

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 Mr. Daniel Sylvestre
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 40 Asylum Road
(If address is P.O. Box, also include street address.)

City Warwick State RI Zip Code+4 (9 digits total) 02886-8002

County _____

Telephone (401) 734-3690 Fax (401) 734-3693

Web site/URL <https://park.warwickschools.org/o/pe> E-mail daniel.sylvestre@warwickschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Ms. Lynn Dambruch E-mail lynn.dambruch@warwickschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Warwick Tel. (401) 734-3100

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 Mr. David Testa
(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):
- 13 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 17 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	0
K	25
1	38
2	37
3	37
4	31
5	42
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	210

*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):
- 0.4 % American Indian or Alaska Native
 - 1.4 % Asian
 - 2.7 % Black or African American
 - 15.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75.8 % White
 - 4 % 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: ≤1%

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	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 45

8. Students receiving special education services with an IEP: 26 %
Total number of students served 55

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>8</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>11</u> Developmental Delay	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 2

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.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 18:1

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	95%	96%	94%	95%	95%
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 X No

If yes, select the year in which your school received the award. 2011

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

The mission of Park School is to develop a comprehensive educational and nurturing environment that prepares all students to become self-directed, life-long learners, skilled communicators and complex thinkers who are respectful, responsible and cooperative members within the school community.

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

https://drive.google.com/file/d/11XJD4-_6x0-o7XbB8EiYqsB2P-W1MPdo/view

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

We are a small school nestled in a neighborhood in the city of Warwick. Our school abuts the one hundred and twenty-six acre recreational City Park. This park is the origin of our name and it is a resource for our students' physical education and is also a destination for PTO community events. Many of our students' family members have been students themselves at our school. This history gives us a unique culture with a generational understanding of expectations for our learning community.

We have been challenged over the past several years developing and implementing remote learning activities during the pandemic, modifying learning environments upon returning to in-person instruction post-pandemic, and implementing a new ELA curriculum. We are using some of the positive lessons from the pandemic. For example, we continue to use remote learning to reduce canceled days. Using technology to have students engage with their teacher and the curriculum remotely is also a life skill children will need as occupations have also developed remote work opportunities. We also continue to use remote meetings. Remote meetings have been shown to give staff and caregivers more access to meetings, and provide accessibility for people that we hadn't had in the past. Zoom meetings allow us to see each other and interact socially without caregivers having to miss work or find daycare for siblings. These pandemic innovations have been a benefit to education giving us another mode of educating children and enhancing communication.

We have consistently aligned with our long standing mission to develop a comprehensive educational and nurturing environment that prepares all students to become self-directed, life-long learners, skilled communicators and complex thinkers who are respectful, responsible and resilient members of our community. The one thing that has kept Park focused on our mission is our dedicated staff. Their compassion and persistence are what make our school thrive in the face of adversity and in daily learning.

The support of our community is essential. We have relationships with the Boys and Girls Club, local day cares and a karate program who support our students and families after school hours. We apply for grants through local non-profit organizations and state/federal programs. Our Parent Teacher Organization works diligently to support our school with cultural arts and family events. Caregivers are valuable members of our School Improvement Planning team, reviewing family/student surveys and providing feedback to help guide our plan. Park Elementary School is truly a learning community.

Our school mascot is the Park Eagle. We have established a common language for expectations throughout the building and posted those expectations in common areas. The signs are "Eagles Nests" they are designed to protect, support and help in the development of our eaglets. We are also developing an art installation of a life-sized eagle's nest on school grounds. Students and staff will write their hopes and dreams on the sticks. We will continue to build onto this nest each year. This exhibit will stand as a symbol of our commitment to helping students achieve their goals. It also symbolizes how intertwined we are and the strength we have when we work together.

We want students to feel committed to learning. Helping our students make connections is a part of our success. During morning announcements we celebrate each student's birth date. We also have a reflection on an aspect of becoming a lifelong learner as part of our district's Vision of a Graduate: Continuous learner, Empowered Citizen, Empathetic Collaborator, Skilled Communicator, Innovative Problem Solver, Critical Thinker and Healthy and Balanced Learner. These pillars help develop students that internalize and practice skills required to be lifelong learners.

We engage many members of our community to help our staff and students. Volunteers of Warwick Schools (VOWS, Inc), for example, is a non-profit organized by a group of Warwick citizens. They provide trained, professional volunteers that support education. Additionally, we partner with Mentor RI. Some students that need some additional support are matched up with a community mentor who meets regularly with them. We also have some classroom volunteers that support teachers throughout the week. This level of engagement with community members is vital to our school. Within our community, every member plays an important role in our success. Students work towards being successful community members. We bring in police

officers, firefighters and other professionals to teach students about different occupations and how school helps them in their field. Our students are inspired by these visits throughout the year.

We were recognized as a National Blue Ribbon School in 2011. This recognition assured our community that we were committed to quality learning experiences for our students which continues to this day. It also gave Park Elementary school a platform to advocate for full-time Math and Reading interventionists who have been a huge part of our success.

We are a small school with a big soaring Eagle heart.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Park School curricula are aligned with State Common Core Curriculum Standards. Last year our district had a pilot study involving 50 classes across the district. Wit and Wisdom was selected by the majority of teachers that were involved in the pilot lessons. This curriculum is aligned with the common core standards. This program allows English language arts lessons to integrate knowledge from science, history, geography, and other topics while students develop their reading and writing skills and expand their vocabulary. Our staff has been participating in professional development, consultant meetings and class learning walks throughout this year around Wit and Wisdom.

The lessons are designed to develop skills that help students become self-directed learners, accessing the tools and strategies they need to read critically, build arguments, and cite evidence. They apply critical thinking skills and innovative problem-solving strategies to apply and connect their academic knowledge and skills to new learning to become empowered and informed citizens.

Teachers are taking course work on the Science of Reading. They began implementing Science of Reading strategies including explicit phonics instruction with Foundations materials. We have Foundations curriculum in place for K-2 grades. The school Reading Interventionist goes into each classroom twice a week to model explicit phonics instruction. She starts the year modeling small group reading instruction strategies as well as helping teachers with scheduling and time management.

Based on data from the i-Ready screener which is administered three times throughout the year, teachers focused on vocabulary instruction and comprehension of informational text in Tier 1 instruction. The iReady Screener, along with one-on-one formative reading assessments that provide information on accuracy and fluency, drives instruction. It tells us which students are at or above benchmark, which students need interventions, and what areas need to be the focus in Tier 1 instruction.

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

Park School provides a mathematics curriculum that is based on the Rhode Island Mathematics Core Standards. Warwick Public Schools provides a student centered core math curriculum through the use of Curriculum Associate's i-Ready Classroom Mathematics program. Instruction is based on reliable data from Curriculum Associates i-Ready Adaptive Diagnostic Screener, given three times a year, so teachers are able to meet all needs of every student in the classroom. This adaptive assessment identifies students' strengths and weaknesses, measures growth, and supports data-driven differentiated instruction. It provides comprehensive insight into student learning. Both print and digital components of the program provide tools for the implementation of best teaching instructional practices and structured routines that promote student discourse, strategy acquisition, and best student mathematical practices in a student centered environment. Students have access to a digital platform which creates a personalized learning path to improve conceptual and procedural fluency. In addition to these materials, students have access to digital applications that support their thinking and learning through the Clever platform. For example, Students and teachers have access to virtual manipulatives that support student development. The classroom teachers, math interventionist, and special education resource teacher in the building met during grade level meetings to plan a strategic schedule to support the Tier 1 core instruction while meeting all students needs in using the most recent data in all three tiers. The math interventionist and special educator planned instructional lessons to meet the needs of students in all three tiers in various domains of math, specifically Numbers and Operations and Geometry. Students and teachers set goals to promote growth in mathematics. The classroom teachers, interventionist, and special educator created specific small groups of students based on the data, and provided explicit instruction using best practices and formative assessments to foster student inquiry, growth, and success in these areas of need. Creating a collaborative mathematical focus among the given available educators within the building led to successful outcomes for the students of Park School.

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

The science curriculum Park utilizes is through the Guiding Education in Math and Science Network (GEMS-Net) is a partnership with the University of Rhode Island's School of Education, scientists and engineers. As a partner, we receive ongoing professional development for all teachers, curricula recommendations that align with the Common Core State Standards and Next Generation Science Standards, and leadership development for teachers and principals. Topics are introduced in an age appropriate way focusing on three areas of study each year:

Kindergarten: Trees/Weather, Materials in motion, Animals

First grade: Air and Weather, Sound and Light, Plants and Animals

Second grade: Pebbles, Sand and Silt, Solids and Liquids and Insects and Plants

Third grade: Water and Climate, Motion and Matter, Structures in Life

Fourth grade: Soil, Rocks and Land forms, Energy and Environments

Fifth grade: Earth Science, Mixtures and Solutions, and Living Systems

The curriculum is experiment driven, giving students opportunities to explore science with hands-on activities. A favorite time of year is the Spring, when many classroom programs involve live "creatures". Here, our students get to observe, analyze, and collaborate with others to ensure that these critters have what they need to survive and grow. Students in grade five are assessed each spring. The data is reviewed to assess the program and develop the program further.

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

Our district uses a variety of texts and resources to supplement the teaching of Social Studies and related areas. Students aren't formally assessed in social studies; however, there are aspects of the ELA state standardized testing that require background knowledge in geography, history, and cultural diversity. The social studies curriculum is also infused into the ELA curriculum. Many of the concepts are taught in a cross-curricular approach. Teachers also use class time to teach students about culture, local history and how to be global citizens. One of the most-used programs to support student learning is Discovery Education, along with PBS Kids and PebbleGo and PebbleGoNext. This curriculum is updated regularly to reflect current topics.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Visual Arts Curriculum at Park School is focused on the areas of creating art and responding to art to prepare for graduation by proficiency through creative problem solving, exploration with media, tools, creation of art utilizing art elements, and discovering the expressionistic and communicative quality of art. Each class has one 45 minute period for Visual Arts and one 45 minute period for Performing Arts each week. The fourth and fifth grade students are also given the opportunity to participate in an additional period

for School Chorus and Band.

The arts are an essential part of every child's education and at Park Elementary our art and music teachers go beyond their own course content to build connections with the core course curriculum. One way we accomplish this is by building and reinforcing background knowledge that aligns with the various modules in the district's new ELA curriculum. For example, as the 4th grade began reading *Hatchet* by Gary Paulsen, they were learning about different types of mountain ranges in art class. Students were then tasked with creating watercolor landscapes to visually represent the different mountain ranges. Through this collaboration, the students were able to create brochures featuring their artwork and describing their mountain range. Music class likewise selects songs to align with units taught in the homeroom classes. As first grade begins to work on *Powerful Forces*, a unit describing the invisible power of wind in the world and the power of emotions in humans, music class will be singing songs describing the forces of weather and manipulating the elements of music to express different emotions. These types of thematic correlations are being worked into the curriculum throughout all grade levels.

The art and music teachers go beyond their own course content to build connections with other curricula being taught in the homeroom classes. By selecting subjects for artwork and music that correspond with our ELA, Social Studies, and Science curricula, students reinforce and expand their background knowledge for those units. Beginning in 2nd grade, students are taught a structured music notation literacy system that helps them decode what they are reading in other classes by creating greater phonological awareness, building the skills to break words down into their syllables and phonemes. Regular use of foreign language songs with pronunciation guides (especially in 4th grade and chorus) help to reinforce phonics decoding skills. The arts are also used to support our math curriculum at Park, with frequent counting and subtracting songs as well as pattern recognition introduced in Kindergarten. After discovering a student weakness in measurement and geometry on the RICAS state assessments, art class has increased the practice of these standards as part of the process in various art projects. Our teachers take leadership roles in revising the district arts curriculum, these cross curricular connections will continue to be made to improve students' educational outcomes.

Additionally, Park School is delighted to have a School Chorus and an Instrumental program. Students in our upper grades have weekly lessons, in addition to a minimum of two concerts a year for both fellow students and families. Students learn and practice leadership and performing skills that they share with our community. We are proud after every concert.

2b. Physical education/health/nutrition

Park Elementary students learn a variety of skills and strategies in Health and Physical Education that help students to succeed in the classroom. Each class has one period of 45 minutes for Health and one period of 45 minutes for Physical Education each week. They also have 10 minutes of recess each morning and 20 minutes of recess at lunch time each day. The Physical Education curricula promote responsible lifetime decision making that will contribute to a healthy and safe society. We work on topics like time management and focus on how to use our time properly and accomplish all the things we need to do within a day. Students learn about coping strategies if something is upsetting or challenging. This is extremely important because it teaches students strategies to get them back to a calm/regulated place. We discuss having a growth mindset and the power of "I can." The students also learn about their emotions and how to control their emotions in a healthy and appropriate way. In Physical Education class we discuss the importance of exercise and how having a healthy body and mind is essential in being the best version of yourself. Many times the strategies learned in the Health classes roll over into Physical Education. An example of this is using stretching activities and cool down activities to return us to a calm state and ready to learn. These are just a few examples of how the Health and Physical Education program here at Park School helps teach students strategies and skills to support their academic needs and develop skills and knowledge for lifelong physical activity.

The Health Curriculum at Park School provides all students with the skills and knowledge necessary to live an active and healthy lifestyle. Students are encouraged to assess their attitudes and behavior patterns and to understand the impact their life choices have on their communities and on their own well-being.

Park's Nutrition Education Program provides breakfast and lunch services for all children. They have presentations from small local farms and Springtime seed day where students are given seeds to grow their own vegetables. Students are given healthy choices and practice better eating habits to reduce risks of obesity and develop healthy eating habits.

The revisions for Health/PE, Music, and Art will conclude in June 2023. The frameworks are going to be posted on our district website upon completion of these revisions.

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

2d. Technology/library/media

The main goal of a library media specialist is to help students become information literate and life-long learners. Every student has one 45 minute period of Library/Media every week. When a student is information literate it means he/she is able to make decisions and problem solve by locating, evaluating, organizing, and sharing information in many formats. This is done by teaching the students about research skills such as note-taking, the Big 6 Skills (a method of information problem solving), evaluating websites, and creating bibliographic citations. Some online reference materials the students have learned how to use for projects are World Book Encyclopedia Online and PebbleGo/PebbleGoNext. Students also learn how to use Google Docs and Google Slides to present the information that they locate. (More of the research process is done with intermediate grades, but it is introduced in primary grades in an easier format.)

The library media specialist works to instill a love of reading in all students by introducing them to a variety of fiction genres, nonfiction books, and biographies, and sharing current literature weekly and through book talks. Students in grades 3-5 use the online library catalog to search for and locate books for school projects as well as for pleasure reading. K-5 students also have access to e-books and magazines that can be borrowed each week. (This is for all grades K-5.)

We have a chromebook or tablet in every student's hands. They have more access to technology than ever before. Incorporating technology and Internet Safety is an important aspect of library media instruction. A lot of time is dedicated to instructing students about Internet safety so they will become safe, responsible digital citizens. Some topics covered are: Pause and Think Online, Digital Footprints, Is Seeing Believing?, Private Vs. Personal Information, and Is It Cyberbullying?. All students are also introduced to coding terms and concepts that they can then apply by practicing in their Code.org account.

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

3. Academic Supports

3a. Students performing below grade level:

When students are struggling to engage with the curriculum and they are falling behind peers, students are referred to our Individualized Education Plan process where it is determined if a student needs to be formally assessed. Then, if deemed necessary, students are formally assessed and a team of professionals and caregivers determine if there is a disability. The team also works together to develop a plan to support the child's needs. Some Tier two students are supported in the classroom with embedded services and some pull out services. Some Tier two students may be supported in a Co-taught Classroom. We are fortunate to have one Co-taught classroom for each grade three through five. We are working to have this model reinstated for our kindergarten through second grade classes as well. The Co-taught classroom is developed with a classroom that is led by a general education teacher and a certified special education teacher. This is a collaborative environment for staff and students. Students are in flexible groups throughout the year and will

work with each of the teachers at various times in the day depending on the needs of the students. When you walk into these classrooms you wouldn't know who the special education teacher is because they alternate teaching lessons and small groups seamlessly. Students are assigned to a Co-taught classroom based upon their individualized needs that are established through the IEP team meetings. Students are serviced within the classroom with minimal pull-out services. This gives the students the opportunity to be fully engaged within the classroom by keeping social peer groups intact with minimal disruption to academic instruction time.

Park School offers an after-school extended learning program. Students have the opportunity to attend three separate six to eight-week sessions, focused on enrichment skills in reading comprehension. Students are instructed in strategies for math problem solving, as well as a reinforcement of reading comprehension strategies through a variety of fun and engaging lessons taught by classroom teachers.

3b. Students performing above grade level:

We have students with a variety of needs and address their needs through a three tiered system. Tier one is whole-group instruction with a heterogeneous group, and takes place in a balanced class where students have their needs met by their teacher. Lessons are differentiated to meet the needs of each student. Students that struggle to access the curriculum are studied at an RTI child study meeting and strategies are discussed, implemented, monitored, and reviewed at subsequent meetings.

During child study meetings we use student data to guide instructional practice, differentiate lessons based on student need.

Students are regularly assessed formally and informally by their teachers. The data helps us to set goals for our learning community. We collect student data on iReady in Math and ELA three times a year. We collect behavioral and academic data using an SEL survey two times a year and family survey once per year. We utilize the Panorama Student Success Dashboard which helps us to better monitor, understand and address student trends.

We address student's needs in a variety of ways. Initially, grade level classroom teachers meet as teams to analyze and interpret test results. Our grade level teams analyze students' strengths, as well as areas of need. The result of the data analysis provides a platform to modify instruction, establish and monitor flexible groups and differentiate instruction. Teachers use student data to develop student learning goals targeting improvement of all students as a part of their evaluation.

3c. Students with disabilities:

We are also fortunate to have two classes dedicated to IASE (Intensive Academic Special Education). We have a Primary IASE (students from kindergarten to grade two) and an Upper Elementary IASE classroom (students in grades three to five). These classrooms are staffed with one certified special education teacher and two teacher assistants. Students that qualify for this program are assigned to a classroom teacher and start their day within the classroom. They are brought to the IASE classrooms to work on areas of difficulty. The student to adult ratio ranges from one to one to one to three. Each IASE room provides intensive academic support to students with inclusion opportunities. Students are included with support as often as possible throughout the day.

3d. English Language Learners:

We have a small percentage of students that qualify as MLL students in our building. That being said, we are welcoming of students with all cultural backgrounds. All parents complete the Home Language Survey. When deemed necessary, students whose first language is other than English are screened for English language proficiency. If a student qualifies for MLL services, depending upon the needs of the child the caregivers have two choices; transfer the child to one of the MLL schools in Warwick with direct MLL services, or have their child remain at Park where they will have consultation from MLL support services. MLL teachers support classroom teachers with sheltered instruction not simply a set of additional or

replacement instructional techniques that teachers may implement in their classrooms. Rather, it draws from and complements methods vetted for both second language and mainstream classrooms which provide the students with an opportunity to enrich their English language skills in the four domains: Speaking, Listening, Reading, and Writing.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We continue to take steps towards returning to a more “normal” school setting. We have begun to reinstate our school traditions like food drives, Fall Family Festival, Reading Week, Trunk Or Treating, the 100th Day Celebration, Family Dance, Fun Run, Field Day and class field trips Each of these events are a part of the fabric of our learning community and motivate students.

Park Elementary was recognized as the best performing elementary school in Warwick on our state math assessment and third best in the district on our ELA assessment. We celebrated with cake and ice cream.

Students that successfully complete their weekly Math and ELA practice we announce each morning and they earn a bead necklace. There are also prizes for the top three classes.

Students earn “Eagle bucks” when they are caught being good. They put their Eagle bucks in a weekly raffle for prize activities. We appreciate their hard work and achievements.

Fifth grade students participate in our Safety Patrol helping with arrival and dismissal. They also work with our kindergarten students in our Tech Buddy program. They collaborate on academic projects. They love to help their learning community.

We implement responsive classroom strategies. Students are greeted by staff when they arrive and make connections with each other during morning meetings. We have a positive behavioral incentive plan. Students that are caught being good are entered into a weekly raffle.

Students are given Survey Works surveys twice a year. This gives us information about student perceptions of culture and climate, and gives all stakeholders actionable areas of growth. We also give students a Panorama Survey. Students are asked questions related to social-emotional learning, including the areas of emotion regulation and positive relationships. This data is analyzed to find areas of improvement that the School Improvement Team uses for planning purposes.

We participate in National SEL Awareness, our students created emoji necklaces in Health class and discussed emotions. We host Anti-bullying Week at our school to teach students about being kind to one another. We have a Kindness Tree painted on the wall in our lobby full of kind words and actions of our students. It is inspiring.

We work tirelessly to establish a warm and inviting learning community where everyone is valued.

2. Engaging Families and Community:

As mentioned, many of our community’s family members were students here at Park when they were younger. We understand the importance of gathering feedback from all stakeholders to help us develop and grow as a learning community. We distribute, review, and analyze parent surveys annually. The information we gather from the surveys keeps our community connected to our learning and teaching. We also have volunteer caregivers and community members that meet with our principal each term to analyze survey data to help us develop our school improvement plan.

We involve parents as much as possible throughout the year. We have parents that lead our Parent Teacher Organization. They organize monthly parent meetings to plan events like our Family Fall Festival, Trunk or Treat Family Fun and the Park Red and Pink Family Dance. These community events are well attended. They draw our community together to celebrate and develop life-long friendships.

Our PTO collaborates with our physical education teacher to plan a “Fun Run” which is the Annual fundraiser which provides funds for cultural arts programs throughout the year, field trips, playground

equipment and many other supplemental areas as voted on by the PTO. We are fortunate to have a very supportive and collaborative PTO.

Park was recognized as a Feinstein Leadership school non-profit which provides us support and grant opportunities based upon student driven volunteer projects like food drives, letters to veterans and our kindness tree.

We provide non-profit group Volunteers of Warwick Schools (VOWS) office space in our school. This is definitely a symbiotic relationship. They provide our school and district trained volunteers to help within our school and we provide a location for them. It is a great resource for our school.

We have seen great success when we collaborate with Mentor RI, a non-profit that provides mentors to work with struggling students. We have had many cases where mentors work with students from elementary school through high school and beyond. We have many people that volunteer time to support our school. They are truly unsung heroes. We are grateful for their support.

3. Creating Professional Culture:

PD is developed to enhance learning opportunities for our students. iReady provides us with a consultant who helped with modeling lessons in classrooms. Our PD also focused on our new Wit and Wisdom curriculum, student discourse, LETRS coursework and the Right to Read program, suicide prevention, seizure training, blood borne pathogens, and Responsive Classroom training. Our PD training is used to refine teaching.

Our teacher assistants and principal are trained in nonviolent crisis intervention techniques. We rotate two of these trained staff on a monthly basis to respond to behavioral escalations to support children that may be struggling to access the classroom learning environment.

A multi-tiered system of support (MTSS) is a framework that ensures that all students are supported, meeting academic, behavioral, and social-emotional outcomes. In a multi-tiered system of supports, all students have equitable access to strong, effective core instruction using high quality curriculum and differentiated instructional practices at Tier 1, evidence-based group interventions at Tier 2, and intensive, evidence-based interventions at Tier 3. A core leadership team has been established that consists of our reading and math interventionist, social worker, and principal. Our MTSS team is using a data dashboard to help with the effectiveness and efficiency of making data-based decisions. The integration of academic data, attendance, behavior, and social emotional data gives a more holistic view of our students.

A targeted team meets weekly to determine effective evidence-based interventions for both tier 2 and 3 students. This team uses a problem-solving model and data to determine which evidence-based interventions are needed to support struggling students.

Our SEL and Safety Committee plan activities to support the development of our students' social and emotional skills to elevate student voice and understanding of how we can improve how each child experiences school. We discuss safety procedures and protocols. We plan PD like CPR, lockdown training and evacuation drills. Child safety goes hand in hand with social emotional learning.

During staff meetings and common planning time we meet with iReady consultants, Wit and Wisdom consultants and participate in Grade level data reviews. Staff review and analyze survey data and help to develop goals for our School Improvement Plan. We receive feedback from staff through questionnaires/surveys and conversations.

Staff are trained in verbal de-escalation to help work with students that have elevated behaviors and to help establish common language when working with students.

Teacher-led grant teams have applied for the Innovative Space Grant and Indoor Outdoor Learning Space grants. We earned the Innovative Space Grant to design a learning space. Classes will have scheduled time

to use this space to work on innovative learning opportunities. There will be a variety of seating areas, an interactive promethean board, iPads, three dimensional printer, robots, drones, lego wall, dry erase walls and tables. Students will be able to engage with the curriculum in new and exciting ways.

4. School Leadership:

The glue that holds our learning community together is a blend of people including our psychologist, social worker, our occupational therapist and speech and language therapist. We also have full-time math and English Language Arts Interventionists. This leadership team supports the principal and staff. They work with small groups of struggling students, support teachers by modeling lessons, coaching teachers, and researching support materials. They are a resource for staff, students and caregivers. They are an integral part of our learning community and the success of our students. These individuals are also the core of our IEP and RTI meetings, providing insight and expertise to develop individualized interventions.

We are a great team with a unified vision to provide the best learning opportunities for the children of Park Elementary school. The leadership philosophy is grounded in the idea that if all students have their basic needs met they can learn, grow and develop. We strive to meet children where they are in life and learning. We establish a collaborative learning environment built on a foundation of mutual respect. We use data to drive instruction and lesson development but social emotional connections are what guide learning.

If a child is struggling to access the curriculum the first questions asked are, “Do they have food, drink, rest, shelter, or are there any life changes?” The answers to those questions drive the approach. We work through those issues and communicate with the family, teachers, and other support staff as needed. Oftentimes the solution isn’t something that can occur quickly. We patiently provide the support. We continue to communicate and develop strategies to help the child to feel comfortable and important. We infuse learning opportunities when possible with the understanding that as relationships develop and basic needs are met, the child will begin accessing more of the curriculum. A child may have more significant medical issues than we can handle in a school setting. The approach is the same until we can acquire a setting that will work best for that child.

Our faculty is a cohesive, experienced, dedicated group of people who work to provide the best learning environment for our community. As Park School moves forward with the implementation of Wit and Wisdom, responsive classroom strategies and developing more student discourse, the principal will continue to provide opportunities for teachers to work collaboratively to reflect on curriculum implementation and best practices. We will continue to collaborate and make changes that improve teaching and student learning in the classrooms of Park School.

5. Culturally Responsive Teaching and Learning:

The district’s commitment statement which follows is what directs our school: “Warwick Public School’s district leadership team is committed to deepening our understanding and knowledge around equity, racism and social justice by surfacing our intentional and unintentional barriers arising from bias. We believe that being honest and open-minded in our own learning will lead to speaking with one voice and a stronger vision for our district. Our long-term goal is to utilize our learning to dismantle systems of oppression and ensure ALL students attending Warwick Public Schools can show up as their full authentic selves and reach their full potential. Our hope is to identify and understand our own biases, beliefs and identify each others bias and grow together as a common language and speak with one voice. Developing a common language to understand each bias serves all students socially and emotionally to understand our constructs. We connect our learning to our District Strategic Plan to implement action from our learning. We embrace difficult work, honesty and reflection to demonstrate leadership and commitment to social justice. We create transparency around the ways of being, beliefs and behaviors. We deepen trust and respect throughout the district.” The Diversity, Equity and Inclusion (DEI) team was established from this statement. Our principal was a member of the DEI team that developed and administered a pilot survey to get baseline data to begin to understand how staff address diversity, equity and inclusion within the classroom. Park was one of the schools that participated in the survey. Our school isn’t very culturally diverse but we know that diversity, equity, and inclusion are aspects of social science that will have an impact on our students throughout their

lives. Explicit instruction on how to be empathetic, solve problems, and collaborate are skills we teach during morning meetings and every day through small teachable moments where students navigate work and play.

We also have to view diversity, equity and inclusion through the lens of technology. Our school ensures all students have access to technology and the internet which are essential components of equity and inclusion and the cornerstone to modern education. Our students are growing up with technology that has more global connectivity than ever before. They are learning to be global citizens, interacting with people live and through virtual venues. We have interactive Promethean boards in every classroom. We strive to give students opportunities to safely interact globally, using technology to research and connect with information and cultures around the world.

PART VI - STRATEGY FOR EXCELLENCE

The single most influential practice is the utilization of our full time ELA and Math interventionists that we acquired since earning the National Blue Ribbon award in 2011. They have worked tirelessly to ensure our students, staff and families have been supported. They provide whole group model lessons and small group instructional support. They are at the forefront of their field of study and utilize research and data to coach teachers and modify lessons. This instructional leadership within the building helps to drive our students success.

Our Co-taught classrooms are positively impacted when our interventionists support these classrooms as well. Those students that are assigned to a co-taught classroom have access to three highly qualified teachers giving some of our neediest student's multiple opportunities to work with a teacher in very small groups to dig deep into lessons. This allows for very specific differentiation and modification to help individual students. Students are working in flexible leveled groups and all students have access to all three teachers. This intense learning opportunity has been shown to help struggling students. The low student to teacher ratio seems to have the greatest impact on our learning community. We are fortunate to be able to give the neediest students frequent direct access to qualified teachers which results in growth and student success. The staff at Park are a tight knit group of professionals that work diligently and collaboratively to provide the best learning environment for our students to meet their needs so they are career, college and life ready.