

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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

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):
- 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
 - 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
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	99	105	204
10	78	91	169
11	88	107	195
12 or higher	88	99	187
Total Students	353	402	755

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 0 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 5 % 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: 6%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1, 2016	714
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 1 %
6 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 4 %
Total number students who qualify: 29

8. Students receiving special education services: 9 %
65 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>16</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>17</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</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: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	50
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 15:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	98%	98%	99%	96%
High school graduation rate	97%	96%	96%	95%	95%

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.

Post-Secondary Status	
Graduating class size	142
Enrolled in a 4-year college or university	82%
Enrolled in a community college	11%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	5%

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.

We, the EGHS community, strive to empower all members to achieve their full potential as learners, thinkers, and responsible global 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

East Greenwich High School is a comprehensive public high school currently serving 765 students in grades 9-12. Located in East Greenwich, Rhode Island, 20 miles south of Providence, the school is the only high school in a town of approximately 13,300 residents. According to the United States Census Bureau, 61.7% percent of East Greenwich residents age 25 years+ hold a Bachelor's degree or higher and work predominantly in business, industry, and various professional positions. The town of East Greenwich has a well-established history of valuing education, and members of the town take great pride in the shared accomplishments of its schools. Consequently, the values of the community are developed and supported throughout the East Greenwich Public Schools and are instilled in graduates of East Greenwich High School. Motivated students and dedicated educators actively demonstrate a genuine commitment to education, resulting in a dynamic school community and culture that holds rigorous standards for all of its members, yet is committed to helping all achieve success regardless of the arena or discipline.

The keystone of the school's culture is expressed in the mission of the school, which states- "We, the EGHS community, strive to EMPOWER all members to achieve their full potential as learners, thinkers, and responsible global citizens. We take risks in order to inspire learning and discover passions.". At East Greenwich High School, members of the school community take steps to ensure achievement of the mission everyday. Empowering students through education is visible throughout the school-- in instruction, assessments, course offerings, athletics, clubs and student supports. Many of the school's recognitions over the past five years reflect the mission-driven culture of the school: Commended by the Rhode Island Department of Education, the only Rhode Island public high school in 2015 and 2016 to make Newsweek's list of "America's Top High Schools," two-time Project Unified Volleyball National Champions, two High School Heisman national finalists with one national winner, two-time Rhode Island Athletic Directors Association School of the Year, multiple National Merit Scholarship finalists and winners, Presidential Scholars and the first (and only) school in Rhode Island currently approved to offer the College Board's Advanced Placement Capstone Diploma.

While these awards, recognitions, and programs make wonderful headlines, none of these are possible without the steady commitment to the daily pursuit of excellence found in the classrooms, laboratories, computer labs, offices, gymnasiums, practice fields, auditoriums and hallways of East Greenwich High School. When one comes to EGHS one sees teachers and students engaging with one another, with technology, and with the community. One sees students engaging in performance assessments such as Senior Project, Shark-Tank Style panels composed of local businesspersons and entrepreneurs, and portfolio conferences and presentations to welcome and leverage the community's expertise. After school and during advisory blocks, one encounters individuals advising a constantly evolving array of clubs that students create each year. In the gyms, weight rooms and athletic fields, one observes coaches providing guidance to both novice and expert athletes in not only Rhode Island Interscholastic League-sanctioned sports, but other club leagues, so that all students enjoy multiple and varied opportunities to achieve their highest potential athletically and physically. Academically, athletically, and socially one sees students participating in organizations such as Best Buddies and Unified Athletics--where students of all intellectual and physical abilities participate in activities together to form valuable friendships and learn from one another. When one is at EGHS, no matter the arena, one sees our school's members taking advantage of a multitude of opportunities to make a difference.

In order to create a culture that continues to evolve, improve and achieve, East Greenwich High School relies heavily on our mission and core values for teaching and learning. Included in our core values is the powerful statement "We hold ourselves and each other accountable to these values in support of our mission". Stakeholder adherence to this statement is evaluated and challenged through the consideration and analyses of various data points including: national, state and local assessment results, statewide survey results, and schoolwide mid-year and end-of-year surveys administered to students, faculty, staff and members of the community. Once we have comprehensively gathered input from all stakeholders, our dedicated faculty then disaggregate the data, improving our educational practices and outcomes. These faculty-wide analyses routinely occur at the beginning and midpoint of each academic year. Additional analyses are conducted throughout the year with members of the school improvement team, department

chairs, and with various district committees and ad hocs on an as needed basis in response to emergent data and feedback. As a result of this constant analysis of the school's data framed by the school's mission and core values, faculty are encouraged and given the professional autonomy in weekly, interdisciplinary common planning sessions to create and share practices with one another that they feel will improve, both individually and collectively, our commitment to our profession, our school's community, and most importantly to our students.

In conclusion, those who are part of the EGHS community are part of a dynamic school culture grounded in tradition and community, yet committed to evolving in order to meet the emerging needs of our members. It is a school culture that seeks to meet the needs of the local and global community through the belief that educational success provides a solid foundation for success in any direct or tangential endeavor. It is a culture that strives to achieve excellence in any arena, by all measures. It is a culture where individuals are encouraged to improve everyday and where all members willingly "take risks in order to inspire learning and discover passions." It is a school culture united in a shared commitment to provide learning experiences that "empower all members to achieve their full potential as learners, thinkers and responsible global citizens." It is a culture where the school's mission to "empower" is ubiquitous in all that we do, achieve and strive to become.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Program of Studies offered at East Greenwich High School includes required and elective curriculum in ELA, Mathematics, Science and Social Studies. Each year, the school's Program of Studies is revised and put before the East Greenwich School Committee for approval prior to the course selection process for the next academic year. Each student at EGHS is enrolled in at least 7 total courses each year with a full-year course being worth 1.0 credit. Each day, students meet 5 of the 7 courses in five 69 minute blocks of instruction. In order to graduate from East Greenwich High School, students must successfully attain the following credits in the core curriculum: 4.0 credits of ELA, 4.0 credits of Mathematics, 3.0 credits of Social Studies, and 3.0 credits of Science. Regardless of the department and discipline, all courses' curricula are aligned to the school's schoolwide learning expectations, the discipline's national content standards, and the Common Core State Standards.

As part of our ongoing accreditation by the New England Association of Schools and Colleges (NEASC), East Greenwich High School has adopted, as our schoolwide learning expectations, the "Deeper Learning Competencies" supported by The William and Flora Hewlett Foundation. While we strive to craft learning experiences to incorporate all of the six competencies, the true foundation of East Greenwich High School's curriculum is the belief that the first competency- "Mastery of Core Academic Content" is of paramount importance. Without mastery of the core academic content, students are unable to achieve the necessary depth of knowledge and skills needed to achieve success as a learner and student in the 21st century. Most importantly, as students work to attain mastery and understanding, students are empowered to take ownership over the direction of their learning in the classroom as they are cognitively ready, willing and able to transfer ideas, knowledge, and skills across disciplines, environments and situations.

The foundation of the "core academic content" for all classes at East Greenwich High School, including English Language Arts, Mathematics, Science and Social Studies, is each discipline's national standards. The East Greenwich High School English Department relies on the National Council of Teachers of English (NCTE), Mathematics Department on National Council of Teachers of Mathematics (NCTM), Science Department on the Next Generation Science Standards (NGSS), and the Social Studies department utilizes standards from the National Council for Social Studies (NCSS). Although each discipline relies on national organizations for specific content standards, each department aligns its overall scope and sequencing to the Common Core State Standards so that students can be prepared for various state assessments. Additionally, the purposeful alignment to the Common Core helps to insure that all students at East Greenwich High School are exposed to core classes promoting college and career readiness.

While every class focuses on its discipline's core academic content, which is the first of the deeper learning competencies-- academic content mastery--each department also designs learning experiences so students acquire a specific foundational skill of one additional deeper learning competency. The competencies are currently distributed to the core disciplines as follows: ELA- "Effective Communication," Mathematics- "Self-directed Learning and Academic Mindset," Social Studies- "Critical Thinking and Problem Solving," Science- "Collaboration". This purposeful distribution of Competencies among the required core curriculum ensures that students are exposed to all deeper learning competencies over multiple years and in a manner that is scaffolded, equitable and purposeful. For example, students in grade 9 demonstrate ELA content knowledge and "Effective Communication" via independent speeches in which they show proficiency with purpose, audience, and task while demonstrating command of formal English language. Freshmen in Algebra I learn to interpret functions that arise in applications. They are then directly taught foundational skills in "Self-directed Learning"- how to analyze and discuss incorrect interpretations in order to 1) model feedback that promotes insight about strengths and misunderstandings and 2) encourage reflection that results in both clear communication about strengths and misunderstandings and application of insights to subsequent situations. In 9th grade Social Studies classes, students explore the causes of the Revolutionary War and learn "Critical Thinking and Problem Solving" competencies through the use of document based questions (DBQs) which are then used in the department's common tasks, midterm and final exams. Finally, in the Freshmen Science class Earth, Space and Physical Science, the unit focus is Atomic structure.

Students are taught various “Collaboration” skill sets so they can work productively in groups to build models of the atom that reflect not only their personal ideas, but also their group’s collective understanding of atomic structure.

While the examples outlined above are for the 9th grade, the purposeful pairing of common core state standards and content standards along with the deeper learning competencies continues throughout every grade and course offered at East Greenwich High School. This process allows our core curriculum to remain flexible and responsive to students needs while we empower all students with the knowledge and skills necessary to be college and career ready.

2. Other Curriculum Areas:

Fine Arts Offerings- While all students at EGHS are exposed to at least .5 credit of the Fine Arts during their high school careers, the vast majority of our students take much more than is required. With offerings ranging from introductory courses such as Art 1, Ceramics 1 and Photography 1, Concert Band, to intermediate courses such as Ceramics 2, Adobe Illustrator, Photo 2, Avenger Band, to more advanced classes such as Advanced Placement Art, Honors Jazz Band and Portfolio/Art Studio, students have multiple and varied opportunities to immerse themselves in the Fine Arts throughout their time at EGHS.

Physical Education/Health Offerings- The State of Rhode Island has mandated eight content areas that include (1) Personal Health; (2) Mental and Emotional Health; (3) Disease Prevention and Control; (4) Nutrition; (5) Substance Abuse Prevention and Control; (6) Injury Prevention; and (7) Sexuality and Family Life. With a PE/Health requirement in 9th, 10th, 11th and 12th grade, all students at EGHS are enrolled in a section of Physical Education & Health every year. Our program’s organization offers a unique combination of Health and Physical Education throughout a semester system in which students undergo two week intervals schedules of both Health and Physical Education. Students combine the concepts covered and apply these concepts concurrently in both PE and Health.

World Language Offerings- The vast majority of our students--over 80%-- are enrolled in a World Language offering in either French, Latin or Spanish. Because so many of our students aspire to colleges and universities with competitive profiles, most of our students participate in at least three years of study in a World Language and many take four years. We offer World Language classes at both the college/career prep and honors/AP levels. Additionally, because so many of our students come to us with at least two years of prior language experience at the Middle school level, our course offerings extend up to year six of study. Finally, in order to recognize many of our students’ commitment to the World Languages, EGHS now offers a local, state-endorsed “Seal of Biliteracy”. This Seal serves as a recognition and endorsement of our students who qualify and achieve the highest levels of mastery in a World Language.

Technology and Business Offerings- Offerings in Technology and Business expose EGHS students to a plethora of opportunities to access curriculum necessary for success in the 21st century. With classes like Robotics, Architecture, Multimedia Productions, Graphic Design, and Video Production, students engage in classes that are project-based and are taught how to harness recent and emerging technologies. With classes like Entrepreneurship, International Business, and Research in the Digital Age, students gain the knowledge, skills and perspectives necessary to contribute to a world increasingly operating on a global scale. Classes offered in Technology and Business also provide not only a pathway to college and career readiness skills, but college credit as well. Through a partnership with Rhode Island College, classes such as Personal Finance and Accounting offer concurrent enrollment opportunities, while students enrolled in Engineering can earn credit through the Community College of Rhode Island.

Senior Project- All students who graduate from EGHS complete a proficiency-based graduation requirement- Senior Project. This requires students to select a topic, occupation, or skill they are intrinsically motivated to study in greater depth outside of the school day. Students then need to successfully complete: at least 15 contact hours with a mentor, personal journals reflecting on their learning experiences and research, and a product of scholarly writing on the topic. In additions, students must then successfully present their cumulative experiences to be evaluated before a panel of school and community judges.

Guidance Services- The EGHS School Counseling Program is designed to address the developmental needs of all students. It is in alignment with The American School Counseling Association (ASCA) National Standards for School Counseling Programs. The East Greenwich High School Counseling Program is founded on the belief that each student possesses intrinsic worth and specific rights and is a unique and dynamic personality capable of personal growth and self-direction. Under ASCA's guidelines, the following three areas are identified as essential components to a comprehensive developmental guidance program: Academic Development, Career Development, and Personal/Social Development. Such services are delivered through classroom activities, small and large group presentations, individual planning meetings, parent awareness campaigns, consultations, individual counseling, home/school communication systems, and referral processes.

3. Instructional Methods, Interventions, and Assessments:

At EGHS, students don't just passively engage with content. Students are partners with teachers as both thinkers and doers. Through the implementation of common performance tasks, faculty members of EGHS design engaging instruction around meaningful assessments that serve as real and relevant mechanisms to measure proficiency. These performance tasks are purposefully designed by departments in order to create pathways for students to meet proficiency-based graduation requirements of EGHS. As a result, every student receives instruction directly aligned to performance tasks and experiences assessments where ongoing feedback through school-wide and content-based rubrics is employed at least once a semester. However, the importance of attaining the school's learning expectations is not limited solely to our students. By including student achievement data as a measure in our educator evaluation system, these school-wide expectations also pertain to the educators in the building. When evaluated, all teachers must have at least one student-learning objective (SLO) that is tied to student achievement of our learner expectations as a component of their evaluation. This way, both teachers and students are invested in the attainment of our school-wide learning expectations.

When it comes to maintaining the achievement levels expected at EGHS, our teachers do a magnificent job. They seize the professional autonomy at EGHS and respond to formative and summative assessment results, adjusting their instructional practices to accommodate student need. In departments where data from state testing or universal screens is available, time, effort and energy is spent reviewing results to find ways to improve. Teachers routinely look at the class' achievement, as well as individual student results, to make sure that data and assessment results support students' academic achievement, align with standards, and respond to students' demonstrated need. For example, throughout 2016 professional development days, both the Mathematics and ELA departments spent the days looking at PARCC results. PARCC data was drilled down so that collectively, teachers could review the results retrospectively and also proactively. The process and protocols employed allowed teachers to engage in meaningful conversations about their past and present experiences with shared students. When teachers discovered certain students had scores that indicated students may be "at risk", teachers responded by broadening their conversations to include guidance counselors, reading specialists, and other student support personnel.

Assessment results are also important from a school-wide perspective. Data is regularly reviewed by administration, department chairs and individual faculty members at leadership team meetings, faculty meetings, and interdisciplinary common planning time. Schoolwide data points are not just limited to assessment results. Over the past three years the administration of EGHS has been able to give both mid-year and end of year surveys to students and staff. These surveys were used to gather data about instructional practices in an attempt to measure alignment to the school's mission and core values. This data was then used to challenge assumptions about teaching and learning, insure equity of programming, and remain vigilantly reflective regarding our ongoing efforts to consistently achieve our core values and mission.

The review of data and assessments has also led to an adjustment in the curriculum offered to students. Using data and student feedback, a plethora of new courses have been created over time in response to students' needs and interests. Over the past five years, EGHS students have seen the advent of courses like: "Big History", AP Spanish, Nanotechnology, Debate, Personal Fitness 2, Foundations of Algebra 2, Mathletics- the Mathematics of Athletics, locally created Online Statistics, Humanities for 10th grade

students (Social Studies & ELA), AP Computer Science Principles, AP Language and Composition, and AP Environmental Science.

Finally, because of the high-level, quality work being done locally at EGHS, our students are able to take full advantage of concurrent and dual enrollment programming to earn college credit while at EGHS. Students regularly achieve credit and access to expanded programming through the University of Rhode Island, Rhode Island College and the Community College of Rhode Island. Our students who engage in concurrent and dual enrollment offerings routinely receive grades that reflect their readiness to enroll full time in higher education. EGHS is poised to further the opportunities and offerings for our students in 2018-19 as we look to move forward with membership in Rhode Island's Advanced Coursework Network.

As one can see, our students benefit from the extensive use of assessment data from national, state and local sources to shape instruction, adjust scope and sequencing, create new course offerings, and access supports at EGHS. It takes the collective effort of administration, teachers, and department chairs, along with the support of the local school community, to create a culture where high levels of student achievement are not only expected, but where those expectations are regularly achieved.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At East Greenwich High School, we promote an asset-based, student-centered approach to teaching and learning that empowers students to become the best versions of themselves. While many students demonstrate high levels of self-motivation, our devoted faculty and staff do a phenomenal job of establishing educational discourses that are both accessible and relevant to students' lived experiences. For example, the culminating experience for our Genocide class asks students collaboratively to craft recommendations for future United States Genocide Policy. This activity is one of many that provides students with the intellectual freedom needed to create meaningful change.

Academically speaking, we prioritize the delivery of scaffolded instruction to all of our learners in order to meet students where they are. Moreover, students who require extra help are supported by a wide array of additional programs on their path towards content mastery. To this point, our faculty-directed Check & Connect® group meets twice weekly and services students in need of additional academic support. Students who require a more personalized approach may receive cost-free, peer-tutoring services offered through our school's chapter of the National Honor Society. Finally, all of our students receive countless hours of guidance and support from teachers who they meet with in person and virtually, before, during and after school hours.

In addition to delivering an eclectic mix of rigorous academic programs, we also strive to nurture the unique talents of each student. One way that this is achieved is through extracurricular programming. Our robust menu of extracurricular choices provides students with many opportunities to connect while exploring personal interests. Currently, we have over 45 active, student-generated clubs including Academic Decathlon, Gay/Straight Alliance, Future Business Leaders of America, and Young Empowered Women.

Many of our clubs hold special events throughout the school year that help to keep morale high. Theatre productions, talent shows, and concerts are just some of the ways that members of the Avenger community come together to celebrate creativity and collaboration throughout the year. For students who are interested in competitive sport, we also offer a more than 30 interscholastic athletic opportunities including: cross country running, unified basketball, swimming, lacrosse, soccer, unified volleyball, and track and field.

Finally, our faculty and staff play an integral role in maintaining a safe and supportive school culture. Because we believe that teacher autonomy is the lifeblood of a successful educational institution, at EGHS the voices of individual teachers are highly valued as they help to provide direct insight into the school climate. With this in mind, the administration of EGHS seeks to level bureaucratic walls allowing for maximum input from the faculty and staff. Through the work of various building-level committees, weekly interdepartmental common planning time, collaborative reasoning, and informative conversation, every educator at EGHS has multiple and varied opportunities to help shape and chart the course for the school.

2. Engaging Families and Community:

Here at EGHS we believe that support from both families and the surrounding community play an integral role in maintaining a culture of academic, social, and emotional excellence. Following this logic, we continuously work to establish open lines of communication with all members of the immediate and extended school community. One way we achieve this goal is through the creation of shared initiatives and committees.

Family and community representatives serve on a wide variety of committees at both the building and district levels. At the building level, family and community input is highly valued on the School Improvement Team, the Parent-Teacher Group, and the Discipline Advisory Committee. At the district level, family and community representatives are involved in committee work that includes the Health and Wellness Committee, the Transportation Subcommittee, and the District Policy Committee.

EGHS also collaboratively supports local grassroots organizations that demonstrate a shared interest in the learning, safety, and well-being of our community. Citizens Who Care (CWC) is an example of one such organization. Comprised of various community stakeholders from both the public and private sectors, CWC meets at the high school once monthly to support the mental health, wellness, civic engagement, and leadership of East Greenwich students.

Because we understand that some families and community members might not feel comfortable or have schedules that permit coming into the school building, we also actively seek to engage families outside of the school. Through use of digital technologies, faculty members, student-sponsored groups, and administrators regularly use social media platforms to share what is happening in the classroom with the surrounding community. Moreover, parents and guardians are routinely asked for their input via school and State surveys. This information is then used throughout the course of the school year in faculty and leadership team meetings, as well as during the summer when planning for the next academic year is occurring.

Finally, at EGHS students are presented with numerous opportunities to publicly share their learning experiences with the outside community. Whether harnessing digital tools that our 1:1 program offers, submitting posts to the school's blog, writing for the school's newspaper "The Spectrum," presenting Humanities portfolios to family members and guests, or through school-sponsored events such as our "Books to Films Premiere," students routinely showcase their amazing work. With each opportunity, our students and community are exposed to unique endeavors for our students to showcase their talents and amplify their voices. For example at Books to Film Premier, students debut student-made film adaptations of a short story to a live, community audience. After each movie, student filmmakers field questions from the audience about the making and meaning of their film. We believe that events such as this lend themselves to a communal pride that helps EGHS to maintain its position as an icon in the larger community.

3. Professional Development:

As stated in our district strategic plan, Our Vision 2020, East Greenwich School District seeks to, "Foster a 'growth-mindset' culture with respect to professional development (PD)... so that administrators, faculty, and staff feel supported in taking risks and growing as professionals." With this in mind, our district leadership team takes great pride in the planning and implementation of a cohesive, year-round, district-wide PD program that encourages all members of the Avenger community to flourish both personally and professionally. In order to maximize retention and effectiveness, we utilize a multi-tiered approach to PD that provides district faculty and staff with daily, weekly, quarterly, and yearly opportunities to collaborate, engage, and reflect upon effective instruction.

Inspired by our dedication to modeling the William and Flora Hewlett Foundation's Deeper Learning Competencies, faculty and staff are strongly encouraged to develop localized, interdisciplinary, professional learning communities (PLCs) throughout the school and across the larger district (Deeper Learning Competency 3- Working collaboratively). To assist in this process, members of the school administration are currently working on a web-based, informal observation program that would encourage faculty to sit-in on their colleagues' classes. This program would not only encourage the genesis of lively, academic conversation, but would also aim to promote best practices in teaching and learning.

In addition to modeling Deeper Learning Competency 3, we also strive to incorporate Deeper Learning Competency 2 (Think critically and solve complex problems) into our professional practice. Every Wednesday, students are released from school one hour early to provide faculty members with "Genius Hour" Common Planning Time (CPT). During Genius Hour, members of the faculty and administration gather in small, interdisciplinary groups to work on faculty-generated, individualized projects designed to support the vision and mission of the school. Some of the more outstanding projects and initiatives that have come out of these collaborative opportunities include: a more comprehensive professional development agenda highlighting the rights of LGBTQ students/faculty, opportunities for students to receive program specific seals or endorsements on their diplomas, and the creation of a more efficient,

school-wide, rotating schedule.

We also meet 4 times throughout the year for district-wide, all-day PD conferences. While the overarching agenda for each of these conferences most often reflect immediate challenges facing the school and/or district, sessions at these events take on a wide variety of formats. In the past, we have used everything from EdCamp® style unconferences where attendees drive the agenda to formal presentations delivered by outside experts to effectively sustain a meaningful, professional discourse.

4. School Leadership:

Our mission at East Greenwich High School is to empower all members of the EGHS community to achieve their full potential as learners, thinkers, and responsible global citizens. In pursuit of this goal, we encourage taking risks in order to inspire learning and discover passions. While each member of the school's leadership team oversees specific, professional responsibilities, all members of the team contribute to the school's primary objective: provide access to a rigorous, accessible academic program that stimulates individual curiosities while simultaneously promoting a love for learning.

At the departmental level, faculty Department Chairs ensure that the curriculum is being delivered in a way that challenges and engages learners (grades 6-12) on a daily basis. In addition to teaching classes, Department Chairs serve as mentors, problem-solvers, innovators, supporters, and advocates for their respective departments. In many ways, these talented professionals serve as the academic pillars for the larger school community.

Also included in the school-wide leadership team is the athletic director (AD). The AD is primarily responsible for all things related to interscholastic athletics in the school. Bussing, scheduling, planning, community relations, fundraising, and mediation are all part of AD's daily work. Moreover, because of his extensive experience in facilities upkeep and administration, this individual is also the primary contact for building and maintenance-related issues. The AD also serves as the school's de facto administrator when the assistant principal and/or principal are unavailable. As one of the most versatile individuals on our administrative team, our AD literally and figuratively embodies diversified excellence within the Avenger community.

Our assistant principal (AP) predominantly fulfills two roles. First, the AP is responsible for amending, maintaining, and executing the school's disciplinary policies in a fair and equitable manner. Because of our belief that all students make valuable contributions to our school community, we place heavy emphasis on restorative disciplinary practices that seek to embrace rather than exclude our most complex learners. Besides maintaining the disciplinary program, the AP also plays an integral role in maintaining a culture of excellence as it pertains to teaching and learning in the school. Through frequent formal and informal observation of classroom pedagogy, coupled with thoughtful, reflective conversation, this individual works tirelessly to support instruction at its highest level.

Finally, the building principal serves as the heart of our school community. In addition to providing support for faculty and staff, nurturing a positive school culture, and overseeing daily operations, the principal is ultimately responsible for our progressive, student-centered approach to teaching and learning. Following his lead, members of the Avenger community are provided with clear examples of professional versatility, extraordinary work ethic, institutional stability, and unyielding dedication to the school's mission and vision.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

No matter the stage of implementation, expertise in both content and pedagogy is on full display throughout East Greenwich High School's performance-based tasks. The process outlined below is critical to our school's historical, current and future successes. Along with national standards and EGHS' school-wide learning expectations, the ongoing, iterative process responsible for EGHS' performance tasks provides the anchor for each department's course offerings and curriculum. The performance tasks associated with each course provide students multiple and varied opportunities to demonstrate proficiency. Additionally, and perhaps most importantly, these benchmark assessments provide us with tangible demonstrations of our school's core values about teaching and learning.

Beginning with the creation of each class' common tasks, individual educators at EGHS play a major role in the success of performance-based assessments. Once a task is created, our educators' talents flourish as they design personalized instruction of both the content and skills necessary for students to successfully demonstrate proficiency. Once a task is implemented, our educators' role is still just beginning, as they then continue to collaborate with colleagues around the achievement data collected. Using such data to seek out students who may be in need of additional support, teachers simultaneously search for misunderstandings and collaboratively discuss potential revisions in order to improve the both the task and student performance. Finally, educators at EGHS routinely reflect on the implementation and results of the task in order improve the next iteration of instruction and assessment.

No matter the common task: document based questions in Social Studies, portfolio presentations or sophomore class-wide debates in Humanities, Shark-tank style presentations of business plans in Entrepreneurship, seasonal concerts in Music, film screenings in Books to Film, student-designed experiments involving electromagnetism in Physics, minimalist movie posters in Adobe Illustrator, or the presentations associated with our Senior Project graduation requirement, performance tasks at EGHS offer a glimpse into the meaningful teaching and learning that goes on everyday. It is a way we demonstrate to the East Greenwich community the core values of EGHS (respect, creativity and innovation, relevance, enthusiasm, and achievement). From creation through implementation, our performance tasks provide clear and irrefutable evidence that the EGHS community is achieving our mission to empower all members of our community "to achieve their full potential as learners, thinkers, and responsible global citizens". As such, our performance tasks are foundational elements in the historical, current, and future successes of East Greenwich High School and its learners.