

U.S. Department of Education
2015 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 Ms. Tracey Lynn Whitehead

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

Official School Name Nayatt School

(As it should appear in the official records)

School Mailing Address 400 Nayatt Road

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

City Barrington State RI Zip Code+4 (9 digits total) 02806-4328

County Bristol County State School Code Number* 1104

Telephone 401-247-3175 Fax 401-245-5003

Web site/URL http://www.3.barringtonschools.org/nayatt/ E-mail whiteheadt@bpsmail.org

Twitter Handle Twitter feed
@nayattlibrary Facebook Page _____ Google+ _____

Other Social Media Link

Weekly Nayatt News updates-

Mailchimp, reminders

sometimes sent daily as well

as teacher newsletters

YouTube/URL _____ Blog Individual Teacher
_____ Websites have blogs _____

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. Michael Messore, III E-mail: messorem@bpsmail.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Barrington Public Schools Tel. 401-245-5000

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 Kate Brody
(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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. 3 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	0	0	0
K	30	29	59
1	38	47	85
2	42	43	85
3	45	46	91
4	0	0	0
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	155	165	320

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 0 % 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 2013 - 2014 year: 2%

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, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	318
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 5 %
15 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Chinese, French, Russian, Vietnamese, Urdu, and Portuguese
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 10

Information for Public Schools Only - Data Provided by the State

The state has reported that 15 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
46 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.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> 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	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
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 2014

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

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

15. Please summarize your school mission in 25 words or less: The Nayatt School of Barrington will empower all students to excel.

PART III – SUMMARY

The vision of the Nayatt School Community is to empower all students to excel by:

1. Participating in a learning environment appropriate to their developmental needs
2. Engaging as active members of the learning community
3. Developing their critical and creative thinking skills
4. Developing their problem solving skills
5. Practicing cooperative learning and collaboration
6. Engaging in opportunities to reflect on their learning
7. Learning to be effective communicators
8. Exposing them to technology integration that enhance learning
9. Demonstrating the attitude and behaviors of respectful and responsible citizens

(Nayatt School Improvement Plan Vision Statement)

We believe that:

1. All students have the ability to learn and reach their highest potential.
2. All students can succeed academically when we support their social/emotional development
3. All students can be safe, respectful, and responsible with others and their learning environment.
4. All students have the right to participate in a nurturing, trusting, and mutually respectful classroom that promotes optimal learning
5. All students will acquire the necessary foundational skills to be successful at other levels of their educational experience.

(Nayatt School Improvement Plan-Values and Beliefs)

Nayatt School is a dynamic and vibrant school with rigorous academic expectations based on the Common Core State Standards for English and Math. There are strong social emotional supports for students and their families. Nayatt is a PBIS (Positive Behavioral Interventions and Supports) School where students and staff are "safe, respectful, and responsible". Classrooms are student centered practicing Responsive Classroom structures and strategies to empower children to make good choices about their learning and behavior. 320 children make up the student body. The school community is predominantly white students from an upper, middle class backgrounds. Most students come from two parent households and their parents are well educated and highly involved. They are doctors, lawyers, college professors, etc. Many families move from other parts of the state or out of state to attend the Barrington Public Schools. The district ranks highest in the state in academics, the arts, and more in most areas. Parents are seen as partners in the educational process. Parents, teachers, administration, and staff collaborate to best meet the needs of each individual child.

The School has a long history of strong school-parent and school community partnerships. This is evident in events such as the annual Nayatt 5K. Many local businesses participate and provide sponsorships or raffle items. Parents and staff organize and manage the race with a local weatherman serving as the "MC" for the and finishing times and photos posted on Race Wire. This event raises \$15,000.00 each year for PTO grant proposals. Teachers and parents can apply for grants to support, enhance, and enrich student learning. Last year, the Art Teachers received a grant for display boards, the music teacher added a guitar to his instruments and instructional tools, the third grade teachers were awarded funds for ipad minis, 5 per classroom to be used as a station during math or reading workshop, and the reading specialist received decodable books for the reading program.

The PTO has an extensive board and supports student achievement and social/emotional development in a variety of ways. They provide after school enrichment programs such as sports, languages, chess, art, music, technology etc. Volunteers assist hired instructors in the after school programs from October to May. From October to February, students in grades 1-3 can work with the Arts Alive Program and perform in the annual school play. This year, they performed Disney's, The Aristocats. Parents run programs with teachers such as Math Buddies to build math computational fluency. There is a Fine Arts

Committee made up of educators and parents who bring cultural programs to the school to support the school wide theme. This year, the theme is "Rhythms of Nature". Various assemblies have been funded to provide students with unique, cultural opportunities.

The PTO also supports the efforts of teachers to create a safe and respectful environment and learning community by funding social/emotional programs for students such as bullying presentations that reinforce problem solving skills, the use of "I" statements, and when to tell an adult to provide assistance. Next month we will have an interactive dance performance that helps students deal with bullying called, "Chicken Little".

The parent community places high value on the quality of their schools. As result of their efforts to support funding for All Day K, 2014 was the first year of implementation of an All Day K Program in the district. The K students have successfully integrated into the mainstream of the school and participate in all programs as their grade 1-3 peers. The school has a K intern to support the K Teachers and their program. She provides interventions working with the Reading and Math Specialists as well as collaborates with the K Team. It is developmentally appropriate with the morning focused on academic instruction and arts and center time in the after- noon.

The teachers reciprocate and support the high expectations because they are the best and the brightest in the field. They go above and beyond to be accessible to parents via phone or email. They have Parent/Teacher Conferences twice per year and when requested. They communicate academic information via progress reports at the middle and end of the school year, the conferences fall in between this process. They have webpages and blogs and students access a variety of online tools to support learning such as TenMarks, Learnzillion, Tumble Books and more. Teachers also utilize a take home folder to communicate student needs and resources.

The teachers are articulate about communicating student progress through the use of a variety of data points. They use the Eureka Math Program, STAR Math, AIMSweb Math, common assessments in both ELA and Math, STAR Reading, and AIMSweb.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Nayatt School follows the district's core curriculum for Reading/ELA and Math. Social Studies is integrated into ELA and science is in transition to alignment to the NGSS Standards. We have teachers piloting the Stemscoopes in grade K and 3. The other classroom teachers continue to use our current science kit (GEMS or KITES) provided to us by the East Bay Educational Collaborative.

Curriculum descriptions, units of study, resources, materials can be found on the district's website at www.3.barringtonschools.org. Resources can be found in live binders and it is a living curriculum that is continuously revised and updated based on the work of teachers who participate on curriculum writing teams. I have teachers at each grade level K-3 who participate in this process. The district has produced common tasks, we review student work collaboratively, and refine and revise rubrics that have been realigned to the expectations of the Common Core State Standards. The district and schools have spent extensive time over the past three years unpacking the standards, bringing a common understanding and interpretation, and revising instructional practices. The K-3 ELA Curriculum has been built by the Curriculum Director and teacher teams.

The Reading/ELA Curriculum at K-3 calls for a balanced literacy model. The teachers use resources such as Project Read to teach phonics, AIMSweb and Running Records for fluency, literature and text based questions for comprehension. Inquiry and discussion are important, getting the students to generate questions as expected in the standards. Listening and Speaking support reading and writing. The teachers use Writer's Workshop and the writing process to teach students writing skills.

For students that struggle with reading and writing, there are support systems. Students identified by the screener, may have additional diagnostics to determine their point of entry into instruction. Some students receive Tier 2 interventions in the classroom for fluency and comprehension. If phonics is the underlying problem they may participate in a Tier 3 intervention with the Reading Specialist or a Special Educator in the Orton Gillingham Program. Some students participate in small group instruction for Writing or small group instruction for LLI by Fontas and Pinnell or SOAR to Success. Under Response to intervention, students have PLPs for literacy if they are a year below grade level. They are progress monitored regularly to identify the ability to close the achievement gap. Teachers meet regularly to review data and to exit students from an intervention, maintain an intervention, intensify, or even change an intervention to help students who struggle.

Many classroom teachers at Nayatt are also Reading Certified. They run book clubs to support advanced readers. In some cases, the Enrichment Specialist and the Library/Media Specialist team with Grade Level Teachers to do reading and research or book clubs to stretch and grow learners. Data is used to determine student groups.

The Math Curriculum is based on the work of New York and the Engage New York Modules for Math, it is the Eureka Math Program for grades K-3. There has been on-going professional development for teachers in the area of math to help them with prioritization of content, implementation of Math Workshop Model to differentiate instruction, and even work with one of the authors to truly understand the story of the units of study. The Eureka Program is based on the Singapore Math Model. It promotes strong number sense and deep understanding of numbers. Students should be able to express numbers numerically, symbolically, and pictorially. Fluency and problem solving skills are emphasized as well as the Mathematical Practices such as perseverance. To enhance the math program, the teachers also use the TenMarks Program to increase students math skills and understanding. Students work from their own level and progress through skills and concepts with the help of amplifiers, jam sessions, and videos. Teachers integrate TenMarks stations into their Math Workshop Model to provide students with repeated practice and to expose them to technology tools.

As with literacy, teachers use a workshop approach to instruction in math. The program provides fluency work, problem solving, concepts such as place value, and exit tickets so that teachers are able to regroup students regularly and work with small groups based on students skill level. Students are identified for interventions based on screening data. Some students are given additional diagnostics such as the Key Math, Do the Math, or Math Add-Vantage. Again this determines their point of entry into instruction. Small groups may work with the math specialist at least 4X per week for at least 30 minutes to help with concepts and skills. Sometimes it is further unpacking of the core curriculum, pre-teaching or reteaching to support children when they are in the math lesson. The Math Specialist also coaches in classrooms and works with small groups in classrooms based on need. It is a dynamic and fluid process that is progress monitored and reviewed regularly to adapt instruction.

Students are also selected at grades K-3 to participate in Math Enrichment, hands on algebra, the Continental Math League and other programs for students who are exceptional in a subject area such as math. Again, this is led by the math specialist for those above and beyond, but classroom teachers are adept at differentiating instruction to best meet the needs of all learners. It is an expectation. We have some students that have their own individualize math program because they are performing well above grade level.

This work has assisted Nayatt School in closing achievement gaps and improving students growth overall.

2. Other Curriculum Areas:

Nayatt School has art, music, PE, and library/media programs. They are highly valued and seen as an opportunity to support the core curriculum of ELA and Math, but also to extend the options and possibilities for students. Each child has different strengths and gifts and there are many ways to express knowledge and demonstrate success in learning.

Because the teachers have many opportunities for professional development and collaboration, the Special Subject teachers have knowledge and understanding of the Core Curriculum and how to support it. It may be in the language they use with students that is consistent with academic language in the classroom. It may be in strategies they use in the classroom that reinforce math concepts and skills, or it may be through the integration of technology resources or literature.

The Fine Arts staff collaborate with the enrichment specialist to celebrate student learning each month at our Town Meeting. Students singing and art as well as athletic skills are often show cased at this special time when the school community comes together. The third grade chorus may lead the students in song or perform for their younger peers. Squad leaders from physical education may lead the students in an energizer.

The Fine Arts Committee of the PTO, organized by the Art Teachers bring in special programming to support the school wide theme. This year, it is "Rhythms of Nature". There have been Native American story tellers, animal programs, and more. The children have many opportunities to participate in cultural programs. During the 2013-14 School Year, the theme was one world. The students experience Brazillian Dancers, Irish Dancers, African and Cuban Drums and more.

Each year, in March, the school celebrates Fine Arts Night. Student music and art work are featured at this event. Many parents report that it is their favorite event of the year. In addition to art lessons that families participate in together, they view various student art projects and listen to students perform. At the end of the school year, the music teachers and art teachers host a Variety Show where each grade level performs on our outdoor stage and families come and enjoy seating on blankets on a hill looking down on the stage.

The Library/Media Specialist teaches technology classes as part of the after school enrichment program organized by PTO. She builds upon the coaching work she does with grade levels daily during the technology integration blocks. She sometimes organizes after school book clubs for families. Last year, we had a school wide book club at Grade 2 and after school book talks between parents, their children and their teachers.

The PE department continuously promotes health and wellness activities. We have a Health and PE Week in May. Parents participate in PE class with their child. It features a jog-a-thon. Students prepare for the jog-a-thon by participating in mileage club at recess. The PE staff also organize after school programs such as Sports Gymboree or Race Training in preparation for the school's annual 5K race. They do Health and Wellness Presentations at Town Meetings and help to organize and lead events such as the International Walk to School Day and the Eat Healthy RI Day.

The special subject areas teach valuable skills to children, they write curriculum and revise their curriculum based on research and best practices. They are diligent about their craft and recognize that students learn by doing and that practice leads to success. They participate in professional development like their peers and look for ways to support all types of learners. The PE teachers even offer interventions for students with OT and PT needs, but do not qualify for those services under federal law. They build this into their program to help students develop their core and strengthen their bodies so they can be healthy and ready to learn.

3. Instructional Methods and Interventions:

Nayatt is a model school for instruction built around research based best practices in education. Many of these practices are described throughout this document. Our work as a learning community starts with our school improvement goals for literacy and math. There is a strong emphasis on foundational skills, but there is a balance in this emphasis on the development of critical thinking and questioning skills. Students are starting to use data folders and reflect on their individual data and some classrooms are setting strategic goals and reviewing classroom data regularly so they can help and support one another in their learning.

At the heart of this is a strong classroom community, most teachers at Nayatt School are trained in Responsive Classroom strategies and practices. The first six weeks of school are focused on setting expectations, setting up structures and routines, and building a shared understanding of each others' strengths and needs as learners. Children problem solve with their teachers. Expectations are taught and reviewed. Students build their stamina in reading and math. They learn how to participate in daily five and to make choices about their learning. The children find best learning spots and decide if they want to work on their own or with others during independent practice. Students participate in daily morning meetings to greet each other, celebrate, and organize for their day of learning.

Because of the structures and routines that are established, the students can effectively and efficiently manage their learning and time within the Math Workshop, the Reading Workshop, the Writing Workshop, etc. They transition from whole group to small group work because the targets have been clearly set and reviewed. There are references throughout their classrooms to support them. They are accountable to other members of the learning community. They expect to listen and collaborate during a mini-lesson, they expect to rotate through small group instruction, they expect to work with other service providers who move in and out of their classroom, and they value hard work and learning. It is highly evident throughout the building and the foundation for students success.

When necessary, the teachers provide explicit instruction in comprehension strategies using reciprocal teaching and Keys to Literacy, phonics skills using Project Read or Read Naturally, encoding and decoding skills, writing skills, and more. They have an outlined set of resources identified as appropriate to use for the different Tier of Instruction outlined in the Literacy Continuum of the RTI Binder. We used research based interventions to support those who struggle as well as for whole class instruction.

The children have access to technology resources and tools to support instruction. As stated in other sections, there are technology stations in classrooms, teachers have LCD monitors, iPad Cameras to project resources, their own personal devices, and more to enhance learning and improve student achievement. My favorite is when the students access go noodle and do energizers to take a mental break and help them refocus for independent work or new learning. The students have so much fun. It is integrated with learning. The quality of classroom instruction and the access to resources help us to be a high performing school.

This is evident in our STAR data:

STAR
Reading

Fall-Grade 2-2013 Spring-Grade 2-2014

Fall-Grade 2-2014

85 students tested 86 students tested

92 students tested

76% at/above benchmark 85% at/above benchmark 83% at/above benchmark

6% watch 5% watch 3% watch

4% intervention 8% intervention 7% intervention

14% urgent 2% urgent 10% urgent

STAR Math

Fall-Grade 2-2013 Spring-Grade 2-2014

Fall-Grade 3-2014

76% at/above benchmark 91% at/above benchmark 90% at/above benchmark

0% watch 1% watch 0% watch

16% intervention 7% intervention 9% intervention

8% urgent 1% urgent 1% urgent

Fall-Grade 2-2014

Math

84% at/above benchmark improved from 76% proficient

1% watch

11% intervention

4% urgent

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Accountability Report from RI Year

Reading

% Proficient Fall 2013 94%

Fall 2012 91%

Fall 2011 98%

SIT Goal-Reading

By June of 2015, the students in grade 3 identified as having gaps in responding to text will move at least one level on the district rubric for evidence based response on the end of year assessment.

By June 2015, at least 80% of the students in grade 2 will be proficient in the end of year assessment for Evidence Based Response.

Our Math areas of need according to NECAP state assessments seems to vary-Functions and Algebra, Geometry, and Probability and Statistics. We feel that by focusing on close reading strategies and with the use of our new math curriculum and other resources, we will show continued growth in math. We have been making the transition to the PARCC and the CCSS is different in terms of areas of focus.

Nayatt's status as a "Leading" School-strong achievement in reading and math, small or no gaps between groups of students, and/or are improving student achievement. Two of my subgroups are combined, ELL and Students with Disabilities to make a Program Subgroup or super subgroup.

We achieved 20 out of 25 possible points in this area. Our Growth score has increased in the past few years. Gap Closure score is 24 out of 30 points and this has remained consistent.

Under current system, 1.5 points away from begin recognized as a "commended" school.

Increased the number of students achieving 4s, increased the average score on CR from 1.7 to 2.4.

Strategies for Improvement-ELA

- The data indicates that my core instruction is strong and improving.
- How do I further capitalize on Nayatt's success? How do I empower all students to excel?
- Worked with central office staff over the summer, did reflection and planning.

Based on their feedback and insights on the data and work we decided to do the following:

- Focus on core grade level teams and provide more common planning time.
- Added additional 30 minutes per week for teams in addition to 1 hour block weekly. Used addition of all day K to my advantage and borrowed 15 minutes from reduction in K Specialist time and addition of K-1 recess time.
- Infusion of Demonstration Team Model to set Mission, Vision, Norms, and Team Notes at all grade level meetings.
- Worked strategically with teacher teams and specialists such as Reading, Special Education, ELL, etc. on student placement to maximize opportunities.
- Created several ELL Collaborative Classrooms
- Worked with Mrs. Bertocini, the library/media specialists to create collaborative coaching blocks for research and integration of technology.
- Sent teachers in grade 3 to Science and Math Training in the summer

Strategies for Improvement-Math

- Enrichment Specialist/Instructional Coach-ELL Summer Training
- New strategies for Enrichment Blocks in math
- • Math ADDvantage Training-Interventions

Addition of ipad minis in grade 3 through PTO Grant to foster use of Math Workshop Model and Differentiated Instruction

- Strategies for Improvement-Social/Emotional Goal
- Continued work of PBIS Team, integration of Responsive Classroom Strategies, data presentations to faculty, revision of tools and resources, improvement of ability to offer resources and supports to students in the form of CICO, social coaching, recess plans, etc.
- Designation of funding by PTO specifically for Social/Emotional Programs.

The Five Year Trend is down in both reading and math since 2009, but student growth has improved and our ability to close the achievement gap has improved since the implementation of the Accountability System.

We see trends in our comprehension scores as evidenced by the constructed response portion of the NECAP Assessment and our SIP has targeted this work in the last three years. This is discussed in other portions of the document. Our large scale state assessment data is one measure of student performance. Our STAR data and common assessment data indicate improvement and closure of gaps. The STAR is highly valid and reliable as are AIMSweb measures for literacy and math. We are in transition to the PARCC Assessment and have been planning for this change. We hope to learn from this new assessment aligned to the Common Core State Standards and to continue to improve our practice.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Nayatt School follows the district assessment calendar to monitor student achievement and to determine interventions or enrichment. Each fall, in early September, the students in grades K-3 participate in the screening process. Grades 2 and 3 students take computer based assessments with the STAR Program from Renaissance Learning. They take both ELA and Math. The students in grades 2 and 3 are also screened using TenMarks for Math and AIMSweb for fluency. STAR and AIMSweb are national norm referenced assessments. First graders participate in a Colorado Screener for Math and TenMarks as well as the AIMSweb Assessments for early literacy. K participates in Eureka Fluency Assessments for Math and AIMSweb measures for literacy. Following the screening process, some students are referred for additional diagnostics in literacy and math. Once this is complete and a point of entry has been determined for instruction of the child, the teachers participate in data review meeting to organize and plan for interventions or enrichment. Students on RTI plans for math or PLP plans for literacy are progress monitored regularly. This data is reviewed after about six weeks to determine next steps in closing achievement gaps.

The teachers also administer curriculum based assessments or tasks to assess comprehension and writing. These are collaboratively scored and plans are made for instruction and support. In the past few years, we have taken state assessments in the Fall and received the results in January. This becomes another measure to help us to triangulate the data and plan for student needs.

The process of screening, data review, set up of interventions/enrichment, and progress monitoring takes place again in early January and again in early May. Plans are written or exited and student achievement is continually monitored.

Parents attend a meeting or have a phone conference if there student has an intervention plan and they work with another service provider in addition to the classroom teachers. Parents can access the plan through Aspen. All families have accounts. Parents access student data and progress reports via the Aspen System. IEPs, 504 Plans, and RTI plans all exist in Aspen. Any changes to these plans are always communicated to

parents and they can ask for meeting with service providers, the classroom teacher, administration, etc. when they have questions or concerns about students progress.

The K-12 Principals in Barrington present to the school committee several times per year and report at the building level at Open House or PTO Meetings. We share our school improvement plans and goals and our Action Plans for closing achievement gaps.

Part VI School Support

1. School Climate/Culture

When I first began at Nayatt School in 2012, the school culture and climate were in a difficult place. They continue to be areas that we work on as a staff. I conducted a school culture survey with the staff and used the positive adjectives they chose to describe themselves to create the following expectations:

At Nayatt School, administration, teachers, and staff will:

Be Caring...serve all students and their families

Be Collaborative with all stakeholders in problem solving to meet the needs of all children.

Be Dedicated to being an active member of the Professional Learning Community.

Be Professional in interactions with colleagues

Be Reflective about data and classroom practices

To build collaboration, the teachers meet as grade level teams weekly for about 80 minutes to review data, plan for interventions, organize curriculum resources, and more. The teachers submit notes to the principal to keep track of their efforts and plan for next steps. Each team has about 4 members with specialists and administration moving in and out as needed. One teacher from each grade level team serves as either and ELA Point Person or a Math Point Person. These team members are the liasons to the K-5 Curriculum Point Person Teams. They keep their colleagues updated each month after attending a district meeting after school with other teachers and administration.

Teams and the building have norms and we are driven by the Essential Questions or Key Learning Centered Questions:

1. What do students need to learn?
2. How will we know they've learned it?
3. How will they learn it?
4. What will we do differently if they haven't learned it?
5. What will we do differently if they already know it?

In addition the teachers receive coaching and support as requested from the Reading Specialist, the Math Specialist, and the Technology Specialist. The Reading and Math Specialists also facilitate data meetings three times per year after the Fall, Winter, and Spring screening window. They check in 3X per year between screening to check on the progress of interventions at Progress Review meetings.

When teachers are struggling to help a student after providing systematic interventions and support, they can access the school's problem solving team. Again, this team is facilitated by teacher leaders, two co-chairs and is made up of teachers who give up their lunch to meet with colleagues and provide them with guidance and assistance in closing achievement gaps or meeting social/emotional needs that impact learning.

Teachers have various leadership opportunities and opportunities to collaborate, building their capacity. The building/staff can be negative at times and we continue to work on this by acknowledging and celebrating successes. This happens in our weekly update, at faculty meetings, and other venues such as the parent weekly newsletter. It is a process.

2. Engaging Families and Community

Parent engagement at Nayatt is high, but there are ways to nurture and channel that support for education and engage parents and the community in ways that form productive partnerships that help all children to be successful. We are fortunate to have a Volunteer Coordinator to assist administration with organizing parent volunteers. As a district, we have about 1000 volunteers, K-12 that work in our schools and support student learning and social/emotional development.

For example, in the past few years as we have increased our knowledge and understanding of mathematics instruction, we see the value of fluency in math. It is similar to how we work to achieve fluency in reading. As a result, the Volunteer Coordinator works with grade level teachers to train parents in providing an intervention known as "Math Buddies". The teachers set up tools and resources and coordinate times with their Math Buddy Parent Coaches. Parents can be seen working on fluency related tasks in the hallways be it pencil and paper or on the ipad to promote students skills and strategies. They keep folders and work with small groups of students, helping them to graph their progress.

There are also a variety of options for communicating with parents through the weekly Nayatt News Updates sent via email, the school webpage, and teacher webpages and blogs. More two way communication with parents occurs through Principal Coffee Talks or through PTO meetings. The PTO has a Room Parent Coordinator and each classrooms have room parents who also communicate information about the school community and events. Teachers also meet with parents regularly through formal parent teacher conferences or informal meetings as well as IEP and 504 Team meetings with families. The Nayatt Library Twitter feed is another vehicle for communication and provides information to parents about the day to day happenings at our school.

In addition, Nayatt School is a Feinstein Leadership School with a focus on Community Service Projects. Feinstein's main goal is to feed the hungry and we have a partnership with Tap-In, the local foodbank and run food drives several times throughout the year. Different grade levels also participate in projects. Grade 2 raised money to buy bicycles for girls in Vietnam so they could stay in school. Grade 1 raised funds to support children in third world countries who need surgeries for cleft lips and palettes. Grade 3 works with Pennies for Patience to support children with cancer. The PE department raised money with student participation in Hoops for Hearts. Families get very involved with these projects. It is a giving and generous community.

As stated in other sections of this document, family events and opportunities to come together as a school community are highly valued. Parents are partners in the educational process, helping their child to succeed. Parents are consistently in our schools serving students and staff in a variety of ways.

3. Professional Development

The district wide and school level professional development approach is data driven, linked to the district strategic plan and the Nayatt School Improvement Plan, integrated with other district initiatives and linked to academic standards and research based best practices.

For example, the five year trend in our state assessment data shows an overall weakness in the production of evidence based responses to demonstrate comprehension. Three years ago, the average score on the constructed response portion of the NECAP State Assessment was 1.7. Because of targeted efforts via data review, alignment to the Common Core Standards, revision of rubrics, development of common tasks, and professional development in programs such as Keys to Literacy and Solution Tree, the school improved their scores in constructed response to 2.6. Nayatt School moved from a "typical" school under the state's accountability system to a "leading" school because of improved student growth and the closing of achievement gaps. Keys to Literacy provides strategies for improving comprehension and critical thinking and Solution Tree is focused on improving assessment literacy as well as instructional strategies.

Teachers from each grade level and I serve on the ELA Curriculum Point Person Team which meets monthly. Some teachers from this team and other teachers from Nayatt participate in assessment development teams. The district has pursued grants to support teachers in accomplishing this work and increasing their knowledge and understanding of assessment literacy. These same teachers often facilitate curriculum work on professional development days, at lunch and learns, at grade level meetings, and faculty meetings.

The administrative team of the K-5 Principals and the Curriculum Director organize an assessment calendar with screening windows, plan data days where teachers are released as grade level teams to review student data and plan for interventions and support, and plan progress review sessions, half days for teachers to look at the progress of interventions and make changes if necessary. The administrators also plan grade level professional development days for K-3 teachers. During 2013-14, the focus was math because of the implementation of a new curriculum. During 2014-2015 the grade level days have been geared toward ELA feedback and needs, teachers have done additional training in Project Read, the phonics program. There are new resources and strategies for K and Linguistics was added to Grade 3. Again, it is based on the district data and feedback. How are we supporting teachers with foundational skills at K-3.

The tighter alignment to the Common Core State Standards and the instructional strategies to support implementation have allowed us to move student achievement in comprehension and writing. We see this from performance on Curriculum Based Common Tasks and in our state testing data.

4. School Leadership

The leadership of the Nayatt School is based on the principles and practices of a Professional Learning Community. The formal leaders are the principal and two head teachers. Nayatt has a School Improvement Team (SIT) and an active School Improvement Plan (SIP). This team meets monthly to review data and plan for student needs. We practice, PDSA, (Plan Do Study Act). Most members of the SIT Team participate in Solution Tree Professional Development with other districts in the region and on the district leadership team, LEAPP. The focus on the SIT is academic, math and reading. The SIP is aligned to the district Strategic Plan and the following Goals of the District Strategic Plan:

Goal 1: Ensure the success for every student

Goal 2: Build productive partnerships for education

Goal 3: Promote a Positive Culture (Professional Learning Community)

Goal 4: Provide optimal learning environments

In addition to the School Improvement Team, Nayatt has a PBIS Team that meets monthly to review student data related to behavior. The focus of this team is on the social/emotional needs of the students. We review research, plan Tier I interventions for the entire school community, support classroom teachers with Tier 2 interventions such as Check-in/Check-out plans.

The goal moving forward is to combine these two teams into one Universal Team, the state of RI is moving to a Multi-Tiered Support System. The K-3 Schools work with an RTI Coach provided by the district and with a Social/Emotional Specialist. They work with the Problem Solving Team, the Data Teams, and the PBIS Team. Nayatt also has a Therapeutic Team made up of administration and specialists to include special education, the school psychologist, the social worker, the occupational therapist and the speech pathologist as well as the Social/Emotional Specialist. This team has been working with the Autism Project over the past few years to learn how to better support diverse student needs.

Other layers of teacher leadership include, the Reading and Math Specialists who facilitate grade level meetings, lunch and learns, data and progress review meetings and serve on the PST Team. They coach in classrooms, provide interventions, and in some cases provide enrichment. The Math Specialist is also an

Enrichment Specialist who collaborates with the Library/Media Specialist to do reading and research, book clubs, and technology integration. The Library Media Specialist also serves as the Technology Coach in the building and she provides professional development to teachers during lunch and learns and at district wide professional development days, an Un-Conference model where teachers drop into the technology sessions they want and need to grow as educators.

Professional Development and teachers leadership are highly valued in the district and at the school. Several teacher leaders, to include the Reading Specialist, Classroom Teachers, and Speech Pathologist are also part of the LEAPP (LEAD, Educate, and Promote the Profession) which meets several times per year after school. They participate in professional development to strengthen their leadership skills. Next year, they will be part of walkthroughs and moving additional initiatives. It is a three year program.

Nayatt has one of the district's Responsive Classroom coaches. She also provides professional development in the school and throughout the district. In addition, there are teachers who co-chair the Problem Solving Team and serve on the Curriculum Point Person Team. The teacher leaders described present with principals at School Committee Presentations. The district leadership is involved and connected to the schools. We are constantly encouraged to seek feedback and refine programs to close achievement gaps and increase students achievement in a supportive and nurturing environment.

The School Committee and Central Office staff use this feedback to build the budget and advocate for resources. They seek grants to accomplish the work and to empower all professionals within the district to be effective and successful. The district webpage features recognition of achievement and tells the stories of success of various educators. It is powerful to see the commitment and dedication at all levels if administration and the work to build teacher leaders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	72	88	83	90	93
Proficient with Distinction	38	38	34		
Number of students tested	85	105	95	108	100
Percent of total students tested	99	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: The number of students tested is different across some years for ELA and Math because ELL students were exempt from Reading at times, but not Math.

Some data is missing from 2009 and 2010 because this is before I came to the school/district and the state reports lack some of the details.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	79	93	89	92	98
Proficient with Distinction	39	44	35		
Number of students tested	84	102	94	108	99
Percent of total students tested	99	99	99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: Under the state of Rhode Island's Accountability System. Nayatt's has the status as a "Leading" School because of strong achievement in reading and math, small or no gaps between groups of students, and/or are improving student achievement. In 2011-12, Nayatt was classified as a "typical" school, we moved to "leading" in 2012-13 and maintained leading, but improved our overall points in the Accountability System in 2013-14.

Two of my subgroups are combined, ELL and Students with Disabilities to make a Program Subgroup or super subgroup.

We achieved 20 out of 25 possible points in this area. Our Growth score has increased in the past few years.

Gap Closure score is 24 out of 30 points and this has remained consistent, but strong.

Under current system, 1.5 points away from begin recognized as a "commended" school.

Increased the number of students achieving 4s, increased the average score on Constructed Response (analysis and interpretation) from 1.7 to 2.4.

Some specific data is missing for 2009 and 2010 because the state reports do not contain this information and I was not in the school/district.