

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):
- 10 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 15 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	52	44	96
K	21	28	49
1	31	29	60
2	22	25	47
3	24	22	46
4	24	26	50
5	23	21	44
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	197	195	392

*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):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 14 % Black or African American
 - 17 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 9 % 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: 13%

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	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1, 2017	390
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 5%
18 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic, Yoruba, Wolof, Portuguese Creole

7. Students eligible for free/reduced-priced meals: 64%
Total number students who qualify: 251

8. Students receiving special education services: 8 %
33 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>0</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
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 11:1

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	96%	96%	94%	94%	93%
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.

The Flora S. Curtis Elementary School is a diverse family of learners. All school community members collaborate to develop responsible, ethical, and productive citizens in our ever changing world.

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

Pawtucket Public Schools believe that all students continuously improve educational excellence and global citizenship while practicing compassion, courage, and collaboration. Each student, every day at Flora S. Curtis begins their morning with warm greetings from their teachers and support staff. It is imperative that children feel a sense of belonging on the campus and know that everyone at Curtis is accepted and respected. Relationships are the heart of the the campus' "No Bully" initiative and all members of the campus community take the responsibility very seriously. Uniquely, many Curtis faculty reside in the immediate neighborhood of the school and feel that this enhances the true community school mentality because of the strong connections that are formed between the school, students, and families.

All stakeholders recognize that service is the lifeblood of the educational system and Curtis staff pride themselves on providing top tier community service and expanding evidence based methodology in teaching and learning. Curtis' rich history of community involvement dates back to Flora S. Curtis herself. Flora was a member of the Community Players in Pawtucket who believed in "...carrying the torch of culture to the Blackstone Valley and enrich community life by presenting locally the best that theater had to offer." It is in the spirit of Flora's life as an active thespian that Curtis has a thriving commitment to embedding the arts in educational programming.

The modern age of instruction has equipped all Curtis students with 1:1 devices allowing them to access pathways of blended learning towards the Common Core Standards. Assessments and up to the minute data are accessible to teachers who meet weekly to discuss next steps for students in their Personal Learning Communities. Delivery of instruction is conducted through traditional and non-traditional models that embed the use of LCD projectors and cooperative teaming to foster student centered classrooms. Teachers are passionate when choosing their delivery models and seek to hear the voices of students leading as they facilitate instruction.

The campus offers PK-5 programming which includes inclusion models and offers specialized instructional to students with exceptional Autism Spectrum needs. Response to Intervention is a pathway through which all educators seek to meet the ongoing needs of students as they are presented through data. Currently Curtis performs three diagnostic assessments a year and provides both Tier 2 and Tier 3 services to students in addition to IEP/504 Services to students with identified needs. The Intervention block is fluid for all grades and provides both remediation and enrichment based on demonstrated proficiency. The campus has a student support/core team which meets to discuss the needs of students and place them in the appropriate tier of instruction. Students receive push in services and are supported by a multidisciplinary team for all required services.

An exciting shift in Core Tier 1 Curriculum resources for grades K-2 began in the fall of 2018 with American Reading Company. Teachers were provided with multiple levels of literacy tools that allow for students to engage with Common Core Standards through balanced informational and literary texts. Teachers were also provided intervention tool kits that directly correlate to the ongoing assessments through the program. This has created a buzz around the campus and increased enthusiasm and motivation for all involved. Multiple professional development series have accompanied the roll out of this dramatic change to instructional resources and allowed for the alignment of instructional strategies to specific focus standards.

This has really shifted practice in considering the purpose of instructional minutes within a routine, alignment of instruction to the intent of the standard, and the development of standards based tasks for increased student engagement.

Beyond the scope of the professional development included with program materials, teachers attend district professional development in many areas crucial to the social and emotional needs of students. Professional Development in Pawtucket is offered through a partnership between the Central Administration Office and the local faculty union. This partnership allows for broader topics that the schools can choose from and really narrow the focus to the options that fit their needs best. Often Curtis staff development focuses on the whole child model and is inclusive of both academic needs and the social emotional needs of students and

families.

Through federal grant funding in Title I, Curtis is identified as a Schoolwide Program. Under ESSA this translates into the use of the continuous improvement model for programming within Core Tier I curriculum and the quality resources provided to teachers for Tiered Intervention. This yields strong involvement from all campus stakeholders in the development of the School Improvement Plan and Parent Family Engagement Plan. Additionally, Title-I Schoolwide programs seek to foster the development strong relationships with all stakeholders and increase the awareness of how this type of program benefits all students, but particularly students with the lowest achievement.

Curtis prides itself on the deep connections between academic instruction and care for all students. Curtis Care After Program, run by school faculty is sensitive to the needs of students and families in areas beyond academic need. This program provides tutoring, a light meal, and time to build the relationships that are crucial for increased student achievements.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Curtis continues to align curricular resources to the Common Core State Standards through the integrated PLC's within each grade level team and the newly developed partnership with American Reading Company for grades K-2.

Scope and sequences are provided by the District Office of Curriculum, Instruction, and Assessment with corresponding resources for each content area. Assessments take place quarterly in writing with district provided and scored prompts in grades 3-5. With the American Reading Company instructional program in reading, teachers and the administrator share data on an electronic platform. As students move through the program data is collected by the use of a weekly screening process and student's instructional goals are adjusted accordingly. This process affords us the opportunity to focus on student growth and differentiate instructional practices often to meet the needs of students. The increased awareness and alignment is the intention of Common Core Standards and the expectation of State Assessments has been a critical development in the way that faculty and staff plan for the needs of students.

Faculty and Staff continuously engage in dialogue around the specific needs of students within and across grade levels- seeking to vertically align what students have exposure to at each grade level. All work is standards driven, thus, we continue to participate in state and district level professional development and to enhance faculty learning around the “unwrapping of the standards.” The standards are the focal point of instruction. Building capacity around the knowledge base about the intent of standards and goals of student learning in relation to the Rhode Island Common Assessment System (RICAS). This is evidenced by student/teacher conferencing at Curtis around three essential questions: Where am I now, Where am I going, and How can I get there?

These questions align to the backwards design model of “begin with the end in mind.” Students receive a minimum of one hundred thirty-five minutes of instruction in ELA and forty-five minutes of small group instruction focusing on the development of all literacy skills. In grades K-2, the core reading program is the newly adopted, American Reading Company Core.

Teachers are continuing to work collaboratively during common planning time to align this program with necessary CCSS and scaffold the rigor by selecting specific passages and to create higher-level questions, while developing materials to support multi-level needs.

In grades three to five, teachers are provided Units of Study from the district outlining the standards and goals of instruction. Over the years, schools have been successful in building an extensive collection of aligned texts. All staff has been trained in Step Up To Writing, a tool that provides resources to teach the components of writing. We have been proactive in finding quality materials.

Teachers work collaboratively to choose literary and informational text, matching lexiles, integrating content area topics, and planning questions for written responses to ensure quality instruction in Writing. Students meet in small groups for targeted instruction. These groups are determined by reading level and/or specific needs of the children.

Some groups receive program based interventions through ARC-Intervention Toolkits, while other groups are retaught specific targets of standards, close-reading, or engage in literature circles.

1b. Mathematics:

Students at Curtis also receive sixty minutes of core mathematics instruction and thirty minutes of mathematics intervention. Eureka is the core curriculum for mathematics instruction which is supplemented by standards aligned resources for student remediation and enrichment.

Curtis Elementary School believes in a balanced approach to mathematics instruction which includes explicit, direct instruction to build mathematical concepts and skills, and embedded problem solving. Our lesson structure format begins with a launch, modeling, and exploration with guided feedback, independent practice, and sharing.

Throughout the lesson, guided feedback from peers and teachers is given to improve understanding and skills. As a deficit in student performance arises, faculty immediately addresses it.

For the past several years, we have used grant funding to purchase IXL, a computer based mathematics platform that seeks to supplement core instruction. This allows students to practice skills at their independent levels, with immediate feedback, and positive reinforcement of skills attainment. Teachers are able to differentiate practice skills and levels to meet individual needs of the student. The SIT has set expectation for student usage by grade level, and parents can monitor student progress. This program is aligned to the CCSS, and provides extensive reports on student performance.

1c. Science:

Students receive science instruction integrated with literacy in an alternating cycle with other content areas. Our school purchased FOSS-Science Kits through grant funding, and received supplemental kits from the local district. Our instruction now includes building of general scientific knowledge and scientific inquiry. Through a grant, we purchased resource materials for all teachers. The science kits use a problem based learning approach that is supported at the school level with technological support through the district's one to one chromebook initiative in grades 3 - 5. Each kit focuses on identified Common Core Science Standards that are priorities at each respective grade levels. A score report is provided for each student following each lesson, teachers are able to differentiate instruction accordingly based on an analysis of the score report.

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

Students receive social studies instruction integrated with literacy in an alternating quarterly cycle. During instructional time, teachers use both literary and informational texts to address the identified social studies / civics standards. Standards that are addressed for each grade level, are identified at the district level. Student writing is assessed using a common district rubric, data is provided to grade level appropriate teachers to adjust instructional practices accordingly.

1e. For secondary schools:

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

Three year old preschool students at Curtis Elementary School receive instruction based upon RI Early Learning and Development Standards. The curriculum focuses on physical health and motor development, social and emotional development, language development, literacy, cognitive development, mathematics, and science. The instruction that is provided is aligned with the four year old pre - school program as well as kindergarten standards. The Rhode Island Department of Education provides the curriculum framework and expected outcomes for this age span. This holistic curriculum is delivered by an interdisciplinary team of educators, paraprofessionals, psychologist, and speech and language therapist, occupational and physical therapists in collaboration with families.

The curriculum is modified and accommodations are made to meet the needs of every child.

2. Other Curriculum Areas:

Our students receive 45 minutes weekly of a balanced music program that incorporates the history of music, music theory, instrumental and vocal instruction and performance standards. Students in the upper grades also have the opportunity to join the chorus and receive an additional 45 minutes weekly in vocal instruction. For the last several years, our music educator and students have been working with the Rhode Island Philharmonic Orchestra on a program that enhances students genre exposure.

Every student in Grades 3-6 is given a recorder and works on instrumental and vocal lessons planned by the Philharmonic in conjunction with music educators from around the state. Our students will often perform in the community and at the district and city's arts festivals, the RI State House, and at nursing homes. We are extremely proud of the successes our students have had in our music program.

Curtis students also participate in 45 minutes weekly of physical education instruction and 15 minutes per day of active recess. Over the last few years we have worked to build and add to our physical education program. Our physical education teacher has added significantly to the equipment supply including extra equipment for use during recess. A recent partnership with the University of Rhode Island has allowed for increased exposure to nutritional studies and "tasting events" for students to try locally grown seasonal produce.

All faculty members at our school have been encouraged to implement "brain breaks" via free resources available at GoNoodle. These short movement breaks are done with students during transition times to refocus students, promote blood flow, and foster physical fitness. All classrooms are equipped with LCD projectors and speakers to enhance this experience for students. We have seen a decrease in fidgety behaviors, allowing students to sustain attention during lessons following an exercise break.

Students are given weekly instruction in the library by a certified school librarian for 45 minutes. They not only choose books to check out during this time, but are also instructed in academic areas such as research, thesaurus use, author studies, and more as it aligns to CCSS. In recent years with an increased transparency regarding RICAS Assessments, an investment into purchasing more informational texts for the library has been initiated by the School Improvement Team.

Visual arts standards including drawing, painting, and sculpting as well as art history are taught to Curtis students by a certified art educator for 45 minutes weekly. In addition, our itinerant educators coordinate with classroom teachers to integrate core curriculum content and skills into their lessons. This collaboration strengthens and increases our students' overall performance in all areas.

3. Special Populations:

The students at Curtis School have diverse needs and learning styles. We believe that all students can and will achieve, and it is the responsibility of all stakeholders to foster an environment that all students can experience success. This is a collaborative effort that is thoughtful and planned during our PLC/CPT meetings. As a whole, Curtis teachers use common resources and evidence based instructional strategies for delivering and monitoring instruction. The consistency and vertical alignment of these methods gives the students' ownership of their learning. As an entire faculty, we strongly believe that the key to student success is through explicit instruction that incorporates a connection to previously taught standards and and targets, collaborative structures, modeling, thinking aloud, student practice with feedback, peer interaction, sharing, and assessment. Students are assessed by recommendation to the school based special education team in which services are than implemented as needed. Once the school based team is able to identify the needs of students, support is provided within the student's classroom with the support and involvement of the classroom teacher. Students are supported in a variety of ways involving different professionals. Theses may include a speech pathologist, occupational therapist, physical therapist, or a special education certified resource teacher.

Since interventions take place in the student's classroom, we are able to engage students in the curriculum more successfully and meet the needs of our students who are at or above grade level by differentiating the

classroom instruction.

Caring for others, Understanding differences, Be Responsible, and Strive for Excellence (CUBS), frame the vertical PBIS model that is used from PK-5.

It is because of the strong belief in students reaching high proficiency levels that Curtis faculty work tirelessly to adapt instruction. Teachers naturally modify and make accommodations for individual students and groups of students who require intervention or enrichment. Differentiation is a necessity in order to meet the academic, social, and emotional needs of students. There are dedicated intervention blocks for ELA and mathematics. Teachers use assessment data to determine student strengths, student weaknesses, and instructional implications for individuals and small groups of students. Support staff, specialists, and grade level teachers make grouping decisions and collaboratively decide appropriate methods and resources. During this intervention, instruction can take many different forms but it always aligned to standards.

Curtis Elementary School believes in the “I do, we do, you do with peers, you do independently” gradual release model.

Teachers launch lessons by building background knowledge, making connections, and providing explicit instruction, and modeling. In the “we do” phase students are engaged in exploration with guided feedback from their peers and teachers, and sharing their thinking and work product. During the “you do with peers” phase students are focused on academic dialogue that is role based and monitored by the classroom teachers.

In the final phase, “you do independently”, students are completing independent tasks. Throughout this entire gradual release process teachers are using daily formative assessments/checks for understanding to monitor student achievement and adapt instruction. Teachers at Curtis School are constantly looking for evidence based strategies to enhance instruction and increase the engagement of students. The collaborative effort of the entire staff has consistently made us successful in our quest to improve our craft.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Flora S. Curtis Elementary, much like Flora S. Curtis herself, believes in the advancement of communities through service. Students are the heart of those served through the mission and vision of the school. This is embodied in numerous ways from the pride in the physical facility with student displays and classrooms reflecting highly engaging curricula, to the incredible community service projects the dedicated faculty, staff, and students participate in. At all levels of the organization, service and leadership are visible. This ultimately empowers students and families to take an active role in the school improvement process.

Educators and specialists take pride in showcasing student work, achievements, and photographs in every corridor and classroom. Curtis believes that in order for our students to learn and progress, they must be able to respect themselves, each other and all staff members. Our school wide behavior incentive program focuses on engaging students in positive conduct and healthy work habits. To say that staff exceed the hours of the contractual workday is an understatement, discretionary efforts go well beyond those expectations. Teachers and staff are supported by the collaborative and supportive leadership structure that exists at Curtis. Instructional decisions and issues are discussed during PLC time and as a community implemented in the classrooms. Teachers work together to ensure that everyone is held to a high standard of putting students first. The principal functions as a member of this community together with teachers, not always in a leadership role, but as a colleague.

Faculty members open their classrooms before and after school hours to offer students extra standards support and access to the technology programs we have implemented. Teachers regularly plan elaborate evening events including Harvest Fest, School Dances, Movie Nights, Winter Holiday Fest, and many partnerships with community organizations that host onsite activities for students.

Reading Week events are well attended by Curtis families. This dedication continues even after the school year has ended. Each year teachers, with the help of custodians, spend time during vacations and weekends organizing and cleaning common areas and supply rooms so that materials are up to date and easily accessible to all staff. As a result, Curtis now has resource rooms dedicated for curricular materials. Curtis faculty members realize that they are the agents of change. Although change can be challenging, Curtis provides a supportive environment where all stakeholders can count on help from their colleagues. By sharing which ideas work and which do not, no one is afraid to make the mistakes that commonly accompany the learning process. Students eagerly work with their peers, finding that each has a special strength to bring to an activity.

Social Emotional Needs of Curtis students are also met through collaborations between internal stakeholders and external partnerships. Sustainability of these partnerships is both vital and necessary for the opportunities of students to learn and grow within a developmentally supported holistic program. Curtis faculty and staff serve the whole child.

2. Engaging Families and Community:

Curtis Elementary School operates a Title I Schoolwide Program, and under ESSA completes a federally compliant Family Engagement plan which encompasses a set aside allocation designated for the sole purpose of increasing parent and family engagement. Curtis acknowledges through this plan the importance of integrating school improvement goals and campus initiatives for Integrated Tiered Systems of Support. It is through family and school partnerships that growth occurs and is impactful to the academic achievement and social emotional learning of children. It is through this PFE plan that the school-wide communication plan is intentionally embedded and articulated to all stakeholders. Further, within the communication plan is a student compact that families and school staff sign to ensure that the responsibilities of a well rounded educational program are met by designated parties. Curtis provides multilingual supports to students and families in both correspondences and on site translation as needed.

Annual open houses, monthly principal's letters, monthly activities calendars, emails, phone/robo calls, written notes, school and teachers' websites, a community bulletin board, and a phone messaging system are ways we keep families informed about campus activities. Often, Curtis goes beyond the generic forms of communication to engage and meet the needs of individual students and their families. We provide homework charts and agendas to foster communication between home and school as it relates to academic growth. Teachers and families use these tools to communicate about daily behavior and positive reinforcement. Keeping students engaged in learning during the summer vacation is also acknowledged through parent and family engagement as it is vital to retaining skills. Therefore, Curtis encourages students with academic risk factors to participate in summer Ramp Up programs that focus on reinforcing Common Core Standards. Curtis Elementary School often seeks the support of community partners to improve the educational experience and meet the needs of students. Teachers and staff are continually seeking the support of external agencies. Every year, the local Rotary Club visits and donates a dictionary to every third grader. The Audubon Society and Tourism Council have sponsored educational field trips that enhance the Tier I core curriculum. Several academic nights are held each year to engage families in learning experiences with their child. At these events, all activities are connected to academic standards and require parent and child interaction to complete tasks aligned to RICAS. Participation in these events has traditionally been very high and incentivizing events for all students is encouraged. Curtis also holds PTA sponsored social events for the local community: Bingo, Family Dances, Arts and Craft Nights, Harvest Festival, and roller skating parties. These events are also well attended and fun for all. In addition, the PTA leads the effort in fundraising for field trips, extra-curricular activities, educational performances, reward celebrations, as well as, purchasing school supplies for use in our classrooms.

3. Professional Development:

Curtis teachers are dedicated to improving their craft through varied professional development opportunities. During the past several years, our staff has taken part in many professional development opportunities offered by The Rhode Island Department of Education (RIDE), the Pawtucket School Department (PSD), Pawtucket Teacher's Union, and Regional Educational Collaboratives. Capacity building and sustainability through train the trainer models are used as an ongoing support for all stakeholders. The Pawtucket School Department offers a menu of recommended professional development activities for teachers and staff, based on the priorities of a school's School Improvement Plan, teachers and staff select opportunities that are aligned with the school's plan. Teachers and administrators attend professional development activities that are focused on teaching and learning together, as a result administrators are able to better understand and support teachers in the implementation.

Faculty have been trained in PLC protocols that are implemented during weekly CPT/PLC and faculty meetings. These procedures keep staff focused on the use of data to make informed instructional decisions for all students. Many members of our faculty have completed the RIDE Formative Assessment Modules. This blended learning opportunity included on-line modules and Communities of Practice meetings facilitated by two trained faculty members. In addition, administrators attend PD provided by RIDE, Pawtucket School Department, and outside agencies that are partners with the school department.

4. School Leadership:

The Flora S. Curtis Elementary School embodies the philosophy of shared leadership and responsibility for the direction of the school. The Principal consistently engages all members of the school community as active participants in the improvement of the school and in student success. This shared responsibility has empowered teachers to be leaders and allowed them the flexibility to make the best educational decisions to improve teaching and learning.

The Title-I School Improvement Team at Curtis Elementary School is a driving force behind the schools' consistent growth and academic achievement for all students. The team is comprised of the principal, teachers from various grade levels, specialists, and support staff. In addition, the principal and teachers meet weekly during grade level PLC (Professional Learning Communities) to review performance data, student work samples, as well as instructional and social / emotional needs of students.

Our school also has many other teams that are responsible for the social and emotional development of students. These teams provide specific support directly to students, families and teachers. The Special Education Evaluation Team and the Pre-School Evaluation Team are responsible for evaluating and monitoring the performance of children with disabilities, as well as supporting teachers to modify and make accommodations to best meet the child's needs. Our Crisis Intervention Team is comprised of support personnel who are available to support students and families in emergency situations.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The practice that has had the greatest impact on the academic and socio-emotional growth of our students was the use of a distributive leadership model as a framework for the day to day operations of the school.. At the heart of this model, is the structure of our grade level leadership teams. We use this time to shape the instructional and socio-emotional environment of the school. Having the capacity to develop instructional leadership teams and employ a continuous improvement mindset allowed us as to rapidly improve instructional outcomes for all students.

The grade level leadership teams became an important opportunity for discussion and collaboration. By involving and sharing certain responsibilities with teachers and staff, positive relationships developed that afforded us the opportunity to develop a learning community with little principal - teacher barriers. By the use of a continuous cycle of observation and feedback, instructional coaching, and professional development, teachers felt more supported and assumed greater responsibility for their own professional growth as well as the success of their students.

Leadership teams moved forward in developing a shared vision for the direction of the school and student growth. Through a continuous cycle of collecting and analyzing student data as well as differentiating instructional practice to meet the needs of students, we were able to create a successful structure of student and teacher support and growth.