

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

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

School Mailing Address 401 Budlong Road
(If address is P.O. Box, also include street address.)

City Cranston State RI Zip Code+4 (9 digits total) 02920-6001

County _____

Telephone (401) 270-8007 Fax (401) 270-8708

Web site/URL

https://woodridge.cpsed.net/apps/pages/index.jsp?uR_EC_ID=1656864&type=d&pREC_ID=1818556

E-mail mjackson@cpsed.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. Jeannine Nota-Masse E-mail jnota@cpsed.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cranston Public Schools Tel. (401) 270-8000

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. Michael Traficante
(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):
- 15 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 23 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	32
1	48
2	49
3	41
4	44
5	50
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	264

*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
 - 16 % Asian
 - 5 % Black or African American
 - 0 % Hispanic or Latino
 - 7 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 9 % 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: 11%

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	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2021	274
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Telugu, Chinese, Spanish, Tamil

English Language Learners (ELL) in the school: 11 %
28 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 65

8. Students receiving special education services with an IEP: 15 %
Total number of students served 40

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>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>7</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 10

10. Number of years the principal has been in the position at this school: 4

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.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
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.	3

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 19:1

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	91%	93%	96%	93%	91%
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 Woodridge Elementary School is to foster a reciprocal community-based learning environment that recognizes the uniqueness of each individual and challenges students to their fullest potential in order for each child to be empowered with skills to succeed in the ever-changing technological and global society.

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

https://www.cpsed.net/apps/pages/index.jsp?uREC_ID=1649424&type=d&pREC_ID=1793081

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

Woodridge Elementary School (#HomeoftheWizards) is a neighborhood school nestled in central Cranston, RI that aims to be inclusive in all ways for the students it serves. Our suburban school has dedicated stakeholders - families, community partners and staff - that consistently come together to maximize the success of our students as a community. On any given day, the positive energy of our students can be seen as they walk through the doors of our school. The welcoming greetings they receive from staff and leadership (picture lots of fist bumps, smiles and hugs) as students enter is a founding example of our culture of inclusivity. Students bring with them a combination of socio-economic, racial and ethnic backgrounds, as well as specialized needs and talents that we embrace through such initiatives as Reading Buddies (1st and 5th graders), and partnerships with our general education students and their exceptional peers (Classroom Helpers). Many of our families are involved in our Parent Teacher Organization (PTO) and dedicate their time to such anticipated activities as School Store, After School Enrichment programs like Lego Club, and quarterly events such as Back to School Bash, Trunk or Treat, Holiday Shoppe, Craft Night, Field Day, and Spring Family Dance. There is always an event being planned throughout the seasons of our school year.

One of our strongest strategies is the way we analyze data for all school goal-setting. Our School Improvement Team (SIT) lays the foundation for this goal-setting and planning. At monthly meetings, the SIT creates the School Improvement Plan (SIP), based on a deep needs assessment of multiple data points. The principal, a few parents, teachers and support staff members comprise this dedicated team. The committees that function under our SIT - Family Engagement, PBIS (Positive Behavior Intervention Support), Attendance and Academic Committee - are made up of teachers and staff members who engage in progress monitoring cycles with a multitude of data points. For example, our PBIS Committee analyzes the RIDE Survey Works student and family data, and uses this information to plan our PBIS incentives and programs for the year. We utilize student Town Halls trimesterly to communicate these strategies to our students and help them succeed with understanding and implementing school-wide expectations through the daily use of Wizard Wands. Students earn “wands” for bi-weekly raffles and whole class incentives like extra recess and pajama day; students have choice in these incentives and are featured on our wall of “Wizard Stars” in the main school foyer. Additionally, our Academic Team analyzes school-wide literacy and numeracy data monthly, and then aligns the outcomes back to our School Improvement Plan strategies; cycles of progress monitoring inform the SIT what is needed in terms of resources, materials, pedagogical strategies, etc. We support and design professional development for our staff through this plan as well, and intentionally align staff professional days and common planning time sessions with these literacy and numeracy goals. Our Attendance Team keeps a close eye on daily attendance and interventions that may be needed to assist families with absenteeism, or tardy patterns in school attendance. We celebrate our successes in every one of these goal areas through school-wide special events, Spirit Weeks, trimesterly attendance celebrations and student-led Town Halls.

Woodridge Elementary School has several outstanding programs to help our students thrive and grow, but one that shines is our Student Council. Woodridge Student Council was launched for 4th and 5th graders in 2019. The plan was for our students to be exposed to a leadership experience that would enhance student voice, choice and input throughout the school and also teach our students about the election process and representing their peers to achieve common goals. Despite a pause during COVID, we have emerged with this student group stronger than ever, conducting a full election in November 2022 with 4th and 5th grade students; 10 students were elected by their peers to represent the council. We have used community service as a founding principle of the Student Council, and so far, we have partnered with three local agencies - Clothes for Kids RI, The Gloria Gemma Breast Cancer Foundation, and the Cranston Rotary Club. Our students will wrap up the year with a cause of the Council’s choosing to organize across the school. We also partner with Inspiring Minds to implement a mindfulness program called Resilient Kids in grade 2, which aligns to the CASEL social-emotional learning standards. Both students and teachers engage in weekly lessons to enhance their understanding of the five areas of social-emotional competencies. These programs enhance our academic goals by enforcing the importance of community, self-awareness, and leadership.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Woodridge Elementary School teaches the Common Core State Standards (CCSS) in Reading, Writing, Language and Speaking and Listening. These standards are taught through the use of multiple curriculum tools in order for students to acquire the skills and knowledge that progress in complexity, and range from grades K-5. Our viable curriculum is taught by certified teachers, using various modalities and gradual release of responsibility for our students to progress through the standards with increasing independence. Small group instruction is a critical component of our literacy blocks in order for our students to have a more personalized approach to learning. The small groups are both homogeneous and heterogeneous, depending on the purpose of instruction. Clear learning targets and lesson objectives drive daily instruction and the way in which content is delivered. Our teachers utilize modeling (I Do), whole class practice (We Do), partner/small group (We DO Together), and independent practice (You Do) to develop competency in Reading/Language Arts content. Assessments range from formative checks for learning such as lesson exit slips, bi-weekly comprehension and vocabulary checks, to common assessments such as extended writing pieces, to screeners such as STAR Early Literacy and STAR Reading benchmarks. Extended student writing pieces are analyzed trimesterly in order to better understand writing instructional practices. Additionally, engaging in calibration exercises and student work protocols with trimester writing assessments (K-5) has deepened our collective understanding of our school-wide writing goals and what revisions may be needed in our practice in order to have better outcomes for our students.

Our STAR assessments assist with deeper data analysis for teachers to engage in data protocols of the trimesterly data using instructional planning reports that drill down to the standard and skill level. These data points collectively help to drive instruction and give teachers continual assistance with understanding student needs. Additionally, we are working towards all teachers in the building meeting proficiency in the Science of Reading to align to the Right to Read Act. This shift has meant required coursework completion in LETRS and subsequent Structured Literacy approach to reading in grades K-3. We have recently transitioned to using new assessment tools such as the Phonological Awareness Screening Test (PAST) and Basic and Advanced Spelling Screeners in order to acquire valid and reliable results in the area of Reading. These assessments have better assisted with triangulating literacy data in order to steer instructional planning, grouping decisions and MTSS. One of our ELA summative assessments is RICAS (RI Comprehensive Assessment System), and is administered to all students in grades 3-8 each spring. This assessment is aligned to the grade-level CCSS in Reading and Writing, and features two, 120-minute sessions for students to complete. In addition, our Multi-Language Learners (MLL) students in grades K-5 take the ACCESS assessment each January/February, which assesses Speaking, Listening, Reading and Writing, and is aligned to the WIDA standards. This assessment assists with program and placement decisions for our MLL students as well as informs our MLL Specialist with service needs.

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

Woodridge Elementary School teaches the Common Core State Standards (CCSS) in Mathematics. Our curriculum is in alignment with Cranston Public Schools Mathematics objective, “Mathematically proficient students are able to communicate verbally, numerically, symbolically, and graphically through the use of the Standards for Mathematical Practice”, and the primary curriculum tool is Eureka Math.

As stated above in the ELA section, our viable curriculum is taught by certified teachers, using various modalities and gradual release of responsibility for our students to progress through the standards with increasing independence. Also similar to ELA instructional practices, small group instruction is a critical component of our math blocks in order for our students to have a more personalized approach to learning. The small groups are both homogeneous and heterogeneous, depending on the purpose of instruction. Clear learning targets and lesson objectives drive daily instruction and the way in which content is delivered. Our teachers utilize modeling (I Do), whole class practice (We Do), partner/small group (We DO Together), and

independent practice (You Do) to develop competency in Mathematics content. Students may solve problems in pairs or small groups through the progression of a learning task and also solve problems through station rotation and center models throughout the 85-minute math block. Students are encouraged to use multiple methods to solve problems, beginning in grade 1, and explicit methods are taught in order for students to expand their understanding of a given concept. Assessments range from formative checks for learning such as lesson exit slips, center/small group skills practice activities, to common assessments like the Eureka Module Assessments, to screeners such as STAR Math benchmarks in grades 1-5; Kindergarten students complete a District Math Assessment three times per year. STAR and District Math Assessments assist with deeper data analysis for teachers to use for instructional planning; automated reports drill down to the standard and skill level. These data points collectively help to drive instruction and give teachers continual assistance with personalization. Our STAR Math Assessment is also aligned with an online learning tool called Freckle that takes the STAR Math benchmark data of a student, and aligns the instructional plan to exactly where they are performing in specific CCSS standards. We are able to use this tool for math skills practice at both school and home to meet students exactly where they are. The Freckle tool also provides teachers with standards-aligned reporting that informs instruction and skill development in order to further assist with small group planning and intervention needs. Module assessments are used to analyze how we are performing at both the individual classroom level as well as grade level. They offer insight to small group planning and design as well as MTSS decisions. One of our Math summative assessments is RICAS (RI Comprehensive Assessment System), and is administered to all Woodridge students in grades 3-5 each spring. This assessment is aligned to the grade-level CCSS in Mathematics and features two, 90-minute sessions for students to complete.

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

The Next Generation Science Standards (NGSS) are the basis of our science curriculum. Specifically, our elementary students study the concepts of Force and Motion, Ecosystems (Animals, Plants and the Environment), Weather and Climate, Earth's Systems, Light and Sound, and Space Systems throughout their Kindergarten through grade 5 experience. Science is taught in a multitude of ways. We have a digital platform called Stemscores that is aligned to our NGSS grade-level standards, and features a number of activities for students to engage in to learn the science standards. Students are encouraged to "do" science with inquiry-based, hands-on activities, beginning in Kindergarten. If you visit a kindergarten class during Science, you may observe students determining whether their student-created rafts would sink or float. You would observe students asking questions, and experimenting to find the answers. Students are often in partnerships or small groups during science class in order that they can discuss content and make meaning together as a team of scientists. Some classes have brought our science curriculum outside for learning as well, depending on the topic. For example, our 4th graders recently took their classroom environment to the outdoors when they were studying the Earth's spheres. Students could be observed sketching what they saw in nature, observing, and labeling the different spheres. Students then worked together to determine how the spheres were connected and how they work together in the real world. Students are assessed using exit slips, interim science assessments on a digital platform in grades 3-5, project-based tasks, and reports. Our 5th grade students take the RI NGSA (Next Generation Science Assessment) in the spring which assesses their competency and understanding of the NGSS. These results, as well as the interim assessments that students in grades 3-5 take on the same assessment platform (TIDE), are used to inform our own instructional practices and design. Additionally, we have begun the process of departmentalization in grade 5 for science and social studies and will be continuing to grow this practice in grade 4 next year. This practice has allowed for teachers to go deeper with their content, and for students to have two different facilitators of learning as they prepare for middle school.

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

Social Studies Curriculum K-5 uses CCSS ELA standards for reading, writing and speaking with essential questions guiding each of the topics taught. Students investigate such questions as "How are citizens active members of their communities?" in grade two, or "How do cultural and environmental characteristics influence the way people live?" in grade three, for example. Students engage in reading, watching videos, researching, and discussing in small and whole groups their ideas and understandings of each of the studied topics. Teachers utilize several different approaches to teaching Social Studies, both in and out of school.

For example, when studying states in the fourth grade, our students were able to choose the medium they wished to use to show their learning; a movie, powerpoint, game, poster board, etc. Students were explicitly guided through the research practices and notetaking in order to get information from reliable sources, and then used creativity and critical thinking in order to formulate their final projects. Students then presented their projects to the class and practiced their understanding of key speaking and listening standards. This project served as an assessment of their knowledge and skills for the unit of study taught. Assessment may take other forms such as formative quizzes, unit tests, and writing pieces (argumentative and informational) for students to show what they have learned. Social Studies has been departmentalized in grade five this year with the two grade-level teachers so that a deeper study of the subject matter can be achieved (one teacher teaches Science to both classes, and one teaches Social Studies). This model will expand to grade four for the 2023-24 school year.

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 program at Woodridge Elementary School is in alignment with the Cranston Public Schools Art Curriculum, K-12. We have an art instructor who teaches each class of students in grades K-5 during one, 50-minute block per week. During Art class, content such as drawing, painting, elements and principles of art and design, art appreciation, and mixed media are studied and practiced. Students maintain art portfolios at every grade level to capture the growth over the course of the school year, and to display the artifacts of learning at such events as our city-wide Art Fest each year. In addition to weekly art classes, the Principal and Art Teacher created an art enrichment course for all 3rd grade students in the 2019-20 school year. The purpose of this course was to study the theme of community, the way community is represented in mural painting historically, and culminate with the creation of a real mural for our school. This course was stunted mid-year by having to move to distance learning during COVID; however, when students returned to in-person learning in late fall of 2020, the design for the mural was completed, painted by our students, and now greets every visitor and member of our school community each day in our school foyer. The student-created quotes that are woven into the design, "You Are Amazing" and "Leave a Little Sparkle Wherever You Go" are complemented by the diverse student figures holding hands, symbolic of the close-knit community Woodridge is. This 3rd grade art enrichment course has continued, and another community mural will soon be completed and prominently displayed in our school cafeteria. While our students are acquiring artistic skills such as design, painting and drawing with this project-based course, they have also learned the importance of art in our communities. All 3rd grade students participate in the designs and painting of each mural.

2b. Physical education/health/nutrition

In accordance with RI State Law, our students receive Physical Education (PE) class two times per week for 50-minutes each block in every grade, K-5. These blocks are divided up at different points of the year to accommodate the Health curriculum in grades K-5 for 25-minutes per week. The National and State PE Standards are woven into the curriculum and focus on motor skills, movement competencies, an understanding of the benefits of physical activity, and understanding the way internal and external environments influence physical activity. Our students are challenged to engage in performance tasks physically, learn team dynamics, develop and hone critical motor and social skills. Students learn about physical, mental and emotional health through the Health curriculum and practice their understanding through such events as the Kids Heart Challenge each February when we partner with the American Health NBRS 2023 23RI102PU Page 11 of 18

Association. Students celebrate all of their learning in Physical Education at the end of the year when we hold a Field Day event for all students in grades K-5. Our students engage with 10 different physical activity stations as well as a bouncy house during their time outdoors. They eat healthy snacks such as watermelon and apple slices, and parent volunteers assist with the station activities. The PE/Health curriculum continues to be a valued part of our whole child approach to education at Woodridge.

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

2d. Technology/library/media

The Library/Media program at Woodridge is focused on developing a love for reading and literacy, as well as supporting grade-level instruction with content area research and project-centered learning. Students in grades K-5 attend Library/Media class once per week for 50-minutes. They work on long-term projects aligned to the various genres of book study, such as creating their own poetry, biographies, folk tales, etc. Students study authors of these genres as well as the genre itself. Technology is another part of the Library/Media curriculum as students are exposed to learning research skills, digital sources, and word processing. Our Library/Media space was transformed beginning in Summer of 2020 to become a multi-purpose learning space. Through grants and fundraising, the Principal worked in tandem with the Librarian to create a space that featured shelves and book browsers for elementary learners, comfortable seating such as learning couches with laptop desks, stools, a white board for easy planning, new chromebooks and laptops, and mobile tables that can be configured for many different purposes throughout the school day; some of the tables even have whiteboard surfaces for designing and creating during class. This Library/Media space is now the hub of professional learning for the teachers and staff to gather as well as the Parent Teacher Organization (PTO). The physical space has helped to expand the reach of library/media studies in the school and enhanced the professional development experience by giving staff a comfortable space to learn and collaborate in.

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

Our collective investment in developing the social-emotional skills of our students has been emphasized even further since the pandemic. We believe in developing both the social-emotional needs and academic skills of our students in order to help them reach their fullest potential. In 2021, we partnered with a local organization called Inspiring Minds in order to implement the Resilient Kids curricula. This mindfulness-based social-emotional learning (SEL) program helps students to cultivate self-awareness, manage stress and cultivate compassion; skills that benefit individual students as well as the community as a whole. The program is a weekly 30-minute session, and is facilitated by an instructor from Inspiring Minds who works with both students and teachers to implement mindfulness activities. The program is currently being implemented in grade 2 for the second consecutive year, and will expand to both grade 1 and 2 for the 2023-24 school year. The program has helped teachers to create their own calming spaces in their classrooms, utilized common language aligned to the five CASEL standards (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and promoted the importance of embedded social emotional learning in school. Watching our students transfer the skills from these sessions to their day-to-day functioning in school has been both rewarding and inspiring.

3. Academic Supports

3a. Students performing below grade level:

Our Multi-Tiered System of Supports (MTSS) framework encompasses Response to Intervention (RtI) for all students that are not meeting grade-level expectations academically or behaviorally with the Tier I Core curriculum. Within Tier I instruction, we utilize multiple best practices that promote a personalized approach to learning. Such practices used across grade levels are small group instruction during math and reading blocks, gradual release of responsibility with teacher modeling, partner peer practice, culminating with independent work. Teachers use formative checks for learning all throughout instruction such as exit

slips at the end of a lesson, quick checks for learning like "thumbs up/thumbs down", and check-ins with individual students. These pedagogical practices, coupled with a robust professional development system during common planning time of analyzing student data, student work and training in best practices, allows for our team to identify students who are in need of the next level of support (Tier 2). If a student is struggling in reading, the following steps are followed. We triangulate data points from our screening tools in the areas of phonological awareness, phonemic awareness, comprehension, vocabulary and fluency, for example, and then engage in a 6-week cycle with a targeted literacy goal. During this cycle, the teacher provides an additional intervention in the area of need and tracks the progress bi-weekly. At the end of the cycle, the teacher and Principal meet to review the data and discuss progress. When progress is made, the intervention may continue another 6 weeks until the benchmark goal is met, or if progress is not made, the intervention may be changed; in both scenarios, families are a part of the decision tree and invited to participate in the RtI meeting. We share strategies for home support as well and listen to their suggestions for what works best with their child. Additionally, our Reading Specialist would be assigned to the child for the next 6-weeks of support to implement targeted practice and support with a specific skill. This system of intervention is the same for mathematics and behavior needs. At the end of 10-12 weeks of intervention the team again convenes to look at the progress and data collected. The team then collectively makes recommendations for further educational testing or supports if the response to intervention has not yielded the needed change, or the parent communicates additional concerns. This MTSS framework guides our Tier I instructional practices as we know that strong Tier I Core instruction is at the heart of student growth and achievement.

3b. Students performing above grade level:

From grade to grade there are various instructional strategies used to support students who are performing above grade level. We use leadership and teaching as a lever for student growth with our students exceeding expectations. One example is having our 5th grade students work with grade one students who may need extra help with their sounds. Students come to the grade one classroom during the first 15 minutes of the day (non-instructional minutes), and teachers give them sound cards to review multiple times. We use this strategy in other grades with older and younger students, but for math content skills. Another strategy is through center work during our math block. Our students above grade level are challenged to complete a different center activity that is meeting students where they are with a given skill. Students can work with other students during this time who are also exceeding expectations in order that they may discuss and collaborate with a challenge problem together. We encourage students to challenge themselves in all areas academically and growth mindset is at the heart of this messaging. Our students who are exceeding expectations are given multiple opportunities to lead and grow.

3c. Students with disabilities:

Students with disabilities receive small-group, targeted instruction that is tailored to their individual needs as determined by their Individualized Education Plan (IEP). Accommodations and modifications are put into place to ensure that each student has equitable access to his or her grade-level curriculum. The school-wide core curriculum allows for differentiated instruction through a variety of resources that are implemented in the general education classroom, together with students in our intensive Special Education program. Examples of instructional strategies include the use of visual aids such as graphic organizers, access to a variety of math tools and manipulatives, and explicit strategies for written responses and math problem solving.

Additionally, students with disabilities are provided chromebooks in order to access online learning platforms and the text-to-speech tools for reading and writing assistance. Students with disabilities receive academic support in the general education classroom with a Special Educator, who continuously collaborates with the classroom teacher to ensure lessons are modified and accommodations are implemented. The Special Education teacher serves as the interventionist for each student. Students with severe cognitive and physical disabilities are included in morning meeting time within general education classrooms in order that we are always striving for a least restrictive environment, and opportunities for inclusion and collaboration with grade-level peers. In addition to the Special Educator, students with disabilities may receive additional reading support with the Reading Specialist when necessary through

ongoing analysis of assessment data and a Personal Literacy Plan (PLP). Students with disabilities are administered the same district and state assessments while receiving accommodations such as a small group setting, extended time, graphic organizers, and text-to-speech when it is permissible. Students with significant cognitive disabilities such as non-verbal communication may use the Dynamic Learning Maps (DLM) Alternate Assessment, which is a formal assessment given in the spring, and designed with physical and cognitive needs of students at the center.

3d. English Language Learners:

Our MLL (Multi Language Learners) at Woodridge are serviced with an MLL Specialist who is at our school 4.0 days a week and supports all of the MLL students in our building in 30-minute small group blocks. Students enrolled at Woodridge receiving the MLL support have all been in the United States for at least 1.5 years. We do not have a Newcomer Program or Sheltered Program at our school; these programs are available to students within our district at other elementary schools. All 28 of our MLL students are given the ACCESS assessment each January to determine the specific goals for language acquisition instruction. The ACCESS assessment is aligned to the WIDA English Language Development (ELD) standards and assesses Reading, Writing, Speaking and Listening. Our MLL teacher uses best practices to align instruction with the WIDA Can-Do Descriptors. These descriptors assist with supporting the core curriculum to be aligned with multi-language learner needs. An example of this MLL support is having a group of three MLL students within the same grade level work the the MLL Specialist on a grade-level reading assignment; the MLL Specialist provides targeted support with the vocabulary in the reading piece by using a graphic organizer, such as a word web to assist the students with acquiring the meaning of the text. Students are encouraged to speak and discuss the content to practice their speaking skills. Another technique that is frequently used is having the MLL Specialist join the lesson within the general education classroom and support the lesson with specific strategies. The MLL Specialist may take MLL students with general education students in a small group within the classroom to practice speaking and listening skills.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One of the greatest attributes of Woodridge Elementary School is our school culture. At the heart of our school is a positive environment that continually strives to be better every single day for our students. We value relationships with all of our stakeholders - teachers and students, teachers and administration, students and students, teachers and families, administration and families - it is intrinsic to the success of our school. Our relationships with our students comes from a clear mission to provide an education that is whole child centered. As a team of educators we continually use our school-wide PBIS Program - Positive Behavior Intervention Support - to motivate and engage our students. We set the tone early in the school year for the “why” of our PBIS rules and expectations so our students understand the way they weave into all that we do. “Be Respectful. Be Responsible. Be Safe” are the PBIS expectations prominently displayed in school colors in our foyer when students walk into the building and they are repeated every morning during our morning announcements. When students are showing these behaviors throughout the day, they earn “Wizard Wands” and can use these wands for bi-weekly PBIS raffle or to contribute to a PBIS challenge. One example of a school-wide challenge is to earn 20 wands over the course of one month as a class in order to have a whole-class reward like extra recess, board game time, pajama day, etc. We also facilitate whole school rewards whereby all the classes strive to pool their 20 class rewards for a whole school assembly. In addition to PBIS, we use Spirit Weeks throughout the year to show our school spirit while also engaging in community service. One example is when we had “Crazy Sock Day” we not only wore fun socks, but we brought in a brand new pair of socks to donate to a local agency that gave back to our Cranston community. Our value of community comes through while having fun and building school pride when we engage in Spirit Week events. We also have interactive Town Halls every trimester that focus on such topics as anti-bullying, in order that we help students to practice social skills that promote kindness, inclusion, interpersonal communication and belonging. Field trips and school-wide assemblies are also a part of our student engagement plan. Each of our grade level teams are taking two off-campus field trips this year to support science and social studies curriculum topics and help our students to apply real-world understanding while having an experience outside the school. In addition, we celebrate perfect attendance every trimester with such celebrations as student breakfasts, pizza parties and student certificates. Attendance challenges aligned to our School Improvement Plan (SIP) are used to reinforce the importance of daily attendance and celebrating when we accomplish a goal together; students can earn a pizza party at the end of the month, for example, if their class has a daily average attendance rate of 95% or better. Each of these strategies play a part in the positive school climate and culture and motivate our students to want to be at school each day.

2. Engaging Families and Community:

The Woodridge Parent Teacher Organization (PTO) has a long history of being an active and engaged part of our school culture. Many parents volunteer their time to get involved in the special events that are planned each year for our students. The week before school begins the PTO, together with the principal, kick-off the school year with a Back to School Bash that features games, a DJ, food trucks, raffles for new backpacks, teacher meet and greets, and lots of student and family interaction. We use this event as a time to also educate our families about resources such as the school lunch programs, local library programs, BCI and volunteer sign-ups, and information about back to school procedures. We partnered with a local home lending organization this past August to host a school supplies drive for our school in the weeks leading up to the Back to School Bash; they delivered 10 large bins of school supplies as well as paper products like paper towels and tissue, and cleaning supplies. These donated supplies allowed us to provide every student with needed supplies for school without cost to our families. A state representative sponsored our ice cream truck for the event, and we also received a large pizza donation from a small business in our neighborhood. We have created a community of stakeholders within the local community who have helped to enhance our school experiences. Our strategy for engaging with our community has been relationship building and connection making, which grows exponentially every year. Each spring during Reading Week we invite over 25 guest readers to visit our classrooms, read to our students, and talk about their careers and the pathways to their careers. We have had dentists, meteorologists, news anchors, musicians, Brown University athletes, local authors, Superintendent of Schools, storytellers, nurses, veterinarians, President of

the Teachers Union, the Mayor, local politicians, and the list goes on. We help our students to make the connection between literacy and career pathways while introducing them to new members of our community. Our Cranston Police Department is another trusted and valued partner in our community, organizing such events as the Walking School Bus each September, and being a visible member of our community on a daily basis. Students know many officers by name as they visit our school, talk with students at recess, and facilitate our ALICE training every fall in each classroom. The dedicated, caring community that surrounds us enhances our school in a multitude of ways. Lastly, communication with families is a key and abiding strategy adopted by the leadership of Woodridge School. Every Friday families receive a newsletter via email with everything they need to know about what is happening at their child's school; from lunch menus to important dates, to learning/event highlights of the week in colorful pictures to the "SEL CORNER" with helpful social emotional learning information for the school to home connection, the Weekly Wizard newsletter (written by the Principal) is a consistent communication tool to keep families informed and strengthen the school to home partnership.

3. Creating Professional Culture:

Teachers and staff are the heartbeat of our school. It is the belief of the Principal that supporting teachers will in turn allow teachers to support their students. Over the last several school years, the pandemic tested the resolve of our staff more than ever before. Flexibility and grace were critical elements of support in order to grow during such a challenging time in our professional journey. As a collective, we had to consistently pivot and keep a growth mindset for our students; we were called to model resilience and hope in order to make education engaging in brand new ways. These learning moments have translated to a culture of teamwork and collaboration professionally. We could not have made it through the pandemic without being supportive of one another and modeling that learning is never ending. To that end, a book study over the last two school years at monthly Faculty Meetings has been an anchor to the school improvement strategies and promoted collegial discussions about highly effective practices.

All professional development is strategically aligned to the School Improvement Plan (SIP) goals, and consistently revisited all throughout the school year during monthly common planning meetings with grade-level teams, as well as Faculty meetings and Professional Development (PD) Days. The approach of professional development is to use professional norms - created by our staff - to guide educator learning and drive next steps, while keeping a laser focus on only the initiatives of our SIP. This allows for deeper learning to take place, and to "chunk out" the professional development to be bite-sized pieces that are practical for immediate implementation. One example is our Writing Professional Development this year. We began the year with a two-hour professional development in writing as facilitated by our principal. The purpose was to formally organize the writing block (featuring a standards-based mini lesson, practice and conferencing) and learn how to create a unit of study within one of the three writing genres. We strategically engaged in a pre-assessment across K-5 in informational writing in the fall and then went to work on teaching the units that were designed. Protocols for looking at student work, calibration in scoring, and follow-up PD mid-way through the year were all a part of the professional development plan for this area of instruction. This year-long PD plan has both set high expectations for teachers by developing a continuum of pedagogical practices from K-5, and encouraged collaboration between teachers in order to reach our greatest levels of student achievement. Additional support to guide teachers during non-instructional times has been provided whenever needed and modeling a growth mindset with the development of the writing units has been a key means of support and validation for the teachers.

4. School Leadership:

The leadership structure at Woodridge Elementary is an administrative team of one principal. The Principal's leadership philosophy is directly aligned with distributive leadership, and building capacity in the staff by setting clear, high expectations. Therefore, human capital is our finest resource and the dedicated, caring faculty members are often shown in overt ways that they are valued. Teacher /Staff appreciation is a key part of the leadership philosophy; this is not just during the Week of Teacher Appreciation every May. The Principal shows appreciation with surprise food and treat events in the Teachers' Lounge monthly; maybe it is pies for the fall season, gourmet donuts and coffee, breakfast to kick off professional development meetings or special holiday sweets to brighten the teachers' day. These

moments emanate joy and gratitude - a basic human need that is required to do the tireless work of education. When our faculty is happy and joyful, they will provide students with a positive experience in their individual classroom communities. "Relationships first" is the Principal's philosophy as it is how trust is built, and best practices grow from trust. From the beginning of the principal's tenure in 2019, high expectations for all were intentionally communicated, from the principal to the teachers to the custodian, to the school nurse - for ALL. When we set a high standard for ourselves, we will deliver excellence for our students. This philosophy is one that comes with systems work first; laying the foundation for excellence. Such systems include the MTSS framework, and understanding the critical structure of Tier I , 2 and 3 instruction. Monitoring the created systems with routines and rituals that always go back to the vision and mission of the school is the cyclical work that is done with understanding, patience, reflection and relentless energy. Having a "relationships first" mentality means that the stakeholders all have a voice; this is where building capacity in the team (to lead) is carefully balanced with never lowering the standard we set for ourselves. If it is not best for students, we do not invest in it; this goes for programs, materials, supplies, etc. Our School Improvement Plan drives our school budget, and the structure of our committees. From this work, we have leaders within the committees that have helped the Principal with messaging the vision and mission and drive the path forward for each committee - Attendance, Academic, Family Engagement, and PBIS. We have Sunshine Committee co-chairs that work alongside the Principal to create special events for the staff like our Holiday Party, Breast Cancer Awareness Brunch, and St. Patrick's Day Potluck. This is not academic, but it is very important to the culture. High expectations, "relationships first" attitude, and systems that align to vision and mission are the key components of the leadership philosophy.

5. Culturally Responsive Teaching and Learning:

Maintaining high expectations for ALL students is our pathway to equity. We prioritize instruction that is standards aligned, used in tandem with vetted, approved resource tools that promote 21st Century Skills - critical thinking, communication, collaboration, and creativity. All instructional goals and priorities flow from this paradigm as do our routines of monitoring student growth. When a child in our school is not progressing as expected, we analyze the factors that may be impacting their development first. We maintain a partnership with our families that is open and welcoming to ensure that they feel comfortable sharing any concerns that may be happening at home. Our students with disabilities need alternative plans, pedagogical practices and materials and supplies in order to access the curriculum in many cases. We examine those needs together as a team and take next steps to ensure equity. One example is with our non-verbal students. We have brought in other educator experts to the school to analyze which digital tools and devices would be needed in order to ensure our students are acquiring the next level of skills they need to function optimally in daily living. We have sought to create hybrid plans in our schedule for students who may need a more restrictive environment for only one content area, but function optimally in the general education class for another; these plans are embedded in the belief that all of our students can learn, and it is our job to find the right combination of ways for that learning to occur. Our students with disabilities are in our general education classes every morning in the first block of the day for 'morning meeting' and center time for our littlest learners.

Several of our general education students are formally assigned as classroom helpers with our exceptional students, and spend time together playing games, and reading to them. In addition, we celebrate diversity in a multitude of ways throughout the year formally. We recognize Autism Awareness by dressing in blue as a school every April; we wore blue and gold for World Down Syndrome Day on March 21st; we had a Black History Month Door Decorating Contest to celebrate the many wondrous contributions African Americans have made to our country. Finally, using excerpts from texts such as "Culturally Responsive Teaching and the Brain" during professional development sessions as well as using family, student, and staff Survey Works data (an annual family, staff and student survey disseminated by Rhode Island Department of Education) to leverage plans for family engagement and student programming are embedded in our planning processes. Consistently guiding our students to understand acceptance and inclusion are values we hold as a community through actions and deeds (mentioned above) is our true pathway to equity and cultural awareness.

PART VI - STRATEGY FOR EXCELLENCE

While there are a multitude of practices and strategies that come together to make our school successful for the students we serve, one of the most instrumental, overarching practices is analyzing data with prescribed protocols. For the last four school years, we have honed our practice of cyclically examining student data in the areas of math, reading and writing consistently to create “next steps” plans for our instruction. These data analysis sessions happen monthly with a guided protocol that asks teachers to look at data first to answer the question, “What do you see?”; describe the data. Next, teachers ask, “What does the data suggest?”; interpret the data. Last, the facilitator asks, “What are the implications of this work for teaching and assessment?”; next steps with the data. Using this protocol to analyze student data has guided the conversations to have the voices of all teachers and support staff contributing to the plan, and ensured a careful look at the data, rather than a surface glance. With so much data being collected by our teachers, allocating uninterrupted time to examine the data is critical to student success. In order to become successful with this process, it required first that the Principal offered professional development in the report types, data types, and assessment types in order that teachers could distinguish the purpose for using each data point. Practice with this protocol has been repeated during common planning time with grade level data, at Faculty Meetings and School Improvement Team meetings with whole school data such as RICAS, and at Academic Committee meetings with grade level bands of data. This consistent and disciplined approach to analyzing data has helped teachers to ask the right questions about next steps for their instruction, promoted critical feedback and guided instructional planning at the classroom, grade and school level. It is now an automatic practice that teachers reach for their reports to go deeper with understanding where to go next with their instruction, and they can lead the stated protocols within their teams proficiently and independently of administration. Using this practice we are building the capacity to lead in every classroom of our school and ensuring equitable outcomes for our students.