

U.S. Department of Education
2014 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. Suzette L. Wordell

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

Official School Name Fort Barton School

(As it should appear in the official records)

School Mailing Address 99 Lawton Ave

(If address is P.O. Box, also include street address.)

City Tiverton State RI Zip Code+4 (9 digits total) 02878-4631

County Newport County State School Code Number* 33106

Telephone 401-624-6114 Fax 401-624-2927

Web site/URL http://www.tivertonschools.org/fort
barton E-mail swordell@tivertonschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. William Rearick E-mail: wrearick@tivertonschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tiverton Tel. 401-624-8476

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Sally Black
(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 that it is accurate.

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	5	4	9
K	20	16	36
1	31	30	61
2	19	27	46
3	25	24	49
4	29	18	47
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	129	119	248

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

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, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1	226
(5) Total transferred students in row (3) divided by total students in row (4)	0.102
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %
5 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Arabic, Filipino
8. Students eligible for free/reduced-priced meals: 26 %
 Total number students who qualify: 65

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

9. Students receiving special education services: 17 %
42 Total number of students served

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

8 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
1 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	1 Traumatic Brain Injury
4 Mental Retardation	0 Visual Impairment Including Blindness
4 Multiple Disabilities	10 Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes_ No X

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

PART III – SUMMARY

Fort Barton School is a rural school in Tiverton, Rhode Island, with 248 students, in grades PreK-4. We believe in our school mission's statement: To create a community of active learners where knowledge and discovery happens in a safe, welcoming environment so students can achieve their potential -- becoming responsible citizens. Our school, named after Revolutionary War hero Colonial William Barton, sits nestled between the picturesque Sakonnet River banks and the Fort Barton Memorial Tower. A sense of history, pride, and belonging transcends every student at Fort Barton. Our school reflects the peaceful colors of the muted Atlantic Ocean, where the inner atmosphere is calm, respectful, quiet, clean, and safe. Everything about our school -- from the interactions between teachers, students, principal, parents, and community, to the pursuit of academic excellence, is based on trust, respect, compassion, individualization, and nurturing. We have many rituals, like morning announcements and all-school celebrations, that enhance our school climate. Our school is a high-achieving school, and the top ranked elementary school in Rhode Island in 2013. Our cumulative student achievement for grades 3 and 4 combined increased 11% in 5 years in math, and 13% in 5 years in reading (2008-2009 -- 80% math, 82% reading; 2012-2013 91% math; 95% reading). Currently, Fort Barton School is 96% white, 26% free or reduced lunch rate, 17% of students in special education, and a 10% transient rate.

We have received grants for literacy development, which transformed our culture to a data-driven, student-centered decision-making environment. We also received awards, such as the USDA HealthierUS Bronze Award for promoting healthy scheduling (longer, more concentrated recess time), healthier food choices, and improved health curriculum. A unique aspect to our school is that we are part of a regional collaborative for special education. Newport County Regional Special Education consists of four towns: Little Compton, Tiverton, Portsmouth, and Middletown. Fort Barton School is the only K-4 RI Alternate Assessment Program for the entire Newport County Regional Special Education Collaborative. Since we receive students from all four towns into our school, we consider ourselves one of the most fortunate schools around. Our students learn acceptance, nurturing, care, and compassion of students with severe and profound special needs, and often form deep life-long friendships.

We have an active PTO, and community groups, such as the Tiverton After School Arts Program, sponsor after school programming for students. The most memorable moments at our school are focused on students. Our students participate in the Feinstein Jr. Scholar program, where they perform good deeds to help others and sponsor school-based food drives for our local community food bank. Each grade performs once per year at a Building Literacy Program, which is only for fellow students, in which they share their learning in reading with the school. Our third and fourth grade students perform for the school on recorders in the spring, and fourth graders perform on their string instruments for our school. Fort Barton School's biggest celebration is our annual Memorial Day Parade, which is held during school that all students march in, complete with a ceremony at a WWII Memorial Statue, so we can teach civics and reflect back to our school and country's history.

Fort Barton School sponsors two Parent-Teacher Conferences each year, and an Open House each September. We also host orientations for Pre-K, Kindergarten, and new students during the summer. During Open House, past students and community members will come back and visit teachers and our school -- from middle to high school siblings, to neighbors, to town people who would like to see our school or reconnect with a former teacher. Families and students feel a connection to our school that transcends the school day, and keeps students and families engaged in our school. At the fourth grade promotion ceremony, we say, "Even though you are leaving our building, you will always be part of the Fort Barton School family." Our school's academic successes, school climate, and awards and achievements make Fort Barton School worthy of National Blue Ribbon status.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. In Rhode Island, we use the New England Common Assessment Program (NECAP) as our state accountability test. Students are assessed in grades 3 and 4 at Fort Barton School in October in Reading/ELA and Math. A level 3 score is considered “Proficient”, and a level 4 score is considered “Proficient with Distinction”. When NECAP results are given, the principal creates a spreadsheet that indicates student responses to released items, and reviews trends of student progress, as well as released items with teachers. A teacher meeting is immediately held to identify any student who did not meet the proficient level, and an intervention plan is created. This intervention plan includes classroom interventions, as well as Reading or Math Specialist support. In addition to NECAP, we also use DIBELS Reading Assessment in Reading for grades K-4, and the AIMSWEB Assessment in Math for grades K-4. Both DIBELS and AIMSWEB are used for Benchmark three times per year and Progress Monitoring two times per year. The principal schedules common grade level meetings with the Reading and Math specialist, teachers, and principal present five times a year (three times for benchmark, and twice for progress monitoring) to spend time intensely reviewing every child’s data in each of the assessments. Each child is given a number, and is placed on a Data Wall in the Teacher Conference Room, where we can monitor and celebrate student and teacher successes. We began this year an additional Data Wall for Response to Intervention to monitor the same information. In addition, results of every data period are posted, and teachers receive individual results, where they can see overall student/class longitudinal trends.

b. In grade 3 Reading/ELA, our overall student achievement increased 24% from 76% in 2008-2009 (combined Levels 3 and 4) to 100% (combined achievement Levels 3 and 4) in 2012-2013. Between the years 2010-2011(97%) and 2011-2012 (89%), there was a 6% decrease in scores. We immediately provided interventions for students in that particular cohort, and upon testing in NECAP gr. 4 Reading/ELA the following year (2012-2013), there was a 6% increase in NECAP scores to 97% (combined Levels 3 and 4). Of particular achievement is the SES subgroup. In 2008-2009, 55% of students were at a proficient level (Levels 3 or 4). There has been a 45% improvement in student achievement, and now all students receiving free or reduced lunch services in grade 3 have met or exceeded the proficient level on NECAP by year 2012-2013. The only year without 100% improvement was 2011-2012, in which 91% of students were at Level 3 or 4, which is still a 36% improvement. This is due to the instructional practice in the classroom, and the immediate supports placed. In grade 4 reading, overall student achievement increased by 10%, from 87% in 2008-2009 to 97% in 2012-2013, with 100% student proficiency reached in 2011-2012. For our SES cohort, there was a 7% decrease in students meeting proficiency in the year 2009-2010 (75%). However, if we follow that cohort, as 3rd grade reading students the previous year (2008-2009), only 55% of SES students met Levels 3 or 4 on NECAP. So that particular cohort increased by 20% in one year, due to interventions and support.

In grade 3 Math, overall student achievement increased 12% from 84% in 2008-2009 to 96% in 2012-2013. In the year 2010-2011, math achievement decreased from 86% in 2009-2010 to 81% (5%). We worked closely with that particular group of students, and the next year, in grade 4 2011-2012, they unfortunately showed no gain in achievement. However, as far as closing the gap, as third graders, 81% in 2010-2011 of SES cohort were Level 3 or 4, and in 2011-2012, 89% were, for a gain of 8%. In grade 4 math, student achievement overall gained 10% from 76% in 2008-2009 to 86% in 2012-2013. There was one very high achievement year, 2010-2011, where students met 95% proficiency, which aligns with the Gr. 4 reading data of that cohort (97%). Overall, our RI Alternate Assessment numbers are very high. Fort Barton School is the Newport County Regional Special Education Program location for K-4 RI Alternate Assessment Classrooms. This region consists of four RI towns: Tiverton, Little Compton, Portsmouth, and Middletown. The numbers reflected in Fort Barton School’s RI Alternate Assessment data are often greater than 2% because of this regionalized program.

2. Using Assessment Results:

At Fort Barton School, we use many forms of assessment data to analyze and improve student and school performance. Besides our state assessment (NECAP), we use DIBELS Reading Assessment three times a year to assess formally benchmark scores in reading, and twice a year to formally assess progress monitoring scores in reading for all students K-4. We use RI Teaching Strategies Gold to assess students in Pre-K continuously throughout the year, including beginning of year and end of year assessments periods. In reading, we also use DRA to assess all third and fourth grade students, and any students in grades 1 and 2 who are not at benchmark either on DIBELS or running records to further assess comprehension, fluency, and reading strategies. We use Reading A-Z for running records, and the related websites for students (RAZ-Kids, vocabulary a-z, science a-z). In phonics, we use Project Read Phonics Assessments, and grades 3 and 4 use Words Their Way Spelling Inventories to analyze spelling errors for lessons and small intervention group work during Reading Power Block. We use the results of these assessments in combination with a student's classroom performance as evidence for Response to Intervention, which we have scheduled twice per month for the entire year, with the team available to convene additionally if a teacher feels a student is in need.

We inform parents about students' academic progress through emails/phone calls from teachers/principal, formal letters indicating progress on DIBELS Assessment, NECAP, ACCESS for E.L.L. student annual testing, screening letters for W-APT for all E.L.L. students given to all parents, students, and teachers screened, and formal letters from Reading and Math Specialist and quarterly written updates for all students receiving remedial services are sent home. We host an Open House in September, and two Parent-Teacher Conferences over a course of four days to meet with parents (in November and February) to review student progress. The principal sends out a weekly email newsletter that contains information about school and student academic successes, and also uses a district ConnectEd (auto-dial) system for Fort Barton School messages. We also participate in Newport County Regional Special Education Program, as part of a four-town collaborative, and parents are invited in to review assessment results and request meetings if they wish. Finally, important letters are forwarded to the district Technology director for inclusion on the website.

3. Sharing Lessons Learned:

In 2008, Fort Barton School was awarded a \$225,000 5-year literacy grant through The Dunn Institute and Hanson Initiative for Language and Literacy. As a requirement of the grant, our school agreed to be transformed into a data-using and data-centered literacy school, and we would open up our school and scores to become a model for other schools to see and visit. Schools within our town, the state of Rhode Island, and from Massachusetts (both public and private) have come to visit Fort Barton School to see how our students were improving our state assessment scores so quickly. We modeled our literacy instruction, with an emphasis on personalizing data collection to greater inform teaching and student learning. During these visits, teachers and principal will meet with visitors to answer questions, and students will gladly share their learning. Rhode Island Commissioner of Education Deborah Gist honored Fort Barton School as Leading the Way schools in education 2012 at the State House during her State of Education Address, and Fort Barton School presented in the State House rotunda in May, 2012, our school successes for other schools to model. The RI Department of Education has included Fort Barton School as a Sample Model Data School included in their state training manual – School Data Leadership Training – that all RI schools are required to take during the 2012-2014 school years. Fort Barton School has been featured in various local and state news articles around Rhode Island and southeastern Massachusetts for student achievements.

4. Engaging Families and Community:

Fort Barton School engages families through many different strategies. Daily, teachers communicate through email, notes, phone calls, and in grades 3 and 4, all students have a Daily Student Homework Tracker that students use and parents can write in to directly communicate with teachers. Weekly, an email school newsletter is sent home with a calendar of current week's events and upcoming events, as well as important weekly highlights, and the principal's door is always open for parents to visit or meet. Fort Barton School hosts orientations for incoming Kindergarten, PreK, and new students, as well as a school-

wide Open House in September (Meet and Greet), where many former students and community members will visit our school. We have parents who volunteer weekly to assist in classroom centers in Kindergarten and grade 1, and have a wonderful partnership with the East Bay Foster Grandparents Program, where retired adults are trained to come into schools and educationally assist students with learning in the classroom, in both reading and math, four days a week. Our school participates in the Feinstein Jr. Scholar program, and hosts 2 food drives, as well as many philanthropic good deeds throughout the school year. Some of those past good deeds include raising money to help build the town's new library, the fourth grade hosting a "Game Day" for students with developmental disabilities, and holiday gift bags to go with Meals on Wheels lunches. We partner with local community organizations, like Chartwell Food Services, to create lessons linked between nutrition and science for grade two students, and Stop & Shop, to teach students how much money is needed to feed a family and then donate the proceeds to a food bank. We are a USDA Healthier US School Bronze Level Award winner (2011-2015), and are a New York Road Runners Mighty Milers School, where students grade 1-4 participate in running/movement activities during recess to stay healthy and fit. Fort Barton School has a very active Parent Teacher Organization which meets monthly and sponsors monthly events. All these activities help to keep the Fort Barton School families and community members engaged in student success and school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

All Tiverton Public School curricula is aligned to state and/or national standards, per the district strategic plan. Two years ago we collaborated with two other districts to develop a new K-12 math curriculum aligned to CCSS. The curriculum provides a scope and sequence of learning for each grade and units of study that indicate specific learning targets, a description of learning for this content, and suggested instructional approaches. Schools have the flexibility to plan for instruction of these units and approaches that will best meet the needs of their students. The curriculum and units do not include prescribed lessons, just learning outcomes for each grade. This allows teachers the opportunity to design learning experiences that are relevant and appropriate for their students in meeting the desired learning targets.

A similar process is being used for ELA and Science curricula. Additional subjects will develop curriculum in the same manner in subsequent years. At the elementary level, we are looking for opportunities to integrate learning across ELA, science and social studies. Our core curriculum currently is fully aligned to the RI Grade Level Standards and Grade Span Expectations, and is transitioning in English/Language Arts and Mathematics to Common Core State Standards. Science curriculum is aligned to RI Science GLE's, and is being realigned to the Next Generation Science Standards.

Our current reading curriculum was developed several years ago. It provides quarterly English Language Arts Curriculum Planning Maps for each grade. Learning is planned out for the year and specific learning targets have been identified in the following areas: Reading and Literary Analysis; Vocabulary; Phonics and Word Recognition; Oral Language Fluency; Writing; and Language and Conventions.

All elementary schools have been trained in Project Read for phonics instruction and a scope and sequence was developed for this program that is included in the above mentioned Curriculum Planning Maps.

During this school year we began work on a new K-12 ELA curriculum. Within this work, we are identifying structures and approaches that have been areas of strength that will be maintained and we will begin a gradual implementation next year.

Within this process we are researching evidence practices and model curricula from several states that will inform the development of our scope and sequence and units of study.

The Art Curriculum at Tiverton Elementary Schools, starting from 1st through 4th, focuses on developing the “whole” child. Through 2d and 3d work students learn and apply concepts by using the art elements and principles of design. Whenever possible art is integrated with student's academic curriculum. The year is broken down to several types of lessons. They are sometimes open ended where students can react to concepts and create original pieces. Observational lessons are used to develop each student's visual ability. The Music Curriculum at Tiverton Elementary Schools aligns with the National Standards for Music Education, and the Physical Education and Health Curriculum were just realigned this year to reflect the RI Comprehensive Health Curriculum goals and Physical Education Goals.

We have also implemented several assessments for screening and progress monitoring and an intervention/enrichment period to support students performing below and above grade level. Teachers have received training in data analysis and participate in quarterly data meetings to identify student learning needs and plan for intervention and enrichment activities.

2. Reading/English:

At the building level, in 2008, while we were in our first year of a \$225,000 Literacy Grant, Fort Barton School teachers took the PET-R survey to indicate our building curriculum needs and alignment. From that survey, in triangulation with NECAP assessment scores, we determined that our school needed a phonics program that would help strengthen our students' initial phonemic awareness. The initial program we

adopted, Project Read Phonics, was piloted in our elementary school, and helped to standardize our phonics instruction.

In reading, in grades 1-2, we use the Daily 5 reading structure, which is an uninterrupted 90 minute block of instruction. Teachers will begin class with a mini-lesson, then break into three required student selected literacy practice centers – read to self (fluency/comprehension practice at independent level), read to someone (fluency/comprehension practice while practicing CCSS-Speaking), work on writing (self or peer editing of writing), word work (phonics practice), and listen to reading (computer-based programs with comprehension assessments). During Daily 5, classroom teachers will also pull intervention groups and work specifically with skills-based groups, based on data initially collected from DIBELS Reading Assessment, DRA (Developmental Reading Assessment), and running records. This was chosen because it's student-centered and provides for daily individualized instruction. Grades K, 3 and 4 also follow this similar format with daily reading centers (Kindergarten is ½ day). We also have a K-3 phonics program, Project Read Phonics, that is taught with fidelity. Guided reading occurs in all grades, K-4, and allows for small group instruction based on student reading levels. Daily collaboration with classroom teachers and a Reading Specialist occur, and students not at benchmark receive additional targeted reading support up to five additional times per week. There is also daily collaboration between speech/language pathologists, E.L.L. teacher, and special educators and classroom teachers for seamless, targeted literacy instruction. We use daily acquisition of data to inform our instruction, from such sources as P.A.L.S. (grades K and 1), DIBELS (grades K-4), Project Read Phonics (K-3), running records, and common assessments.

3. Mathematics:

Two years ago we collaborated with 2 other districts to develop a new K-12 math curriculum aligned to CCSS. The curriculum provides a scope and sequence of learning for each grade and units of study that indicate specific learning targets, a description of learning for this content, and suggested instructional approaches. Our district is purchasing the Eureka Math series to address the Common Core State Standards. Through Eureka Math, teachers are having students share their mathematical thinking and strategies daily during our one hour math instructional time. This instructional time begins with a mini-lesson or introduction, which may include an online video clip or visual, fluency practice and checks with Math Sprints, whole class instruction, application of the concept, concept development during extended practice for students in the benchmark or over-achieving students or guided practice for students who are under-achieving, and a debriefing, which often includes a math-based exit ticket. In addition, we have a Math “Power Block” twice a week, where all students, regardless of level, have an opportunity for 40 minutes to practice math fluency and application through leveled groups, technology, games, and manipulatives. Finally, we assess students five times per year as a district through AIMSWEB Math Assessment (Fall, Winter, Spring Benchmarks and Fall Progress Monitoring and Winter Progress Monitoring). Teachers meet with the Math Specialist, Principal, and Guidance Counselor after administering AIMSWEB the above-mentioned five times and carefully review each child's progress. Math progress monitoring groups are created for students who fall below benchmark, and struggling students are eligible to receive additional, targeted remedial math support from a Math Specialist twice per week for 40 minutes during Math “Power Block”.

4. Additional Curriculum Area:

Currently our science curriculum is a kit-based curriculum that is aligned to the RI Science Standards. Each kit is inquiry-based, and includes hands-on science activities, as well as a strong writing link. Kits include such topics as physical science, earth science, life science, and applied science (engineering). Science is taught at our school twice per week for approximately 40 minutes. Our state assesses fourth grade students on the New England Common Assessment Program (NECAP) Science Assessment in May of each year. Our 4th grade students went from 61% proficient in 2009 to 82% proficient in 2013 in the NECAP Science Assessment. We attribute our students' success on the NECAP due to the inquiry-based kit curriculum. There is also a science-based literature library for teachers to access student books that coincide with inquiry kits that supports informational reading and writing.

Our district is participating in a curriculum initiative to develop a K-12 science curriculum aligned to Next Generation Science Standards (NGSS) that will be gradually rolled out over the next few years. To support this implementation, we are also participating in a federal Math Science Partnership grant that will involve two weeks of intensive summer PD for a cohort of teachers, and several days of follow-up during the next school year. Portions of this training will be videotaped as well as teacher implementation of lessons that highlight the intersection of the content and practices of NGSS. The videos will then be developed into a series of online PD modules that will provide training for all teachers in our district.

5. Instructional Methods:

Fort Barton School differentiates instruction daily to meet the needs of all students. Data is collected daily on students in the classroom, and teachers form instructional groupings according to student instructional needs. These groups become fluid and flexible as students progress and their academic needs change. Every day we have a “Power Block” – which is the name of our Intervention Block. During that time, our Reading Specialist works with students needing intensive interventions three times a week, and our Math Specialist works with students two times per week, while classroom teachers additionally teach small group targeted interventions for all ability levels. Our Math and Reading Specialists work very closely and plan with the grade level teachers to help close gaps in achievement. We have two special education models at Fort Barton School: a co-taught model in PreK-grade 1, which will continue to be expanded every school year to eventually include the entire building, and the Newport County Regional Special Education RI Alternate Assessment Program Classrooms for grades K-4. This covers 4 towns. In order to support our student successes, we rely on the use of technology. We are using an Autism and Reading Comprehension Program that specifically supports learning in specialized classrooms. We use RAZ-Kids virtual on-line books in Daily 5 and Reading Centers, and students use computers in Math Power Block for independent practice. We use Mindplay Program for students with reading IEPs for intensive phonics instruction, as well as BoardMaker, which is a symbols writing program. We use many other programs and websites, such as Touch Math and Starfall website for PreK-1 math and reading, to support student learning.

6. Professional Development:

We received a \$225,000 literacy grant in 2008-2009 from the Dunn-HILL Institute. This grant provided embedded professional development in the area of literacy for Fort Barton School teachers, based on the results of the PET-R survey, administered January 2008. From that grant, we received professional development in the five essential areas of literacy for all K-3 teachers after school and in the summer at Salve Regina University, and embedded professional development in how to administer reading assessments, collect student data, analyze the data, and use it to then immediately inform and change our teaching. We also established a Building Literacy Team, which consists of a representative from each grade level, and meets quarterly to monitor our building’s literacy fidelity and professional development needs. This year, our BLT decided to sponsor professional development, run by our Reading Specialist, who attended RI Department of Education training in CCSS, in creating make and take lessons for currently-owned CCSS-aligned books in text complexity. Peers as leaders provide professional development to colleagues in their specialty area also in special education, especially in autism-related professional development. Teachers are given a 40 minute common planning period once per week during school to meet and plan, but in addition every grade level team independently meets outside of school. Our district provides professional development twice per year, and has a District Professional Development Committee that teacher feedback is accounted for and planned for. Since we are a small rural district, we jointly apply with other school districts for grants that enable our district to provide additional professional development opportunities in curriculum writing and alignment. Teachers meet on the district level at least three times per year in common grade levels to ensure district horizontal curriculum alignment.

7. School Leadership

At Fort Barton School, we have a true professional learning community, where teachers, staff, and principal all work together with one goal – to keep students at the center of all educational decisions. Talk among the leadership, staff, and students is always respectful, and students feel safe and loved in our building.

Teachers are leaders at our school by sharing data and lessons with one another daily, and having accountable, goal-specific conversations about student achievement during weekly scheduled common planning times and Response to Intervention meetings. When teachers share their successes at faculty meetings or during data analysis meetings, other teachers do not view it as “bragging” – rather, it is celebrated as a wonderful achievement for our entire school, since every teacher feels ownership of every student. Teachers want to constantly improve their professional practice, and can often be overheard sharing ideas with other colleagues in different grade levels, so best practices can be used in multiple grades. Our school has an established a Building Literacy Team as well as a School Improvement Team and a Positive Behavioral Intervention Team, all of which look at different aspects of our school several times during the year and monitor our progress so we can ensure that we are continuing to meet the needs of our students and staff. It is at the Building Literacy Team meeting that teachers feel their voices are heard. We establish professional development in literacy, literacy celebrations, and ensure literacy curriculum alignment at Fort Barton. Our principal helps to facilitate the school climate by constantly communicating state and district mandates and reforms, applies for and receives funding through the district and grants for needed curriculum and technology materials, and establishes an environment where teachers have common planning and feel part of a true team. There are weekly email newsletters and faculty updates, monthly faculty meetings, and monthly faculty breakfasts, as well as a daily presence in classrooms to support teaching and learning at our school. Teachers and principal know and advocate for every student in this building, and every student knows that they are part of a team of learners at our school. Every person feels like a valued and welcomed part of our team at Fort Barton School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient with Distinction	96	87	81	86	84
% Proficient with Distinction	23	31	56	37	27
Number of students tested	40	39	36	35	37
Percent of total students tested	92	97	86	89	100
Number of students tested with alternative assessment	3	1	5	4	0
% of students tested with alternative assessment	8	3	14	11	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Proficient with Distinction	85	63	81	60	62
% Proficient with Distinction	14	18	36	20	11
Number of students tested	7	11	11	5	9
2. Students receiving Special Education					
% Proficient plus % Proficient with Distinction					0
% Proficient with Distinction					0
Number of students tested	1	3	2	2	6
3. English Language Learner Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
5. African- American Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					

Number of students tested					
6. Asian Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient with Distinction	96	90	79	88	84
% Proficient with Distinction	23	32	53	38	27
Number of students tested	40	38	34	34	37
10. Two or More Races identified Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					

NOTES: I did not disaggregate the data for Subgroup Sp. Ed. for years 2012-2013, 2011-2012, 2010-2011, and 2009-2010, due to the small number of students. Alternate Assessment number is higher than 2% because Fort Barton School is the Regional Program for RI Alt. Assessment grades K-4 for 4 towns.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: New England Common Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient with Distinction	86	86	95	88	76
% Proficient with Distinction	43	49	48	28	29
Number of students tested	42	35	37	40	38
Percent of total students tested	98	86	89	97	92
Number of students tested with alternative assessment	1	5	4	1	3
% of students tested with alternative assessment	2	14	11	3	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Proficient with Distinction	72	89	86	76	71
% Proficient with Distinction	43	32	29	13	71
Number of students tested	7	9	7	16	7
2. Students receiving Special Education					
% Proficient plus % Proficient with Distinction					11
% Proficient with Distinction					43
Number of students tested	1	1	0	2	7
3. English Language Learner Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
5. African- American Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
6. Asian Students					

% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient with Distinction	88	86	97	86	76
% Proficient with Distinction	45	47	50	28	29
Number of students tested	40	34	34	40	38
10. Two or More Races identified Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					

NOTES: I did not disaggregate the data for Sp. Ed. subgroup for 2012-2013, 2011-2013, or 2009-2010 due to the very small number. Alternate Assessment number is higher than 2% because Fort Barton School is the Regional Program for RI Alt. Assessment grades K-4 for 4 towns.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient with Distinction	100	89	95	94	76
% Proficient with Distinction	40	38	56	34	14
Number of students tested	40	39	36	35	37
Percent of total students tested	92	97	86	89	100
Number of students tested with alternative assessment	3	1	5	4	0
% of students tested with alternative assessment	8	3	14	11	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Proficient with Distinction	90	91	100	100	55
% Proficient with Distinction	29	18	45	20	11
Number of students tested	7	11	11	16	9
2. Students receiving Special Education					
% Proficient plus % Proficient with Distinction					17
% Proficient with Distinction					17
Number of students tested	1	3	2	2	6
3. English Language Learner Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
5. African- American Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
6. Asian Students					

% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient with Distinction	100	92	94	94	76
% Proficient with Distinction	40	39	56	35	14
Number of students tested	40	38	34	34	37
10. Two or More Races identified Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					

NOTES: I did not disaggregate the data for Subgroup Sp. Ed. for years 2012-2013, 2011-2012, 2010-2011, and 2009-2010, due to the small number of students. Alternate Assessment number is higher than 2% because Fort Barton School is the Regional Program for RI Alt. Assessment grades K-4 for 4 towns.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: New England Common Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient with Distinction	97	100	98	88	87
% Proficient with Distinction	64	49	57	33	32
Number of students tested	42	35	37	40	38
Percent of total students tested	98	86	89	97	92
Number of students tested with alternative assessment	1	5	4	1	3
% of students tested with alternative assessment	2	14	11	3	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Proficient with Distinction	100	89	100	85	82
% Proficient with Distinction	86	11	43	19	11
Number of students tested	7	9	7	16	7
2. Students receiving Special Education					
% Proficient plus % Proficient with Distinction					11
% Proficient with Distinction					44
Number of students tested	1	1	0	2	7
3. English Language Learner Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
5. African- American Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
6. Asian Students					

% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient with Distinction	98	100	97	88	87
% Proficient with Distinction	63	47	59	33	32
Number of students tested	40	34	34	40	38
10. Two or More Races identified Students					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					

NOTES: I did not disaggregate data for Sp. Ed. Subgroup for years 2012-2013, 2011-2012, 2009-2010, due to the small number of students. Alternate Assessment number is higher than 2% because Fort Barton School is the Regional Program for RI Alt. Assessment grades K-4 for 4 towns.