through the cracks. Every child's beginning of the year assessment scores are reviewed in the areas of reading and math. Every child indicating a skills gap in either academic area is assigned to an intervention group aligned with their need. All interventions are research-based and implemented by highly-qualified educators. Student learning is progress monitored on a weekly or bi-weekly basis to ensure the effectiveness of the intervention. The universal screening benchmark assessments are given to all students again in the middle of the year. At this time, we ensure all students in need of intervention are included in the intervention groups. This cyclical practice allows us to monitor all students' learning on a continual basis so we can provide the support necessary.

The MTSS team meets with every teacher to review benchmark data in the beginning, middle, and end of the year. Additionally, teachers meet with the MTSS team each week during common planning time. This common planning time is used to review progress monitoring data, discuss Tier I curriculum, and review student writing samples as a team. This team approach is fundamental in the MTSS process and instrumental in the collaborative culture at Clayville.

By targeting foundational skills gaps with highly effective interventions, and providing differentiated learning opportunities for all students, we see our students exceeding expected learning gains. This practice continues to be the most influential contribution to academic success.