

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Carole Linnea Petersen

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

Official School Name Jamestown School-Melrose

(As it should appear in the official records)

School Mailing Address 76 Melrose Avenue

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

Jamestown RI 02835-1005  
City State Zip Code+4 (9 digits total)

County Newport County

Telephone (401) 423-7020

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Kenneth Duva

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail  
duva.ken@jamestownschoools.org

District Name Jamestown Tel. (401) 423-7020

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. B.J. Whitehouse

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## **Part I – Eligibility Certification**

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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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 2 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	14	10	24
<b>K</b>	34	16	50
<b>1</b>	30	23	53
<b>2</b>	21	22	43
<b>3</b>	24	19	43
<b>4</b>	20	36	56
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	143	126	269

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 4 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 91 % 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 5%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2016	260
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

7. Students eligible for free/reduced-priced meals: 8 %  
Total number students who qualify: 21

8. Students receiving special education services: 14 %  
39 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 conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>5</u> Developmentally Delayed | <u>9</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance   | <u>14</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 17:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
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. In a couple of sentences, provide the school's mission or vision statement.

Melrose School provides a learning environment that instills confidence, inspires enthusiasm for lifelong learning, and the skills and knowledge necessary to become engaged productive citizens.

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

## **PART III – SUMMARY**

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Jamestown is a small island community whose population swells in the summer months. It is a close knit community of people who know and care for each other. Residents of Jamestown are ready to serve one another. Melrose School was built in 1991. It is the only elementary school in Jamestown. There are 274 students ranging from Preschool through Grade 4. We have been named a Commended School, honoring high achievement, progress, and equity for the past three years based on our performance in both English Language Arts (ELA) and mathematics. Located at the mouth of Narragansett Bay, Rhode Island, Melrose School supports and challenges all students to embody a growth mindset and foster a love of lifelong learning.

In conjunction with the school community, we developed a Mission Statement and Strategic Plan. Jamestown School's mission is: The Jamestown School Department, with the support of the Jamestown community, provides a learning environment that instills confidence, inspires enthusiasm for lifelong learning, and provides children with the skills and knowledge necessary to become engaged and productive citizens. The mission and strategic plan goals are articulated through various avenues including faculty meetings, open house, professional development, social media, and with the school improvement team. Gaps are identified in achievement and intervention plans are developed and carried out.

Melrose School has a strong tradition of collaboration and shared responsibility. There are strong relationships between teacher-to-teacher, teacher-to-student, school-to-families, and student-to-student. All faculty members are regular participants on a multitude of committees and believe that partnering with school administration is beneficial for pedagogical outcomes and peer development. A great example of this can be seen within the district's participation with the Highlander Institute's initiative to elevate the practice of personalized and blended learning here in Rhode Island. Jamestown teachers began to showcase their talents with blended and personalized learning at both the state and national level. What had once been viewed as an isolated island district, transformed into a larger group identity. The positive feeling was palpable. Each grade level actively shared the amazing work that was happening in their classrooms. Now, more teachers have participated in and led educational workshops and conferences than previous years.

One of our goals is to provide an innovative and safe infrastructure for our 21st Century Learners that is supported by the community. Melrose School began by defining our vision for blended learning, addressing key goals, and targeting audiences for our blended learning initiative. Next, the work centered around creating a culture for blended learning. We examined our school culture by examining the stakeholder groups, identifying cultural challenges, and by administering a needs assessment survey. Melrose School then analyzed the shifts in teaching and learning by determining the pedagogical strategies emphasized to support personalized learning for our students. Implementing supports for students and educators to effectively integrate technology into the school day and utilizing innovative resources are strategies we used to accomplish this goal. The level of inquiry, dialogue, and tasks has increased and has become world class.

Our district was the first in the State of Rhode Island to pilot Common Core State Standards (CCSS) curriculum in both English Language Arts (ELA) and mathematics. We also were ahead in moving towards a standards based reporting system and integrating Science, Technology, Engineering, Art, and Mathematics (STEAM) project-based learning into the classroom with the addition of a makerspace. Our strategic plan is created by various stakeholders from Jamestown. Our mission is directly tied to the needs of the student in the ever changing world. Another Strategic Plan goal is to expand the world language program to all students from Grades K-8. A study group comprised of all community stakeholders is active. Our group discussed the existing language program in Jamestown. We agreed to leverage current resources in rolling out the expanded instruction. We have conducted an analysis of early world language programs in neighboring districts. Looking into various models, the group agreed that the world language teacher would be teaching with the classroom teacher present during instruction. We recommended Spanish as the world language selection. We have a part time Spanish teacher which reflects the frequency and depth of instruction for our program.

Despite the numerous supports and programs that we utilize at the Melrose School to support our learners, at

the core, is the deep base and understanding of being a reflective practitioner. It is the one strategy that allows our school to develop the ability to reflect on one's actions and engage in a process of continuous learning. It informs our everyday actions and helps create the culture and climate that supports the learner. Instilling this within the classroom, being models for students in this regard, is the fundamental step in developing their full potential academically, emotionally, physically, socially, and culturally.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Melrose teachers and staff have studied and aligned our curriculum with the Common Core State Standards and Next Generation Science Standards. Our teachers are committed to differentiating instruction and personalizing learning. A workshop model approach is embraced to meet the needs and strengths of our learners. All academic core areas involve direct instruction, small group, whole group, cooperative learning groups, learning with a partner, independent practice, project-based learning, integrated units, technology, and use of our makerspace.

The Common Core English Language Arts Standards define what students should know by the end of Grade 12. To build a foundation for college and career readiness, students read widely and deeply from a range of high-quality, increasingly challenging literary and informational texts. The standards lay out a vision of what it means to be a literate person in the twenty-first century. The reporting standards for Melrose Grades K-4 in the area of English Language Arts mirror the framework and standards put forth in the Common Core Standards. While they are assessed separately, the standards are closely connected and are taught in an integrated approach. Our instruction balances teaching students how to read and nurturing a love of reading. Students are taught phonemic awareness to secure foundational skills in the early grades at Melrose School. The text is central to our ELA curriculum. Our literature and informational texts provides language complexity appropriate to the grade level. Teachers use read-alouds to build written and spoken language, content knowledge, and expression. Students are provided additional independent reading time to foster a love of reading, engagement, and self-monitoring strategies. These components develop proficient readers at Melrose School.

Students write for a variety of purposes and audiences. Our goal is for students to produce a clear and coherent writing piece appropriate to task. Students develop and strengthen their writing through the writing process of planning, drafting, editing, revising, and rewriting as needed. Technology is used both to establish global connections and interact with experts in their field to produce and publish writing. Students are given the opportunity to prepare for and participate in a range of conversations and collaborations, building on another's ideas and expressing their own ideas clearly and persuasively. Students present information, using digital resources to express information and enhance understandings.

The Common Core Standards for Mathematics defines what our students should know and be able to do in math to be college and career ready. Students learn content in these critical areas: Counting and Cardinality (Grade K), Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Numbers and Operations - Fractions (Grades 3 & 4), Measurement and Data, and Geometry. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices are embedded in the curriculum and rest on important "processes and proficiencies" with longstanding importance in mathematics education. Our classrooms have rich resources and technology. We have teachers committed to differentiated instruction and personalized learning. By using a workshop model approach, teachers embed technology programs. Math Workshop allows teachers to utilize flexible groupings. Teachers participated in the development of our scope and sequence and assessments with other neighboring districts. Our math committee continues to analyze and further develop our math assessment system. Our teachers follow a rigorous pace, with a focused, clear, and coherent progression of mathematical skills.

The Next Generation Science Standards (NGSS) identifies content and science and engineering practices that all students should learn from kindergarten to high school graduation. Melrose School's reporting standards are directly related to the disciplinary core areas outlined by the NGSS. They are physical science, life science, earth and space science, and science and engineering practices. We work with the University of Rhode Island to ensure our curriculum is carried out with fidelity. The lessons revolve around a focus question and are addressed through the use of hands-on science kits, inquiry-based lessons, and online resources. In addition, students engage in the engineering design process solving real world issues. Science notebooks are a way for students to synthesize and display their knowledge and discoveries.

Melrose School has an outdoor classroom and a greenhouse which is utilized by all grades to empower students in their mastery of the science kit materials.

The National Council for the Social Studies (NCSS) provides a standard framework for our Social Studies instruction. The aim of Melrose School's Social Studies curriculum is the promotion of civic competence for all students. This competence is the knowledge, perspectives, and democratic understanding required of all students to be engaged, active global citizens. Melrose School uses project-based learning opportunities which fosters collaboration to engage in our integrated units of study.

Our preschool curriculum aligns to the Rhode Island Early Learning Standards which provides a curriculum to inform families about learning milestones and promoting optimal early learning trajectories into kindergarten. The curriculum is based on the Creative Curriculum Framework which creates a high-quality learning environment and builds a thorough understanding of best practices. Engaging in two-way communication, offering opportunities for family involvement, and working to build partnerships with families are present in our preschool. Our program conducts a comprehensive self-assessment evaluating compliance with regulations and standards to determine its effectiveness in meeting the needs of the students.

## **2. Other Curriculum Areas:**

The visual arts and design curriculum are aligned to the National Core Art Standards. The curriculum is taught weekly to approximately 250 students in Grades K-4. The curriculum is project-based. Each student has a year-long ongoing portfolio containing a collection of their art projects, sketches, practice work, and assessment pieces. Student growth, self-evaluation, and teacher assessments are done in the form of project customized rubrics, written self-reflections, descriptive writings, and group, peer and individual verbal critiques. Constructive feedback is ongoing in the form of one-on-one conversation (peer and student/teacher), group peer critiques, along with discussions as to how work in progress is applying the learning goals for that specific project. Grades K-4 are assessed in the areas of Creating (brainstorms, designs and creates own ideas for artwork), Producing (demonstrates correct use of tools, techniques and processes to making the imagined visible and demonstrates personal best in completed works), Connecting (applies learning goals and knowledge to completed works), Responding (observes, reflects, evaluates own artwork and the artwork of others through verbal and written responses). Artwork is created, designed, and implemented through painting, drawing, collage, clay work, printmaking, and sculpture. Fine motor and eye/hand coordination skills are observed, practiced, and mastered to the best of each student's ability, showing growth during the school year. In collaboration with communities, student artwork is showcased annually at the Newport Art Museum in honor of National Youth Art Month, at the Jamestown Philomenian (public town library) during the spring, and at the school throughout the school year.

The music curriculum (Grades K-4) is "performance based" which means every student in each grade must participate in a public performance annually. The subject of the performances support the CCSS and NGSS standards. Students are encouraged to voluntarily choose a speaking part for their show (unlimited with no auditions) in order to support the standards related to public speaking. To support this and continue deeper into the music standards, classes meet a minimum of forty five minutes weekly.

Melrose School's health and physical education program is dedicated to providing a curriculum where students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. All students receive a progressive K-4 physical education program which promotes a healthy, active lifestyle. The program goals are accomplished through instruction of academic concepts that include fitness, nutrition, goal setting, and components of health. Students participate in progressive motor skill development which includes team, individual, and lifetime activities. There is constant gathering and analyzing of data from a common assessment plan which reveals student growth and drives instruction. The results of the program are students who are lifelong practitioners of healthy lifestyles.

Phase one our K-4 World Language Program was implemented at Melrose. Students in Grades K-4 receive Spanish twice a week. The curriculum emphasizes speaking, reading, and writing of the target language, in addition to cultural exposure. A monitoring system is in place to assess progress and revise as needed to

move us towards higher levels of world language proficiency. We also ensure that our world language program is infused with cultural competence.

All students have one library period a week. Grade 4 students meet twice weekly with an additional library enrichment period. Preparing students for 21st Century skills begin in the library, as it is the information center for the school. It provides both housed books and materials, and inter-library loans for projects and self-interest, and where students develop a love of literature and start on the path to lifelong learning by developing the ability to meet their learning and personal needs. It is where students acquire information technology skills, critical thinking skills, ethical digital use and understanding of intellectual property, and connections to a local and global community through various projects. It is where making happens in various forms: from building and creating collaboratively on projects, to creating and writing for videos and green screening, coding, inquiry, collaboration, engagement, exploration, curiosity, and creation. These essential skills define our library program.

### **3. Instructional Methods, Interventions, and Assessments:**

A variety of instructional approaches, methods, interventions, and assessments are used at Melrose School in order to meet the diverse and individual needs of students in our school. Increasing student achievement is most important in our classrooms. Formal and informal assessments are used daily to monitor student progress, identify misunderstandings, and guide instruction. Using regular assessments to monitor progress assists our teachers to identify areas of need and adjust instruction. One method used is turn and talk where students are able to help each other with their own learning. This peer-to-peer interaction is powerful and facilitates motivation, inquiry, and deepens the learning. There are a variety of instructional approaches including station rotation in order to better meet the needs of students and accommodate their own unique individual learning style. At times, direct instruction is used. Students are engaged in the learning by responding or offering input, giving them a sense of ownership to their learning. Technology is incorporated in lessons often, whether it be using the overhead document camera for a short engaging tutorial video or using personal devices for individualized instruction. The power of teacher-student relationships should not be overlooked. The trust and mutual respect that teachers and students have for one another in our school is meaningful and is the core of maintaining high levels of achievement.

Melrose School uses a multi-tier approach to the early identification and support of students with learning and behavior needs. Our process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Our Response to Intervention is designed in making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Melrose School has reading specialists to provide students with Tier 3 interventions. One of our Tier 3 reading interventions is Reading Recovery. Students receive 100 one to one individualized reading lessons. Daily running records provide an analysis to see what the student needs to work on next. Books are chosen for the students at their instructional reading level, taking into consideration their interests to keep students motivated and excited about reading. Meaningful daily conversations with each student occurs to build relationships, trust, and rapport. These conversations are used as a springboard to get students to write a meaningful story during the writing portion of reading recovery. Observations on the child's strategic behaviors are recorded daily on an observation sheet that is segmented for each part of the lesson. Using these observations as well as the daily running record helps the teacher monitor what is known, what is emerging and what needs to be strengthened, guiding future lessons.

We also have a mathematics interventionist to work with teachers to close achievement gaps. Our math interventionist supports students both in the classroom and outside of the classroom. The instruction is targeted, provides review and reflection on current curriculum, and connects content of various levels. We have built in a system that has our teachers looking carefully at data and building lessons and targeted tasks

around student understanding. Lessons are organized in both small group and whole class lessons. Teachers focus on numeracy and computation but also use various tools that increase understanding of problem solving. Students have access to manipulatives for introducing new concepts and that helps to support various learning styles and thinking.

Melrose School maintains high levels of achievement for all students. We believe all students can succeed at high levels. Our curriculum, instruction, and assessments are aligned to foster student learning. We have open communication and work together to make informed decisions. Families take responsibility and partner with the school to educate our students. Our entire school community works collaboratively towards high expectations that are communicated and shared.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Developing students' evolving social competency and skills that allow our students to use interpersonal and intrapersonal relationships to foster high academic achievement is a strategic goal in Jamestown. We know that the relationship between a teacher and a student is one of the main components for success in school. Teachers and staff foster student relationships and create a positive school community culture at Melrose School.

Melrose School is a Positive Behavior Interventions and Supports school. Our school's motto is "We Respect Ourselves, All Others and Our Learning Environment for a Very Excellent School (WOLVES)." Melrose offers a multi-tiered system of support framework where all student needs are met, and students who benefit from additional structured adult attention and engagement opportunities receive them through Tier 2 and Tier 3 supports. There are common expectations and language, along with a vision that contributes to a positive school culture where social and emotional needs are met and students are able to achieve and exceed their academic goals. Students feel a valued sense of comfort knowing the school's expectations. An acknowledgement system to reward students for displaying expected behaviors and kindness is in place. Fourth grade students begin each day with school wide announcements that focus on expectations, social emotional learning competencies, and encourage expected behavior.

Melrose School's positive environment encourages a growth mindset, differentiated instruction, STEAM curriculum, and classroom meetings. The school motivates students with well-designed lesson plans on engaging topics. Students have the opportunity to participate in both teacher directed and student directed learning. There are high levels of rigor and student excitement taking place during instruction. Active discussion and explorations are present in all classrooms.

New teachers and staff are provided with a mentor. Structured meetings between mentor and mentee occur at least twice monthly for one year. This partnership assists in adapting to our school culture and norms and provides new teachers a resource to increase knowledge and insight of our organizational systems, curriculum, and answer any questions.

Melrose School teachers and staff are given the opportunity to choose their own professional development activities and have the opportunity to be a part of our professional learning communities where collaboration is encouraged and supported. Melrose School teachers are empowered to be leaders both formally and informally to support our school and student successes. Teachers are valued and supported as we are all a part of the initiatives and teams that are implemented to support students. Melrose School teachers share their expertise and experiences to promote staff development and support each other to improve educational practices for our students.

### 2. Engaging Families and Community:

Melrose School has trusting relationships and effectively communicates with all school community members. We are aware of the community's needs, value diversity, and provide opportunities for involvement. We use the school's technological resources to communicate with community members. Our weekly newsletter, The Howl, provides families with upcoming events and showcases pictures of activities happening around our school. Our website is current in allowing access to all district and school information. We post on Twitter, Facebook, and on our Google+ Communities. Teachers are accessible to parents and regularly communicate through written and verbal communication.

We partner with Conanicut Island Sailing Foundation to offer Melrose School students with project based learning opportunities in our makerspace connected and aligned to our standards. We have a relationship with the Conanicut Island Land Trust to provide educational programs which includes pollinators, beekeeping, family harvest night, and field trips to Godena Farm. Island Moving Company collaborates with our physical education program and provides movement/dance classes with our third grade students.

During Reading Week, University of Rhode Island athletes, local authors, and our fire and police department come in and read to our students. Melrose School coordinates after school enrichment programs which allows community members to share their special talents and knowledge with our students. The students experience real world application of the learned skills. We are always seeking opportunity for the community and our school to serve each other.

We have a large military population at Melrose School. New families register throughout the summer. At the beginning of each school year, our families have an ice cream social to welcome new families to the schools. We also have new families orientation to provide new families with a personal introduction and tour of our school. We offer morning coffee hours periodically throughout the year.

The School Improvement Team includes teachers, administrators, parents, and community members to discuss how to make our school better. We engage in helping non-profit agencies raise money for a good cause. We discuss how to increase learning and motivation with our students among many other school and community topics. The Special Education Local Advisory Committee includes parents, teachers, support staff, and other members of the community involved in, or concerned with, the education of students with disabilities in Jamestown. As an advocacy group, the committee is committed to creating a strong bridge between general and special education by promoting school-parent partnerships, increasing awareness, and encouraging involvement to ensure that all students receive a quality education. The school has an active Parent Teacher Organization. The mission of the Parent Teacher Organization is to promote the best interests of children at home and in school through the shared cooperation of families and teachers.

### **3. Professional Development:**

We have a committee comprised of teachers and administrators that work together to inform the professional development at Melrose School. We incorporate activities that maximize active engagement and align to our school improvement. Melrose School has transformed the professional learning for teachers including both face-to-face and online resources as delivery models to be made accessible, job-embedded, and individualized.

Professional development opportunities are available to enhance the quality of learning and teaching at Melrose School. The schedule is designed such that each week, grade levels work together aligning the curriculum to develop consistent practices and common assessments. Teachers are able to closely examine student work with their colleagues to refine teaching pedagogy. Additional professional development is provided to score student work and participate in a cycle of inquiry both horizontally in each grade and vertically across grade levels. Melrose School has content area committees which analyzes and revises our current curriculum. Teachers have an opportunity to talk with each other, examine student work, and make professional changes to the teaching and learning.

Melrose School uses Instructional Coaches to provide in-depth professional development to improve student learning and instructional practice. Our Literacy Coach works with grade levels studying the standards, introducing ways to approach the standards with instruction and assessment, and helps with applying it in our classrooms. The Literacy Coach meets with grade levels and individual teachers to assist and provide feedback about their lessons. There is opportunity to share lessons with colleagues to see how the instruction would change based on a different grade level.

Teachers lead professional development at Melrose School. This develops shared leadership and provides colleagues with experts and resources right in our own school. We also have experimented with an "unconference". This allows teachers to express the topics that they want to learn about. Each topic has a facilitator and the rest of the faculty can choose which topic to join and participate. Both types of professional development have been meaningful and successful.

Melrose School's school culture is conducive to student learning and staff professional growth. We have developed and currently participate in professional learning communities. The emphasis is on the learning, working collaboratively, and a deep focus on results. The school community is truly committed to continued development for students, teachers, parents, and other school community members.

#### **4. School Leadership:**

In conjunction with the school community, our school has developed a clear vision and mission of education. As an active member of the school improvement team, our principal ensures that our vision and mission are carried out within the Melrose School environment. Our school principal and staff keep the mission, vision, and the strategic plan at the forefront of our development process. We have measurable goals and objectives, which allow us to monitor, evaluate, and enhance our actions to stretch the learning for our students. Our principal continues to use action research to refine our teaching practices and ensure high expectations for all students. Moving the vision and mission is a continuous cycle, using data to monitor development throughout the process is imperative. Our principal acknowledges and celebrates successes. She identifies gaps in achievement, ensures that intervention plans are developed and carried out to support our students. Our principal uses her instructional leadership to drive the process of change at each stage necessary to improve achievement. She has created and sustained a strong school culture centered on student learning and professional growth. Teachers have access to resources to support the curriculum, meet the unique needs and strengths of each child, and to assess the teaching and learning. Our principal has developed a school culture conducive to student learning and staff professional growth to ensure high standards for all.

Our principal focuses on efficiently and effectively managing the school's organization, operations, and resources conducive to student learning and staff professional growth. The goal is to ensure successful learning and teaching experiences to improve student achievement in a safe learning environment. Our principal communicates a consistent code of conduct, discipline procedure, emergency drills, and other measures to ensure uniformity and safety in our school community. Teachers are involved in the process of developing the schedule for the school in order to ensure that time is managed efficiently. Our schedule provides common planning time, utilizes building space appropriately, allows for flexibility to meet the diverse learning needs of our students, and makes the most of time dedicated to teaching and learning opportunities.

Our principal strives to act with integrity, fairness, and in an ethical manner in all situations. She makes a concerted effort to center decisions, discussions, and actions around the best interest of students. We are a school that works collaboratively to strengthen the academic and behavioral programs by analyzing data, utilizing evidence-based strategies, and ensuring high expectations for all students. Student-centered classrooms and a love of learning are a natural part of our school climate.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Melrose School is always looking for ways to integrate STEAM to support student innovation and learning. Utilizing project-based learning to provide more opportunities for critical thinking and application is what we strive for at Melrose School. Collaborating with community resources to enhance STEAM for our students is one of our strategies to increase higher levels of learning and student engagement.

We re-purposed the computer lab as a place for hands on student exploration with an eye towards developing problem solving skills. Students in this space brainstorm, build, experiment, test, and rethink if necessary with supervision but minimal direction. Melrose School's teachers defined what the space should look like and contain with the guidance of the Technology Department and our school principal. Our makerspace is equipped with 4 iPads, a large selection of Lego pieces, simple machine kits, small drill press, Idea Paint, 3D printer, Rigamajig, Little Bits, Sumblox, Makedo, Makey Makey, Conductive Ink, Padcaster, and simple robots (Dash and Dot). The Jamestown Education Foundation supported and approved our grants to purchase some of the pricier items to foster problem solving strategies.

Staff development opportunities and ongoing support has been provided to teachers and students throughout implementation of our makerspace. Melrose School has also partnered with the Conanicut Island Sailing Foundation. The foundation has provided an outdoor educator to work with us integrating project based learning opportunities into the curriculum aligned to the standards.

The makerspace is providing students with authentic experiences connected to standards at Melrose School. Students are able to tinker, design, build, and experiment to create final products. Using community resources such as the Conanicut Island Sailing Foundation, has elevated the teaching and learning experience for our students in the makerspace. Success has been measured by their final creations and by their usage of problem solving skills and perseverance. Student's work is showcased in the makerspace and posted to our Google+ MakerSpace Community. Our staff and students showcased makerspace learning at the Powered by Technology Conference - Building the Pathway to Student Success in Providence, Rhode Island.

We will continue to implement project-based learning opportunities for our students in a more personalized approach. Seeking new partnerships and connections to assist in building capacity to support our learning community is continuous. We will also assess the challenges and successes from our makerspace to make refinements and enhancements to better serve our students to reach higher levels of achievement.