

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	32	40	72
1	26	28	54
2	33	27	60
3	26	33	59
4	27	29	56
5	31	28	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	175	185	360

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 6 % 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: 11%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2016	368
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

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

7. Students eligible for free/reduced-priced meals: 39%
Total number students who qualify: 141

8. Students receiving special education services: 13 %
47 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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>3</u> Developmentally Delayed | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
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.	3

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 20:1

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	95%	95%	95%	95%	94%
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.

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

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

Yes No

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

15. In a couple of sentences, provide the school’s mission or vision statement.

Colt Andrews School instills a love of learning in all our students in order to prepare them to be 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

Colt Andrews is a diverse, dynamic k - 5 school located in the middle of historic downtown of Bristol, Rhode Island. Colt Andrews School is a unique campus consisting of two architecturally significant structures. The Colt building remains the town's centerpiece. The white marble building is in the Beaux Arts style, with an imposing front portico adorned with massive Corinthian columns. The Andrews building is a separate structure, added to accommodate the growing population of the town in 1938. It is a brick Colonial Revival building with a cupola. In 2004, the town voted to rehabilitate the buildings, rather than build a new school. A bond was passed, committing to a multi-million renovation and bringing the buildings to the 21st century.

Both buildings were originally given to the town by prominent Bristolians. The Colt building was donated by Colonel Samuel P. Colt as a memorial to his mother, Theodora Dewolf Colt. The Andrews building was donated by Robert D. Andrews as a memorial to his father, former Superintendent Robert Shaw Andrews. This tradition continued throughout the town, as many schools were donated, furthering Bristol's longstanding commitment to education. At Colt Andrews, students learn and live history. Bristol is home to the oldest continuous Fourth of July Parade in the country. The school steps are the epicenter of the parade. This patriotism carries over to a strong student government which gives students a forum for school improvement and community service projects.

Each year, fifth graders welcome kindergarteners by greeting them as they enter the school for the first time. To end the year, kindergarteners line the way as fifth graders enter the Moving On Ceremony. After fifth graders are recognized for their achievements, the students, families, and teachers enjoy a picnic on the school's front lawn. Another tradition of the school is the Patriotic Declaim Competition. The winning student performs on the school steps during the Memorial Day parade.

Colt Andrews serves economically diverse students as a Title I Schoolwide Program. Prior to 2013, the school received support as a Title I Targeted Assistance program. With an increase in economic need, a Title I Schoolwide program started in the fall of 2013. As part of Title I planning, a comprehensive plan was developed to align with the School Improvement Plan. The Title I Schoolwide program focuses on school improvement and support for all students, providing funds for professional development, tutoring, summer programs, and parent engagement.

In the 2013 - 2014 school year, Colt Andrews was identified as a school in "Warning Status" by the RI Department of Education. To begin the 2014 - 2015 school year, the new principal instilled the tenants of a "Growth Mindset" with all staff members. This message was shared with parents at Back to School Night. Students were taught how scientists, mathematicians, authors, and artists struggled in school but persisted to become outstanding in their chosen areas of expertise. Gradually, students embraced academic struggles as challenges to overcome. With hardwork and perseverance, students began to believe they would be successful. Teachers altered the conversations about students and learning. Professional Development focused on deconstructing learning standards. Grade level teams collaborated on instruction and assessments aligned with the rigor of the standards.

During the next year, "Responsive Classroom" was embraced as the structure for school wide behavioral expectations. Through daily class meetings, teachers taught and reinforced appropriate behaviors. In addition, students developed a sense of community within their classrooms and within the school house. Students participate in community events such as singing at the town tree lighting ceremony or engage in the Bristol Warren Sense of Pride, programs where students learn about their town's history and architecture through class presentations and walking trips. Student leaders also accepted responsibility for school safety and celebrations. Student government officers conduct school wide assemblies where students are recognized for demonstrating the trait of the month. The assemblies became an environment for teaching about recycling, bike safety, and safe use of social media. In addition, the student government conducts fundraisers to benefit the community. For example, "Pennies for Patients" collected almost a thousand dollars donated to the Hasbro Children's Hospital for the fight against childhood cancers. A RI philanthropist, Alan Shawn Feinstein, recognized our school as a Feinstein Leadership School due to our

commitment to helping the local community.

The hard work of the students, teachers, and administrators at Colt Andrews has dramatically changed the reputation of the school within the town of Bristol. Historically, this school had the lowest standardized test scores compared to the other elementary schools in the town. Now, people in town are looking at the school as a model for social, emotional, behavioral, and academic learning. The other schools in Bristol are embracing some of the initiatives that have turned the environment around and allowed the focus to be on learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Colt Andrews School uses a standards-based core curriculum developed as part of the district's k-12 curriculum development process. This involves teachers and administrators from each school, working in grade level teams to develop a scope and sequence and units of study aligned to state and national standards. Research-based instructional practices are embedded into the units, including the use of learning targets, formative assessment strategies, and digital learning tools.

At the elementary level, core instructional resources have been purchased to serve as the primary instructional resource. This provides a common resource that promotes articulation of instructional terms, models, and approaches. Teachers also have the flexibility to incorporate other activities that meet the learning needs of their students. The following sections describe the curriculum and instruction practices currently used at Colt Andrews.

English Language Arts (ELA) instruction is based on a balanced approach to literacy, encompassing reading, writing, speaking and listening, and word study skills. Our ELA units of study identify the skills and concepts to be taught at each grade level and the recommended instructional resources and strategies. Our units of study are literature-based, using a variety of text and lessons developed by teachers in the district. For writing, we recently adopted Lucy Calkins Writing Units of Study which are implemented through a Writer's Workshop Model. The sequence of writing units align to our reading units and support the integration of reading and writing skills. In the area of phonics and word study, k-2 teachers received training this year and began using the Wilson Foundations program. Teachers in grades 3-5 use the Words their Way program. Speaking and listening is woven into daily lessons and often enhanced through technology; students create videos, presentations, and use other digital collaboration tools.

Our district mathematics curriculum was developed by BWRSD teachers working in collaboration with teachers from other districts, and facilitated by The University of Texas The Charles A. Dana Center. The scope and sequence and units of study guide the pacing and instruction at each grade level. The curriculum is implemented through a workshop model where teachers embed best practices with differentiation for all learners. Our primary instructional resource is Ready Common Core Mathematics and this is supplemented with iReady, an online program that includes benchmark assessments, unit tasks, and online instructional tools for students and teachers. The adaptive software provides instruction in targeted areas for intervention or advancement of student learning. In addition, there are numerous reports and resources that support data meetings and intervention planning. This data also informs Before and After School Tutoring which is provided through Title I funds.

Two years ago, our district implemented a new science curriculum developed for the Next Generation Science Standards. This work was also facilitated by the Dana Center. STEMscopes is our primary instructional resource. Many teachers supplement with Discovery Education videos, text, and lessons. Last year, grade 4 teachers at Colt Andrews worked with community partners to connect science learning to the Bristol Arbor Day Project. Grade 4 students learned about local tree species at the Blithewold Gardens and helped to plant trees as part of a neighborhood restoration project. Science is often integrated with ELA, to engage students in reading and writing about science topics. In addition, students use the Claims, Evidence, Reasoning (CER) model to explain and justify their scientific claims. The CER model and rubric was developed collaboratively with teachers across grades 4-8.

The development of a new k-12 social studies curriculum is underway. At the elementary level, the focus is on developing integrated units that align with ELA. As an example, we are developing a grade 5 American Revolution unit that will support our informational reading and writing unit. In grade 4, the Lucy Calkins Bringing History to Life unit was revised and adapted around the Sense of Pride program that includes a local history walking tour conducted by community members, in-school presentations, and a community service project. Colt Andrews also has a very active Student Government that develops students' understanding of government and civics. In grades 3 through 5, two classroom representatives and also a

cabinet of officers are elected. The students meet weekly to discuss issues that arise, plan school spirit activities, and organize fundraisers to support the community.

2. Other Curriculum Areas:

Our art, music, library, and technology teachers, support students' acquisition of skills and knowledge in a variety of ways. Teachers meet with our co-curricular peers district wide several times a year to continually update and align our curriculum to support and enhance that of classroom teachers.

Co-curricular teachers continuously collaborate with classroom teachers at our school, kindergarten through grade five, to supplement and support ELA, science, and social studies curriculum by extending it into our co-curricular areas through integrated lessons and projects. Projects allow for a variety of modalities and platforms for student presentation of concepts learned. Technological programs and devices are utilized frequently to further enrich the students' demonstration of learning. The student work created in co-curricular areas is frequently shared with the school community and the outside community. Student work and performances are shared at different events and local businesses and venues, on multiple websites and social media outlets, and in many presentations during and after school.

In co-curricular classrooms, students learn and practice interpersonal skills through group collaboration, sharing, movement activities, and peer evaluation of work. Students attend art, music, and library classes once per week. All student learner levels and learning styles are included in our curriculum areas on a regular basis allowing for the success of all students. Lessons are designed to be attainable for all ability levels equally so that any student can learn and demonstrate learning at his or her own pace, using his or her own style, and at his or her level. Through art, music, and digital media students are able to experience and contribute to performance and final product presentations alone and with a group to display content knowledge gained throughout the year.

Students participate in health one day per week and physical education one day per week. Instruction is based on the RI standards and engages students in a variety of activities and skills to promote health and wellness. Our health and physical education teacher meets with other teachers from across the district several times throughout the year to coordinate instruction and share best practices. For the past two years, our grade 5 students have participated in programs provided by the Bristol Healthy Equity Zone (HEZ). Through the Bristol HEZ grant, students learn about the importance of organic gardening and purchasing locally grown fruits and vegetables, through in-school presentations by local experts and a field trip to Coggeshall Farm. These experiences are important to bringing the curriculum to life and connecting students to their community.

3. Instructional Methods, Interventions, and Assessments:

The system of assessments, instructional methods, and interventions are based on a balanced literacy and numeracy framework, and have been carefully chosen in order to increase student improvement, to both close the achievement gap and to increase high performing students. The teachers and leadership of Colt Andrews firmly believe that we must meet all learners where they are developmentally and provide differentiated instruction that will encourage and promote student growth. The most current STAR reading data, mCLASS reading data, iReady math data, and writing benchmarks are used to determine the needs of our students. Benchmarking is done at the beginning, middle and end of the school year. After each benchmark grade level teams meet with administrators, reading specialists, and the math coaches to analyze the data to make determinations about student learning. This information is used to differentiate instruction in the classrooms. After determining strengths and weaknesses in student data, teachers organize students into small groups for targeted instruction at their level. The groupings provide both remedial and enrichment instruction in ELA, writing, and math. This collection of data is an ongoing process as students are progress monitored throughout the school year. By continuously collecting data, teachers are able to regroup as students' learning goals change.

We utilize the workshop model across all curriculum areas. This allows the classroom teacher, as well as the special educator and reading specialists to meet with small groups of students during instructional blocks.

The workshop model begins with a short focus lesson, followed by student work time, and concludes with a sharing of student work. During reading workshop, some students practice the skill from the focus lesson at their seats, others read alone or with a partner, or meet with the teacher or reading specialist. A typical math block includes students working with the classroom teacher, a second group working with the special educator, and the remaining students working individually or with partners. Students may be working on individualized i-Ready lessons on computers, completing independent seatwork or playing a math game with a partner. This workshop rotation means teachers can meet students at their instructional level and focus on their specific needs. Formative assessments, specific to the Common Core standard being targeted, guide teachers to either reteach a certain skill or build on a secure skill. At the end, students often have the opportunity to share how they used the skill from the focus lesson or something they found challenging.

Colt Andrews has embedded Assessment Literacy strategies into our school vision for the past five years. As a faculty, we have worked collaboratively to develop and strengthen these strategies. All classroom instruction and assessments are aligned to clear and specific learning targets. Analyzing exemplar work allows students to understand the criteria for meeting or exceeding proficiency. In addition to looking at examples of strong work, students examine examples that are weak and below proficiency to determine what improvements are needed. Students become reflective learners by assessing their own work and setting goals. Teachers provide specific feedback to students in a timely manner through conferencing. This feedback is specific to rubric criteria; therefore, students have a clear focus as to what needs improvement.

The Response to Intervention (RtI) three-tiered model is used to address the needs of students who are not demonstrating adequate progress. Students who fall in the intensive range on benchmark assessments are referred to RtI. Teachers and school leaders plan and implement evidenced based interventions in order to provide intensive support. The team reviews assessment data and targets a specific skill to close the gap, and then determines which intervention and progress monitoring tool will be used. The team meets regularly to review data and make any necessary adjustments. Parents are invited and their input is valued at all RtI meetings. In collaboration with the National Center for Intensive Intervention for the last five years, we have developed a successful framework for students who do not make ambitious growth. Interventions are intensified using a systematic, multi-step process when there is insufficient progress. Through a grant from the RI Math Project, we have begun to implement tiered math interventions for grades 3-5. Using data based interventions and the RtI model has significantly increased proficiency and closed the achievement gap for our students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Colt Andrews school culture is personalized and positive, with a commitment to addressing the development of the whole child in a supportive environment.

Teachers receive professional resources and support from the school social worker and school psychologist who are skilled in helping to meet the social emotional needs and accommodations of our students. They provide opportunities for students to practice social skills in settings with their peers through class guidance lessons, modeling, social stories, lunch bunch groups as well as small groups. The school psychologist and social worker are peer supports available to all teachers and staff. The Colt Andrews protocols are in place for personally greeting students at arrival and dismissal, and individual check-ins for at-risk students. Additionally, support coordinated with families and service providers ensure students' social emotional well-being. Teachers and staff are supportive, working to engage students in meaningful experiences throughout the day.

Teachers have academic support from the two reading specialists, three special educators, and two district math coaches, whose role is to assist teachers in determining which students are in need of intervention. The team of support staff collaborate regularly to discuss the needs of each student at Response to Intervention meetings. The specialists and coaches help teachers to choose and implement appropriate evidence based interventions designed to achieve individual student goals. As a team, we celebrate each students success at grade level data meetings and faculty meetings. Our most valued meetings are those with parents to celebrate their child's success whether social, emotional or academic.

Colt Andrews embraces a Growth Mindset where school climate reflects the idea that we may not know the answers, but if we persevere and work hard, we will learn. Teachers model this learning approach and students now accept challenges in their learning with enthusiasm. Through Responsive Classroom strategies, the adults throughout the school understand their role in teaching students desired behaviors and social expectations. As a result, behavioral situations are resolved quickly with reteaching of the expected behaviors. Classrooms are learning communities where students encourage and cheer classmates, and together struggle to attain learning goals. This cultural shift is evident even in unstructured parts of the day. Students created a "Buddy Bench" for friends to sit if they want to talk or play with others. The cafeteria's atmosphere is calm and settled where students enjoy lunch with friends as a social occasion. Teachers understand their role as instructors of social and emotional learning in addition to academic learning. This cultural shift is a result of teacher inquiry and research. Thus, teacher buy-in is high as they support each other, celebrating the good work done by other classes.

Student of the Month, Spotlight on Talent, On Time On Target for Success, After School Enrichment, and Before-School Academic tutoring, all provide opportunities for students' academic growth and social emotional well-being. The Lunch Bunch Social groups, Lunch Reading Pals, social-emotional lessons, and Responsive Classroom practices are embedded daily by classroom teachers and staff. Together they support the whole child's social and emotional growth. A highly supportive Parent Group collaborates with teachers to coordinate programs such as the Indoor Recess Fitness Program run by community instructors. Additionally, Family Fun Nights, a Family Math Science Night, a One School One Book event combined with a Title I Night, all engage students and families in a positive culture and engaging environment. Students, families, and staff embrace all opportunities and consider Colt Andrews an extension of their home and community.

2. Engaging Families and Community:

At Colt Andrews engaging families and the community in our school culture has contributed to our student success. The Parent Group provides funding for field trips and school performances that help our students appreciate their local community and enhance the students' understanding of the curriculum. Students visit places such as the Herreshoff Marine Museum and the Audubon Educational Society. Also, local scientists,

artists, and authors visit our school. The parents work tirelessly to provide engaging, educational experiences such as coordinating the school science fair and organizing the school book fair.

We utilize a variety of community partnerships to motivate and empower students. The Bristol Warren Education Foundation provides grants to teachers for innovative, high-quality programs that enrich our students' educational experience. One recent grant awarded to our school was One School, One Book. We built a sense of community among the students, parents, and teachers by all reading and discussing the same book. Our relationship with Roger Williams College helps to increase student awareness and interest of attending college. The college students visit the school to complete a shared engineering project and the fifth grade students visit the campus to learn about college majors. We use our Title I funding to engage parents and students in a variety of literacy experiences. Our Summer Literacy Reading Program invites students and parents to work together on literacy skills. Each week students and parents left with new reading strategies, a new book, and an excitement for reading.

We take every opportunity to communicate all the learning that is happening in our classrooms using social media, monthly school and classroom newsletters. Besides conferences and progress reports, students also communicate their own learning through the digital learning platforms such as Seesaw and iReady. Parents and family members have immediate access through these platforms to take part in their child's learning. Parents are invited into each classroom two to three times during the year for Learning Looks to participate in classroom learning. Parents and community are also invited to our monthly school wide assemblies to celebrate our students' achievements, attendance, and exemplary behavior.

At Colt Andrews students, educators, administrators, parents, and community members work together as a team to make Colt Andrews a successful learning environment for all children.

3. Professional Development:

The approach for professional growth has been based on teacher need, either expressed or observed. Identified needs are targeted in the School Improvement Plan as areas of focus. Administrators then seek opportunities for teachers and staff to deepen their professional understanding of the target skills or strategies. The District supports professional growth through multiple opportunities for collaborative learning on scheduled days throughout the year. In addition, monthly faculty meetings are opportunities for teachers and staff to learn and grow. During quarterly grade level data discussions, time for professional learning ensures responsive instruction and addresses areas of need evident through the review of student data. The Principal and Assistant Principal conduct the professional development sessions so it is clear that they are the "lead learners" in all efforts. This approach fosters an environment of collegiality and team spirit as it is evident that we are learning and growing together as a school community.

Over the past three years, the focus of professional development has been in the areas of data mining, responsive instruction, deconstructing the learning standards, development of focused assessment, behavior strategies, classroom and school culture, implementation of small group instruction, and effective response to intervention processes. In addition, we have focused efforts to support district initiatives such as implementing Lucy Calkins Units of Study for Writing, a new science program based on NGSS, and an enhanced reading curriculum. Our reading specialists, district instructional literacy coach, district elementary math coaches, and district K-8 STEM coach provide continual support for new initiatives. When teachers are observed implementing elements of professional development sessions, they are coached and celebrated for embracing change and enhancing their growth. With the emphasis of learning and collaborating together in a professional learning community, group discussions often provide opportunities for teachers to work out challenges and to share successes.

Additionally, there are many opportunities for teachers and community members to participate in collaborative planning and shared decision-making through the Principal's Open Door Policy. Collaboration between the principal, the assistant principal, and teachers has led to professional development sessions designed around teachers' choice and based on students' needs. Teachers are committed to professional development focused on exemplary teaching and learning, with families invited to participate in classroom visits in order to celebrate students' work and success. The most significant

measure of Colt Andrews School's success is the continued efforts of teachers and staff to focus on the success of our students and their families.

4. School Leadership:

The leadership philosophy at Colt Andrews has been to ensure teachers have the professional knowledge and skills to instruct students with rigor aligned with the academic standards. In order to achieve this mission, the Principal worked with District Leadership to reallocate staffing to create an Assistant Principal position. With the addition of this administrative role, the emphasis was fully on administrators being Instructional Leaders. In addition, the Reading Specialists provide leadership related to instructional content as well as data analysis. A core of classroom teachers from both primary and intermediate grades contribute to leadership decision making. Parents are represented on the Leadership Team as well. With the input of all team members, decisions are made regarding professional development, school climate, and school culture. These decisions are data driven based on student achievement, student behavior referrals, climate or need surveys, and observations.

When Colt Andrews was seeking to change the culture regarding student behavior, it was evident to the Leadership Team that we needed resources and support from beyond the school house. The Principal and several Teacher leaders approached the Bristol Warren Education Foundation with a proposal presentation explaining the need for intervention and the resources available beyond the District level. As a result of that commitment, the Bristol Warren Education Foundation funded an initial grant to provide professional development in Responsive Classroom. To further support this initiative, the District leadership funded the purchase of professional resources including grade level libraries of reference texts, as well as copies of core texts developed through book studies with staff members.

Because the vision for moving the school forward was developed and shared by a Leadership Team that included school administrators, teachers, parents, District leaders, and community members, Colt Andrews has seen successful implementation of these initiatives.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Colt Andrews Elementary School academic successes have mostly been attributed to the implementation of a school wide initiative called “Responsive Classroom”. The Responsive Classroom approach is an evidence based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. In 2015, the Colt Andrews school community participated in a professional development training session and a collaborative book discussion to enhance our knowledge in creating a positive school culture. Responsive Classroom training emphasizes several instructional strategies that developed students’ social and academic skills. These strategies include establishing school- wide rules and expectations, Morning Meeting, and Growth Mindset.

We begin our school year with the implementation of our school wide rules and expectations called The Colt Andrews Way: Be Safe, Be Respectful, Be Responsible and Be Ready To Learn. These school wide expectations are modeled, taught, and reinforced throughout the school year. Teachers, parents and students sign a contract at the beginning of the year pledging to follow the Colt Andrews Way. This is a school wide partnership between parents, teachers, and faculty members that helps promote a productive and supportive learning environment for all to achieve in. Continuing Responsive Classroom approach, within each classroom, a Class Meeting is conducted daily. It is a classroom gathering that helps start each day in an engaging way. The purpose of these gatherings in each Colt Andrews classroom is to build a sense of community, trust and sets a positive tone for learning from the morning into the afternoon.

Our students developed a belief system that enabled them to grow and become deeper thinkers and learners by adapting a Growth Mindset. They have learned to take risks and work with their peers in a safe, comfortable and respectful learning environment. Students embrace an understanding that with effort and perseverance they can succeed emotionally, socially and academically. This resulted in higher achievement scores on state assessments, closing the achievement gap within our school by 15 % in ELA and 18% in Math within two years. The implementation of Responsive Classroom has provided the foundation for our students create a positive and productive school culture throughout our school community.