

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Jeffrey Craig Scanapieco

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

Official School Name Ashaway Elementary School

(As it should appear in the official records)

School Mailing Address 12A Hillside Avenue

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

Ashaway RI 02804-1702
City State Zip Code+4 (9 digits total)

County Washington County

Telephone (401) 377-2211

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Web site/URL https://ashaway.chariho.k12.ri.us/

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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*Mr. Barry Ricci

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail barry.ricci@chariho.k12.ri.us

District Name Chariho Regional School District Tel. (401) 364-3260

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 Dr. Ryan Callahan

(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

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	25	16	41
1	16	18	34
2	14	26	40
3	21	24	45
4	17	18	35
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	93	102	195

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 1 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 8%

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, 2017 until the end of the 2017-2018 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2017	195
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

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

Spanish, Turkish

7. Students eligible for free/reduced-priced meals: 20%
Total number students who qualify: 39

8. Students receiving special education services: 14 %
27 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>1</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: 5
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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school 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 20:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	92%	90%	92%	90%	95%
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 2018.

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.

To build a strong academic foundation, encourage an eagerness to learn, foster personal strengths, enhance positive social skills, and nurture community involvement for all our children, by providing a challenging, innovative education in a safe environment.

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

Ashaway Elementary School is a public K-4 school situated in Ashaway, RI. Ashaway is a small, rural village in the town of Hopkinton, RI which is one of three member towns that form the Chariho Regional School District. Hopkinton is a historic town located in the southwest corner of Rhode Island. The size of the town is 44 square miles and the population is approximately 8,000. It was incorporated in March 1757 and consists of four villages, Ashaway, Bradford, Hope Valley, and Rockville. Hopkinton has over 1,000 acres of open space, supporting various recreational activities, including hiking, fishing, and canoeing.

The mission of Ashaway Elementary School is to build a strong academic foundation, encourage an eagerness to learn, to foster personal strength, enhance positive behavior, and nurture community involvement for all children by providing a challenging and innovative education in a safe environment. The faculty work tirelessly to ensure that all students receive a rigorous education, tailored to their needs and learning styles. Our 2:1 technology initiative allows students to engage in relevant and meaningful learning experiences while providing teachers with the tools to collect data, adjust teaching, and intervene with research-based strategies. Teachers are data-driven, work collaboratively, and implement best practices to provide a stellar learning experience for all students.

Over the past four years, Ashaway School has experienced continuous growth which has supported our mission of building a strong academic foundation, while encouraging an eagerness to learn. We utilize a multi-tiered approach to meet the needs and challenges of all students. Our teachers and staff have a growth mindset and strongly believe in educating the whole child: socially, emotionally, and academically. Our curriculum is aligned to the Common Core State Standards, and the math and ELA curricula have currently been revised to reflect alignment to the Massachusetts State Frameworks. Teams of teachers engage in revisions and make changes as necessary in line with the districts five-year revision plan. State and local assessment data are reviewed regularly and play an integral part in planning, programming, and staffing for our school.

Ashaway has recently developed an instructional specialty in the areas of robotics and engineering. Students engage in engineering and STEM-related learning tasks, computer coding, and use robots appropriate for each grade level to enhance their learning in these important areas.

The school community is very supportive and has a vested interest in the success of the school. Parents volunteer their time before, during, and after school to support school and district-based initiatives. The PTO meets monthly and is responsible for hosting many schoolwide assemblies, after-school family events, and extra resources for our students. Students, teachers, staff, and the greater community have a vested interest in the school and are supportive of all its initiatives. As our school motto states, “Ashaway school is roaring with pride and ready to learn!”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The school follows the district curriculum, which is aligned to state and national standards. Chariho Regional School District has a Five-Year Curriculum Cycle to ensure that the course content and scope and sequence is reviewed by a team of teachers and is updated on a regular basis. All curricula are aligned to the Common Core State Standards in ELA and math. Our teachers implement blended learning strategies to differentiate instruction and personalize learning for all students. A station rotation model is used to meet the needs and strengths of our learners. Instruction in all content areas is supported by direct explicit instruction, small guided groups, whole group learning, cooperative learning groups, partner learning, independent practice, technology enriched instruction, STEM kits, maker spaces, project-based learning, as well as, integrated units. Our goal is to deliver high quality instruction utilizing research based practices to meet the needs of every child. The school implements a comprehensive assessment system, administering district common assessments, state testing, with extensive use of formative assessment data to target instruction. In addition, the school uses universal screening tools to inform a strong response to intervention approach for academic and non-academic student performance.

Ashaway Elementary's Core English Language Arts Curriculum is aligned to Common Core State Standards and was recently updated in 2017 to the Massachusetts State Standards. A balanced literacy approach is used which builds upon the implementation of Consortium of Reading Excellence (“CORE”) and has been taught and embedded in the district by a Literacy Specialist who is part of the Ashaway staff. Literacy instruction is founded on scientifically based reading research (SBRR) and includes the following five key components: comprehension, vocabulary, fluency, phonics, and phonemic awareness. These components are explicitly and systematically taught in teacher-directed small groups. Early reading foundational skills are taught systematically and explicitly through structured phonics instruction. The ELA curriculum incorporates read alouds, shared reading paired with discussion, and close reading skills to build students knowledge, vocabulary, and a higher level of reading comprehension using varying texts of grade-level complexity and beyond. Students are placed in tiered reading groups which are driven by the use of screening and diagnostic data to monitor their progress, measure student achievement and growth, and solve instructional dilemmas.

Data is collected through the use of district created formative and summative assessments. Running records, phonics screeners, sight word inventory, and the Qualitative Spelling Inventory are used along with STAR Reading to benchmark and progress monitor student achievement and growth. A district created kindergarten screening tool is used to assess the five key components previously mentioned is administered in November and March.

Ashaway has a 2:1 ratio of devices (Chromebooks 2-4, iPads K-1) which are used to incorporate Blended learning as a strategy and instructional methodology to personalize instruction for all learners. A reading consultant and reading specialist support classroom instruction, common planning time with teachers, and monthly data reviews at the building level.

1b. Mathematics:

Ashaway’s Mathematics Curriculum is aligned to the Common Core State Standards and was also recently updated in 2017 to the Massachusetts State Standards. Comprised of separate Units of Study, each unit is designed around specific standards which are categorized as major, supporting, and additional content. A standards-based scope and sequence provides teachers with a visual map of the progression of skills and content that needs to be taught, along with a breakdown of major, supporting, and additional content. Students in grades K-4 are administered district created common summative assessments three times per year. Two additional components of the common assessments are fluency (Gr. 1-4) and computation (Gr. 3-4). Renaissance Star Math, a computer based adaptive assessment platform is used in grades 1-4 as a

universal screening and progressing monitoring tool. Students take a benchmark assessment three times a year. STAR Math is also used to probe students who have Response to Intervention (RTI) plans to measure the progress of specific goals and standards. Twice a year (November & March), students in kindergarten take a district created screening assessment as part of their assessment plan. All data is carefully analyzed and used to plan, track student achievement, and identify gaps in learning. A Math Specialist is assigned four days a week to deliver targeted intervention support using research based strategies in a small group (2-4 students) or one-to-one setting depending on the student's identified needs and/or gaps. The Math Specialist supports classroom instruction, common planning time with teachers, and monthly data reviews at the building level. The Math Specialist also works a flex schedule in order to run a before school math intervention program using Dreambox, an online adaptive learning program designed to close gaps while providing real-time data to the specialist. The district adopted Ready Common Core Mathematics as its primary resource to support the core Mathematics curriculum. Using the Units of Study, teachers implement an instructional framework which includes teacher led instruction, small group guided instruction, and independent practice allowing students to develop mathematical reasoning, engage in discourse, and solidify strong mathematical skills. Ashaway teachers have implemented blended learning as an instructional approach to personalize student learning and deliver differentiated instruction.

1c. Science:

Ashaway School is a member of the Guiding Education in Math and Science Network (GEMS-Net). GEMS-Net is a partnership among the University of Rhode Island's School of Education, scientists, engineers, and public school districts. The Next Generation Science Standards (NGSS) combine best practices, core ideas, and crosscutting concepts. Crosscutting concepts connect physical science, life science, earth and space science, and engineering design. The Chariho Regional School District adopted the NGSS Science Standards and the GEMS-Net curriculum in their entirety as the District's K-5 Science Curriculum in August 2015. Lessons are driven by a focus question which requires students to engage in hands-on FOSS Science Kit investigations, inquiry-based learning, exploration, and use of online tools and resources. Students use a scientists notebook to collect and analyze data, conduct analysis and respond to analytical questions as they synthesize and demonstrate their learning through discussion and writing. Since Ashaway School has recently adopted a school specialty designation focused on Robotics and Engineering, students also engage in the engineering design process solving real world problems aligned to the grade level NGSS standards. All classrooms contain STEM Bins which teachers use to create engineering and design challenges that students need to solve while working in cooperative teams. Ashaway also has an outdoor garden which includes a selection of fruit trees. This is used as an outdoor learning space for grade levels to extend their learning beyond the classroom. This past year, we have brought in extra programs to support the curriculum and our school specialty focus. We had a STEAM Museum set up in the school which blended the disciplines of science, technology, engineering, art, and mathematics through cutting-edge, interactive exhibits in which all students were engaged.

1d. Social studies/history/civic learning and engagement

The district-created social studies curriculum at the Elementary level focuses on self, family, neighborhoods, communities, and Rhode Island. Firmly rooted in history and geography, the social studies curriculum also integrates concepts from economics, civics, anthropology, psychology, sociology, and the humanities. Informed by national, and state standards in the social studies areas, the goal of this social studies curriculum is to empower students to become inquirers and responsible thinkers. Teachers design in-depth study of topics that give students opportunities for choice and interaction with other learners. Lessons are integrated with math, science, English language arts, and are connected to real-life experiences and current issues. Teachers use authentic texts to deliver content, as well as blended learning strategies involving research, project-based learning, and student choice for presentation. Ashaway School provides each grade level with funding for field trips that support the curriculum and give students access to real life experiences and current issues. One example of this is students in grade 4 visit the Rhode Island State House and take part in a mock legislative session debating a bill created by students. This type of learning is authentic and allows students to see themselves as active participants in a diverse, democratic society, and interdependent world.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Ashaway School has instructional programs for students in grades kindergarten through fourth in art, music, foreign language, health, physical education, library/media, and technology in grades K-4.

The art curriculum was revised in 2016 and is based on the National Standards for Visual Arts for Grades K-12. The art teacher integrates best practice in visual arts education which includes many facets common to best practice in other curriculum areas. Emphasis on small group instruction in a “studio” environment is the norm at Ashaway. Once a week for 35 minutes, students work in a designated art room and receive instruction that includes the modeling of proper technique and “real” examples. This experience provides students with opportunities to create art, to critique art, to self-reflect on their art, and to appreciate the work of others. Where appropriate, art is integrated with other content areas, particularly math and world language. Students have opportunities to explore art as a career and interact with art in the community. Our students typically participate in several art shows each year. Hera Gallery, PS 2018 (RI Statewide art exhibit), Stem art poster contest and Artessy, a community-wide showcase of work from K-12 students in all of the arts. We also participate in the RIFLA poster contest for foreign language studies. The art department also collaborates with the Spanish teachers on a Salvadore Dali melting clock lesson. Grade 2 students participate in a bookmark contest for the Washington Coalition for Children Foundation. We discuss the different emotions we all can have and how to show them using angles of lines and color. The art department works collaboratively with classroom teachers, (winter poetry-4th grade), with librarians (authors-Eric Carle), with math teachers to show symmetry (symmetrical aliens), and with technology by attaching QR Codes to artwork to access students discussing their artwork. The parents can access this at Artessy using a smartphone device.

The music curriculum (Grades K-4) is aligned to the National Core Arts Standards for Music K-12. Once a week for 35 minutes, students are provided with a variety of learning experiences which help develop the ability of students to create and express themselves through music. Students use communication skills, literacy skills, and mathematics to work collaboratively, read and play music, perform in shows which include singling, playing instruments and dancing. Students perform and are exposed to diverse musical genres. Active, hands-on learning becomes more intensive and comprehensive as students progress. Students participate in learning activities where they evaluate music, as well as engage in opportunities to have their music evaluated.

Students have many opportunities to share their work, including recorder ensembles, chorus concerts with student instrumentals, as well as performing at the Annual Holiday Bazaar and District Wide Artessy celebration. Students in grades 3 and 4 perform every year in a joint concert with the Rhode Island Philharmonic.

The goal of Ashaway School’s health and physical education program is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of good health and physical activity. Physical education is planned, sequential instruction that promotes lifelong activity. Participation in a quality physical education program will lead to healthier lifestyles and healthier lives. Through physical education, our students learn to improve their fitness, have stronger bones, maintain a healthy weight, and reduce risk of heart disease. As a result, students will be mentally ready for improved academic achievement and knowledgeable about setting and achieving personal goals. Psychologically, students build self-confidence and self-esteem, have an outlet for stress reduction, and reduce their risk of depression. Students self assess after every class using a 4 point visual rubric posted on the wall. Students participate in an array of fitness rotations and technology is used by both students and teacher as a means to self-assess and collect

data on skills, routines, and activities. Girls on the Run is offered as an after-school program, and schoolwide, students participate in the Jump Rope for Heart program.

Ashaway school is in year five of our world language program. Students in Grades K-4 receive Spanish instruction twice a week for 35 minutes. In one of those weekly classes, the classroom teacher remains and a co-teaching model is used in order to integrate world language into the core curriculum. Our curriculum is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) standards of foreign language learning: Communication, Culture, Connections, Comparisons, and Community. Our world language teachers implement the most current educational practices. Included among these are performance-based learning, formative and summative assessment, and the use of the assessment results to guide teacher instruction. Standards-based world language instruction incorporates both Gardner's theory of multiple intelligences and Bloom's taxonomy of learning. Students are engaged in speaking, reading, and writing in addition to cultural exposure and experiences. A monitoring and assessment system is in place to assess students' speaking, writing, and listening skills.

The Chariho Regional School District has provided computers and Internet capabilities to each classroom kindergarten through grade 12, as detailed in the Chariho District Technology Plan. Ashaway has a 2:1 ratio for technology with students in grades 2-4 using Chromebooks and students in grade K-1 using iPads. All classrooms are equipped with SMART boards and teachers have MacBook Airs to plan, collect data in real-time using district approved software applications, and intervene with targeted and specific feedback in a timely and personalized way. Technology is integrated across all content areas, in all grade levels. Teachers have received extensive professional development activities which have supported the use of blended learning, as part of a station rotation model. Teachers also have weekly access to an instructional coach in the area of Blended and Personalized Learning.

All students have one library period a week for 35 minutes. School libraries are essential to the development of learning skills. The school library provides equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. The school librarian collaborates with other staff members to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century. The librarian also teaches the computer science component of our technology curriculum delivering the CODE.org Fundamentals sequence to students in K-4. During library, students check out books, work on various types of recording projects, create and write collaboratively for videos and green screen applications as well as other mixed-media work.

Ashaway School is a PBIS school. All teachers have been trained in The Responsive Classroom and Positive Behavior Intervention System (PBIS). Students are recognized daily at the school-wide morning meeting, as well as throughout the day for being Respectful, Responsible, Honest and Safe. To meet the social and emotional needs of our students, the Zones of Regulation are taught schoolwide and through the Health curriculum to provide students with social and emotional supports and strategies they can use throughout the school day.

3. Special Populations:

Ashaway School faculty use an array of instructional approaches, methods, interventions, and assessments. We believe that all students can learn at high levels and increasing student achievement in our classrooms is a top priority. It is our duty to determine the level of each student and provide them with developmentally appropriate instruction. Formal and informal assessments are used on a daily basis to monitor student understanding and growth, misconceptions, and guide instruction.

We use a multi-tier approach for the early identification and support of any student who begins to exhibit learning and/or social-emotional needs. All students receive high-quality instruction and are screened with universal screening tools. In literacy and math, all students receive Tier 1 and Tier 2 instruction and support using resources aligned to the units of study. In literacy, a tiered system is in place grouping students by need, allowing the reading specialist to push into the low tier to support students struggling with reading skills and concepts. Data is collected weekly and analyzed by the classroom teachers and specialist in order to move students in and out of the small guided groups as necessary. Students in the low tier are provided

with extra support through explicit, sequential instruction in phonics, phonological awareness, spelling, vocabulary, and comprehension. In math, students are placed in small guided groups and the teacher differentiates according to student needs. The math specialist supports small group guided learning in classrooms with students who have the most significant needs. Summative and formative data are used to monitor understanding, in addition to fluency, computation, and STAR probes. Students whose classroom performance and assessment data demonstrate a need for further support are referred to the Response to Intervention Team (RTI) for Tier 2 or 3 intervention. The RTI team is composed of the principal, reading and/or math specialist, classroom teacher, resource teacher, and school psychologist, the team meets weekly to review data, student performance, and/or behavior. All data is reviewed by the RTI team and the team selects a specific skill that the student is struggling with and a research-based instructional strategy they are going to implement over the course of six to eight weeks. A goal is set and monitored over a 6-8 week period. An example of a Tier 3 intervention could be direct explicit instruction of vowel pairs in 1:1 or small group setting 2-4 times a week. Due to the effective RTI process used, there is no achievement gap in ELA, but in math, the gap between all students (58% proficient - 84 students) and economically disadvantaged students (39% proficient - 18 students) does exist. However, these students are provided support by the math specialist and the RTI process. Classroom teachers use data and differentiate instruction to close gaps and increase student understanding.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Ashaway School, our goal is to create an atmosphere where students work to the very best of their ability. We use a positive approach to manage student behavior, motivate and achieve academic success. We feel it is important to maintain continuity of expectations throughout the building. Schoolwide expectations are set in place to be respectful, responsible, honest and safe. Students are encouraged to take risks, think critically, and have a growth mindset that allows them to become academically successful and contributing members of the school community. Each month, select students are recognized for exhibiting any combination of the school wide expectations. Ashaway has a Positive Behavior Interventions and Supports system (PBIS) that helps to create and maintain a positive and safe environment. Each morning starts with a school-wide morning meeting, led by the principal, where three students are recognized for a positive character trait that they exhibited during the week. It is also used as a time to discuss our schoolwide social and emotional initiative, solve mental math problems, practice mindfulness activities and take part in movement breaks to best prepare for a successful school day. Once a year, third and fourth graders fill out a social and emotional survey that helps to direct school-wide initiatives. As a school community, teachers and staff continuously work to establish strong connections and relationships with each other, as well as, the student and their families. Teachers utilize resources, including the social worker and school psychologist, in many ways in order to support students emotionally and socially. We believe as a school community it is important to continue to develop student relationships, show mutual respect, actively engage students and provide positive feedback throughout the school day. Teachers reward students with whole class rewards when the class works together to achieve specific goals and excel academically, behaviorally and socially. One example of support for academic achievement is the presentation of The Presidential Award for Academic Excellence which is awarded to fourth graders at their moving up ceremony.

The teachers at Ashaway are dedicated to their profession, embrace professional learning and work collaboratively to create an inspiring, positive and academically rich environment for the entire school community. Teachers are valued and supported at Ashaway by contributing to the planning for faculty meetings and professional development. Teachers have opportunities to participate in an unconference where they plan professional development for one another and are given the choice as to which professional development session they would like to attend based on their needs. Teachers decide on the agenda, discussion topics, format and workshops. Teachers are showed appreciation throughout the year in a variety of ways including teacher appreciation luncheons, random raffle prize drawings throughout of the year, and by participating in community building activities to build relationships. Each year, a teacher of the year is recognized for their outstanding professionalism and dedication at our district-wide convocation.

2. Engaging Families and Community:

Partnering with families and community members helps to increase our level of success. We are aware of the needs of the community and provide opportunities for involvement. Ashaway school communicates with community members through our electronic newsletter, The Ashaway School News, which provides families with upcoming events, important dates, as well as showcasing pictures and important work happening at the school. The school website provides access to all school and district information and we post on Twitter. Teachers are accessible to parents and communicate on a regular basis through written, electronic, and verbal communication. We have relationships with the local fire and police departments whose members visit the schools and host field trips. We partner with the local community recreation department to provide after-school opportunities for students. Uncle Buck's Sugar Shack also provides educational field trips to our students which teaches students about the harvesting and manufacturing of local maple syrup. Ashaway welcomes parents and community members to volunteer in the classrooms, work with students and engage with the students during field trips.

During Reading Week, state senators, University of Rhode Island and Chariho High School athletes, local authors, and members of the police department visit and read to students. Our PTO coordinates after-

school enrichment programs often facilitated by parents and community members who share their talents, skills, and knowledge with our students.

For the past three years, we have hosted a Veteran's Day Celebration honoring the Veterans of our families. Veterans from all branches of the military are treated to a breakfast and schoolwide assembly to show our appreciation for their service and acknowledge the important role they play in the community. As a part of the celebration, the school collects socks, underwear, and toiletries which are donated to the Veteran's Hospital and local Warm Shelter to those in need.

We have an active PTO and School Improvement Team comprised of teachers, administrators, parents and community members whose goal is the betterment of the school. Our Special Education Advisory Committee is a group of parents, teachers, and community members involved in, or concerned with, the education of children with disabilities. In conjunction with teachers and staff, Ashaway's PTO sets forth to plan and promote activities centered around the interest of students with shared cooperation from families. The PTO is responsible for planning the annual Ashaway Holiday Bazaar and Winter Stroll bringing a host of local artisans, crafters, and merchants together to showcase their goods and offer to the public. We help non-profit agencies raise money, help stock the local food pantry as well as providing assistance for families in need during the holidays.

Each year before school begins, we host a back to school potluck picnic to welcome new and returning families. For two days in March, we host a kindergarten registration to provide a personal introduction and tour of the school. Parents are able to meet and speak with a kindergarten teacher and the Reading Specialist. School tours are offered throughout the year and students and families have the opportunity to meet with teachers and administration before they begin.

3. Professional Development:

Teachers take part in three district professional development days each year, on two of these days the agenda is developed by a District Committee, and the third day is building-based. Professional Development is aligned to the school and district's strategic plan. Topics in the past few years included the implementation of blended learning and a district-wide Social Emotional Learning program. The district also runs an Induction Program which provides a New Teacher Orientation in August and Master Teachers (Mentors) for any newly hired staff. Teachers in their second year are required to take a Reflective Practitioner Course for URI credit, provided by the district. The School's Crisis Team annually attends district-provided CPI Non-Violent restraint Refresher Training. A district Technology Fellow is assigned to the school once a week, to provide embedded professional development and coaching.

In addition, there are eight early release days, on which teachers receive an additional hour and a half of building-based professional development. Topics on these days have included: social emotional learning, blended learning, personalized and differentiated instruction, Google Classroom, Google Apps for Education, as well as in-depth training and planning for district curricula and course work.

All classroom teachers have received 2-3 days of GEMS-Net training in the last few years as they implemented updated Science Kits, along with follow-up days provided on a rotating basis. Science Teacher Leader provided a professional development day to train others. As needed, specific training and professional development are also provided, such as five days of CORE literacy for new teachers, an Inclusive Practices in Special Education Training, which are presented to others; building the capacity of teachers as leaders.

In addition teachers have monthly faculty meetings, and three times a year they meet district-wide as a grade level/subject area. This year during one of our faculty meetings, the assistant superintendent led a Looking at Student Work session using released state testing writing prompts. At another faculty meeting this year, teachers and staff learned how to incorporate the NGSS engineering standards and practices to align with our school-wide focus of STEM, robotics, and engineering.

4. School Leadership:

Walking through the halls of Ashaway, it is clearly evident that a love of learning is a natural part of our school climate. An example of this are the murals that adorn the school that were painted by the head custodian on his personal time. Our principal approaches each situation with the utmost integrity, fairness and in an ethical manner. The best interest of the students is always at the forefront of his decision making. A strong school culture has been created and sustained that centers on student learning and professional growth.

The school's operations, organizational methods, and resources are effectively and efficiently managed by our principal to best meet the needs of our students learning and staff's professional growth. A safe learning environment is achieved as our principal communicates and effectively implements the schoolwide student behavior code of conduct, discipline procedures, emergency drills, along with integrating a variety of safety measures throughout our school to ensure the safety for all.

Ashaway has developed a clear vision and mission of education for its community. Through a distributive leadership approach, teachers, staff and the principal work collaboratively to increase academic successes and strengthen behavior programs by analyzing data, applying evidence-based strategies and striving for high expectations for all students. Measurable goals and objectives allow us to monitor, evaluate and enhance learning for all students. Our principal developed a digital data system which helps our school to track and monitor student progress, refine our teaching practices and enable us to have the highest expectations for all students. Our principal celebrates student and staff success while regularly identifying achievement gaps. He ensures that intervention plans are properly developed and carried out to best meet the needs of the individual student. Due to the small size of the faculty, our principal includes and empowers all staff members to collectively engage in the school improvement process. As an active member of the school improvement team, our principal constantly communicates the mission of Ashaway School. Our principal uses his instructional leadership to drive the process of change at each stage necessary to improve achievement. Our vision, mission and school improvement plan lead the way to ensure that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

When reflecting on and analyzing our success as an exemplary high performing school, one instructional practice has been an integral part of our model. We are data-driven and focused on individual student achievement.

Our curriculum is strong, standards-based, and incorporates best teaching practices into daily lessons and activities. Teachers have daily common planning blocks six times per week where they plan collaboratively with grade level colleagues, building specialists, and support staff. Teachers have a strong willingness to share ideas and support one another. There exists a shared responsibility of all students due to the nature of our flexible, tiered teaching approach. Strong communication between regular education and special education exists, and scheduled times are built into the schedule to allow for planning, modification of student work, and progress towards individual goals.

We engage in targeted, short action data cycles three to four times a year which involve a deep look at State Testing results, local assessment data and progress monitoring data in ELA, mathematics, and writing. Teachers and specialists triangulate data, look for trends, areas of strengths, and areas that need improvement. The entire school then selects one standard that they are going to focus on for a 6-8 week cycle. Measurable targets are set and teachers are responsible for reporting out data results at grade level common planning time meetings. An example of a recent short action data cycle involved reviewing our 2017-2018 RICAS results. Schoolwide results indicated less than 40% of students were proficient in one of the geometry standards in grades 3 and 4. Teachers set targets, integrated specific skills, and content into their daily teaching in order to close the gaps in learning. When the target is met, the cycle begins again working towards another area for growth and improvement.