

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Narragansett Elementary School
(As it should appear in the official records)

School Mailing Address 55 Mumford Road
(If address is P.O. Box, also include street address.)

City Narragansett State RI Zip Code+4 (9 digits total) 02882-3211

County Washington County

Telephone (401) 792-9420 Fax (401) 792-9424

Web site/URL http://www.nes.nssk12.org/ E-mail lwilson@nssk12.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Peter Cummings E-mail pcummings@nssk12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Narragansett School District Tel. (401) 792-9450

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 Mrs. Tammy McNeiece
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	44	49	93
K	32	29	61
1	34	33	67
2	31	35	66
3	41	44	85
4	39	40	79
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	221	230	451

*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):
- 0.7 % American Indian or Alaska Native
 - 3 % Asian
 - 0.4 % Black or African American
 - 3.7 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 7 % 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 2018 - 2019 school year: 10%

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, 2018 until the end of the 2018-2019 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(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, 2018	435
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Russian, Khmer, Danish, Chinese, Tamil

English Language Learners (ELL) in the school: 1 %

5 Total number ELL

7. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 105

8. Students receiving special education services: 22 %

101 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>4</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>25</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>48</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</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 the 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.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	93%	90%	91%	91%	89%
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 2019.

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 mission is to prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship.

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

The Narragansett School System's mission is to prepare students with the knowledge, skills, and habits of mind to meet the challenges of local, national, and global citizenship. Another goal is to support, retain, and attract high quality staff by providing the structures, systems, and resources necessary to create dynamic learning environments. We strive to create a safe and respectful learning community where all students are known, cared for, and held to high expectations. Additionally, we develop and promote student engagement, identity, voice, and choice. The district mission is carried over to the mission of Narragansett Elementary School. We are proud of our accomplishments and our innovative approaches to supporting the whole child.

Narragansett Elementary School is the only elementary school situated in the seaside town of Narragansett, Rhode Island. As the only elementary school, NES is the stepping stone of formal education for most of the children in the town. Generations of families have attended the elementary school. Currently NES is home to 428 preschool to fourth grade students. We have been awarded 5 stars by the Rhode Island Department of Education. We are always looking at ways to improve our professional learning community through data driven decisions that lead to academic and social-emotional success.

Our team of teachers and support professionals work collaboratively to provide a nurturing environment where we promote a growth mindset approach to learning, which is summarized in our focus on the "Power of Yet." Our students know that they may not have acquired a skill or met a goal "yet," but with perseverance and hard work they can be successful. Our teachers also continue on this journey as they develop their own growth mindsets. Their focus on the instructional core, differentiated pedagogical approaches, and unwavering determination to help all students reach high expectations are determining factors in helping lay the foundation for the life-long learning so necessary in our rapidly changing world.

Our teachers are supported through the substantial number of focused, high quality professional development opportunities each receives yearly. These opportunities include embedded PD during the school day, district release days, before and after school, and summer sessions. Teachers are invited to participate in curriculum review, evaluation and revision in a systematic way, participating in k-12 vertical articulation teams, curriculum professional development councils and grade level pilot programs.

Our district employs three full time Instructional Coaches who work with all three buildings in the Narragansett School System. The coaches work with the Director of Curriculum and the principals in planning professional development, modeling lessons, coaching teachers, and updating materials and curriculum. The coaches have been instrumental in ensuring that teachers have the resources and professional development to work with learners who are below, on, and above grade level expectations. Our coaches participate in extensive professional development themselves yearly so that they may come back and train teachers in the most current instructional practices. For example, one of our coaches has attended the Teachers' College Reading and Writing Institute for three years and has returned to the district to support teachers in grades k-8. Other coaches have attended either NCTM or RISTE conferences to support teachers in other academic areas.

The implementation of the Lucy Calkins Reading and Writing Program over the last few years has proven to be a positive experience for our educators and students. All elementary teachers using the same structure of teaching, the workshop model, providing students with a ritual and routine for learning. Literacy is taught using units of study that compliment each other, allowing for students to see the connection between reading and writing.

Social emotional learning has always been an integral and important part of NES. We have had success implementing Positive Behavior Intervention Supports (PBIS), and have used our experience as a foundation to support our transition to an approach that develops the whole child. This transition to Conscious Discipline-Creating a School Family over the past two years has focused on developing a school community as a means to ensure all members of the school feel a sense of belonging. Our entire staff has been part of a book club and is in the process of receiving further training. During faculty meetings we learn strategies and techniques to assist with creating a school environment that is a safe place for all children to

learn, grow and thrive. A Social Emotional Learning Coordinator assists in establishing the inclusive structures, routines, and interactions that are essential components of this program. We have identified lab classrooms that model and embrace techniques framed around Conscious Discipline and have staff shadow these classes to gain ideas and strategies for their own classroom settings. We also offer parent workshops that share our learning and connect the language and techniques we use at school to home environments so that students, parents and teachers create a common sense of belonging.

The growth of the community preschool program has enabled us to provide all three and four year olds in Narragansett access to high quality early childhood education. In a few short years we have gone from 3 classes offering half day programming to seven classes of full day/half day option to the children in Narragansett and Narragansett town employees. With a focus on early intervention and a curriculum aligned to early childhood standards, the community children find a home at the elementary school for their early and elementary education.

Access to technology is another key factor in our educational program. Three years ago, we implemented having 1-1 Chromebooks for students in grades 3-4. Pre-K through Grade 2 have class sets of Chromebooks available at all times. We also have a computer lab which allows a teacher to bring in his/her students for whole class work sessions. Additionally, each classroom has a Promethean board for use when presenting whole class lessons using various forms of technology. Though it is not a replacement for the crucial interaction with teachers, technology does provide opportunities for virtual extensions, intervention and enrichment opportunities and a way to prepare our students to be digitally literate.

Narragansett is a community that is very supportive of education. The town government, school committee, superintendent, administrative team, union members, and support staff all focus on excellence and inclusiveness in educating the youth of Narragansett. The parents are a driving force of support for students in Narragansett. For example, we have a committed Parent Teacher Organization (PTO) who rally all parents to events and fundraisers which support the elementary community. Surveyworks, the annual state survey asks parents, teachers and students to provide feedback on the status of how we are serving them. Parent satisfaction ratings in the area are above the state in all rankings with highlights on how we address school culture, safety and attention to social emotional learning and needs. Teachers also reported in this survey their commitment to the students, by identifying a commitment to educating all students, and a positive school climate with resources available to do their best work. We dedicate ourselves to student success from the moment children join us as three year-olds. Our process of continuous improvement is always examining instructional practice, social emotional support, and support materials to provide all students with a successful educational experience.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At the root of our continuous improvement process at NES is a focus upon the instructional core, which is defined by City, Elmore, and Fiarman (2009) as the essential interaction between teacher, student, and content that creates the basis of learning. As the authors state, “Increases in student learning occur only as a consequence of improvement in the level of content, teachers’ knowledge and skill, and student engagement.”

Narragansett Elementary School’s curriculum, described below, addresses the Common Core State Standards within all academic domains. The curriculum is designed to meet the needs of our diverse group of learners utilizing a systematic approach, differentiated instructional strategies, and voice/choice opportunities that will meet the needs of all our students.

Assessments include NWEA/MAP Testing for grades 2-4 as well as running records, fluency screenings, end of unit assessments, grade level writing assessments, teacher observation checklists, and state assessments. We use these multiple pieces of data along with daily work samples to determine if a student needs extra support or enrichment. For our standards-based report cards and parent conferences, we confidently communicate to parents where their child is within the grade level expectations.

1b. Reading/English language arts

Narragansett Elementary School implements a rigorous English/Language Arts curriculum, which consistently incorporates the Columbia University Teachers College Reading and Writing Project Units of Study. Students are actively engaged with teacher-selected and self-selected leveled texts and participate in daily lessons that incorporate a framework of an introductory mini-lesson, active-engagement, independent work time, and a share. All students are actively engaged in higher-level, meta-cognitive skills using both nonfiction/informational texts, and fiction texts throughout grades K-4. Differentiated interventions address learner needs within the five areas of reading daily; for example, repeated readings of books, poems, and songs at both instructional and independent reading levels all support growth within the area of fluency. Through the use of flexible grouping, strategy groups, and individualized conferencing, comprehension skills and vocabulary development are monitored and addressed to ensure successful skill acquisition. Teachers provide direct instruction in the areas of phonemic awareness and phonics in kindergarten through second grade. Kindergarten teachers utilize the Teacher College Units of Study in Phonics, which we will be transitioning to in grades 1-2 next year. Presently, grades 1-2 are using Foundations to support phonics instruction.

The writing units of study at Narragansett Elementary support the work of the reading units. Teachers provide students with direct instruction in the narrative, informational, persuasive/opinion, and poetry genres in grades kindergarten through fourth grade. Utilizing the workshop model enables teachers to establish small strategy groups or an opportunity to conference with each student to provide individualized instruction in the areas of craft, structure, and conventions. There have been many positive results, which include increased stamina and volume through sustained writing and increased student independence in drafting, editing, and revising. These results are a direct result of the systematic and individualized instruction students are provided during the writing workshop and the integration of writing within all other academic areas. In all our classrooms, there is a strong emphasis on shared, collaborative thinking among learning communities. Our students are encouraged to be independent thinkers and learners through self-monitoring, positive peer interactions, and constructive feedback. Additionally, teachers monitor student progress with running records, end of unit assessments, and grade level writing prompts throughout all literacy instruction. Teachers provide on-time interventions to ensure students are able to access the English Language Arts curriculum. In-class support from a reading interventionist or special educator allows students with specific

reading needs to fully access the curriculum and/or meet them where they are to close their instructional gap.

1c. Mathematics

Mathematics instruction at Narragansett Elementary school is grounded in the Common Core State Standards. Eureka, a highly-rated, core-aligned resource, is used in grades 1 through 4. The Eureka resource carefully sequences the common core mathematics standards and practices to create rigorous, realistic practice for our students. Our prekindergarten and kindergarten students presently use teacher generated materials, but will be using the core-aligned, highly-rated resource Bridges beginning in the 20-21 school year. Bridges provides age-appropriate instruction that emphasize math curiosity, socialization, and mathematical exploration through games.

Our curriculum and resources emphasize foundation mathematics skills and practices centered on number sense, fluency, problem solving, geometry, elementary data and statistics, and algebraic thinking. All lessons are designed to meet the varied academic needs of all learners through differentiation, center-based math activities and math games, as well as individualized interventions and instruction. Students accomplish clearly stated objectives through the mini-lesson, active engagement with lesson materials and teacher instruction, engaging independent practice, and mathematical discourse through many number talks, mathematics journal, and partner sharing. We emphasize these pedagogical approaches to ensure that students have rigorous mathematical practice and engaging and targeted mathematical discourse; these opportunities are important in creating critical foundation understanding of mathematics and mathematical thinking.

Blended learning opportunities are provided using i-Pads and laptops within the classroom. Web-based, Common Core aligned programs such as Dreambox and Zearn, along with online, math manipulatives , project-based learning, and mathematics enrichment for all students combine to create robust online learning opportunities. Teachers monitor student progress with common grade level summative and formative assessments, exit tickets and check-ins, interviews, and fluency probes. Teachers provide on-time interventions to ensure students are able to access the mathematics curriculum. In-class support from a mathematics interventionist or special educator allows students with specific mathematical needs to fully access the curriculum and/or meet them where they are to close their instructional gap.

1d. Science

In addition to the Common Core State Standards within both English/language arts and mathematics, Narragansett Elementary School also implements a curriculum which addresses the Next Generation Science Standards and Rhode Island Grade Span Expectations. Students learn important scientific and engineering concepts and develop the ability to think well.

Our inquiry based learning practices emphasize life science, earth science and physical science. The teaching staff at Narragansett Elementary work in partnership with the University of Rhode Island GEMSNET Staff to ensure consistent implementation of the science curriculum through the use of hands-on, inquiry based learning. Teachers are provided with the necessary materials to ensure rigorous and authentic scientific explorations. Science writing is utilized within kindergarten through 4th grade with a consistent emphasis on developing hypotheses, data collection, scientific illustrations, interpreting results and formulating conclusions. Outdoor learning experiences provide a deeper understanding of how the science in our classroom connects to the real world.

Our students begin computer science in grade 2 through programs including coding.org and scratch jr.. We are also introducing the concepts and approaches of computational thinking at all grade levels and embedding them in other core curriculum areas.

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

Our social studies standards are addressed through our informational reading and writing units of study. This year, we created information text boxes for each grade level which included magazines (from HMH Curriculum Company) and trade books addressing grade level determined social studies content topics. Topics include American symbols and US government, cultures around the world, graphing and mapping, and Colonial RI. The magazines, curriculum based online links, and texts will support learning the social studies content while learning reading and writing skills and strategies.

We have embedded Conscious Discipline strategies and practices to address social emotional learning and support. Key concepts include mindfulness and self regulation, staying and keeping safe, and participating fully as a citizen.

As a school we regularly support various local and national organizations. We participate in food drives for the local food shelter and animal shelter. Both of these shelters support families in our community. These are usually sponsored by a grade level for school wide participation. The school nurse organizes a Pennies for Patients drive supporting the Leukemia and Lymphoma Society.

1f. For secondary schools:

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

Our “Little Mariner” preschool program focuses on inclusive, rigorous learning for all students. Through a combination of well planned academic, developmentally appropriate play and learning experiences preschool students participate in a well rounded early childhood educational experience. Students also learn to be creative and critical thinking learners while in a safe and nurturing environment. Students are taught to be safe, kind, empathetic, and respectful. Parents are encouraged to be active participants and partners in their child’s preschool experience.

We currently have seven integrated preschool classrooms at Narragansett Elementary School primarily for children who are three or four, with some five year old children that have not met the registration cut off for kindergarten. Students who have been identified through Early Intervention Screening and qualify for an Individual Education Plan (IEP) can begin at the age of three, enrolling at any time during the school year if they have been identified as in need for special education. Community children who have been screened and are typically developing can register for preschool program and join preschool during fall academic year. The classes are composed of students with an IEP and typically developing peers. Classrooms do not exceed 15 students (less than 50 % special needs) and are taught by a certified, master level, special education teacher and a teacher assistant. Full day and half day programs are offered.

In every classroom there is at least one teacher assistant. If a student is in need of additional support, deemed through the special education process teaching assistants may also be placed in the classroom to address physical and/or emotional needs. Teacher assistants receive professional development during the school year provided by the district in such topics as social emotional learning, playground safety, growth mindset, first aid, and epi pen use.

The curriculum at this point in time was developed by NES teachers. It is a theme-based curriculum that aligns with the Rhode Island Early Learning and Development Standards. The students’ day is balanced between play and direct instruction. Students also partake in special subject areas including library, music, art, PE, and Spanish. This year, the team and the District Curriculum Director have been investigating various curriculum to implement next year. The Boston Public School Preschool Curriculum will be rolled out in September of 2020. The team is also investigating accreditation either through National Association for the Education of Young Children (NAEYC) or Bright Stars in the near future.

2. Other Curriculum Areas:

Other curriculum areas that Narragansett Elementary School offers weekly are art, music, physical education, and Spanish. Each itinerant class is forty minutes per week. In addition, students have a Common Planning Time rotation of an additional 55 minutes for 8 weeks during the academic year. During the rotation students participate in health and other itinerant classes. Itinerant classroom teachers often embed grade level classroom connections to their lessons, such as close reading opportunities, drawing and labeling for science structures of life, sound components tied to science, math concepts development in physical education etc.

In art class, students learn to draw, paint, sculpt, print, learn about famous artists, and create ceramics during their Preschool-4 art sessions. Students are encouraged to brainstorm their own original ideas and express themselves using a variety of media. Students are provided with opportunities to draw, sculpt, or print from observation using media, live plants, birds and animals. Students are encouraged to “turn and talk” about their work with their classmates in preparation to exhibit their work at school in the hallways, on Artsonia, as well as during the yearly school wide Art Show which is open to families. In addition, we also provide a before school Art Enrichment Program. During this class students deeply explore printmaking or sculpture.

Elementary students (grades preschool-4) learn skills and movement that enhance their physical abilities and long-term health. All students participate in physical education (PE) for forty minutes twice a week. Students in grades one through four also have a half year of health class once a week. During PE, students access a wide range of different sports and activities including soccer, basketball, volleyball, bowling, softball, and floor hockey. An additional curriculum component unique to Narragansett, a beach community, is that Grade 3 students participate in a seven week swim course at our local YMCA. This course teaches students basic swim skills and also incorporates vital water safety skills. The first goal of physical education at the elementary level is to help students understand the importance of regular aerobic exercise. Through exposure to a wide variety of physical activities, students are given the opportunity to develop preferences that will encourage to stay active as they get older. The second goal of our program is to help students identify and model characteristics of good sportsmanship. Students learn what it means to do their best rather than to focus on being “the best.” Students learn to work as a team and to encourage the efforts of all of their peers. Students in grades 1-4 also have a half year of health classes once a week. Students are exposed to lessons on injury prevention, nutrition, body systems, substance abuse and prevention, mental and emotional health, and personal health. Lessons include class discussion, readings, videos, and simulation activities.

Students in grades preschool-4 receive music instruction once per week for forty minutes. Students receive an additional 55 minutes once a week for 8 weeks during teachers' Common Planning Time. Instruction focuses on the whole child and includes movement, playing, singing, composing, improvising, literacy, and critical listening. Collaboration with the Media Specialist enables students in the upper grades to participate in podcasting as well. Students listen to musical selections as well as the "instrument of the week "and" turn and talk” with their classmates about various elements of the pieces of music or instruments. Students explore music history, music in culture, music in dance, music in theater and entertainment, music in our daily lives, music careers and music technology. Students in grades 3-4 have the option to take chorus and 4th grade students have the option to take band. Students participate in at a minimum of 2 concerts a year for our school community as well as their parents.

The Library/Media Science program begins in the district’s preschool program. At the elementary level, students in kindergarten through grade 4 meet for forty minutes with the Media Specialist once per week for Media Center skills lessons, literature appreciation and book selection. They also have concentrated eight week sessions focusing on discussion and development of digital literacy/citizenship skills. In addition, students are offered a chance to learn media literacy and production skills as part of classroom projects, and as scheduled by their teachers. Such projects include use of student directed video projects using green screen technology to produce school based public service announcements, strategy application of math, social emotional learning videos.

3. Academic Supports:

3a. Students performing below grade level

We provide a well balanced approach to meeting the needs of all students. We use data to determine individual strengths and needs. Educators in our school triangulate data using benchmark assessments and ongoing formative and summative assessments to determine instructional goals and learning progress. Based on assessment data, we tier students to provide academic support and enrichment opportunities. We have a collaborative approach to identifying students who have gaps in their learning through Response to Intervention (RTI). We have an established intervention block in the schedule for specialists and classroom teachers to work with students who have been identified as in need of intervention and to close the gap of academic achievement. Through the RTI model, students who are identified as in need, receive a variety of interventions to enable them to make progress towards meeting the common core standards or social emotional standards. For academic needs, every six to eight weeks, we meet as a team to discuss progress monitoring data of students who have been identified and receiving tiered intervention. Students in tier 2 and tier 3 meet with an interventionist with a varied frequency depending on the level of need. Students are placed in small groups with similar learning targets. Interventionists and classroom teachers focus on specific data identified strategies for reading and math. In reading, phonemic awareness, phonics, fluency, accuracy and comprehension are areas that are addressed. In math, number words and numerals to include counting, structuring and decomposing numbers addition and subtraction, place value, multiplication and division, and fractions. During the intervention block the teachers provide focused, direct instruction on the targeted area identified to close the learning gap. As the student progresses, new targets and goals are set.

3b. Students performing above grade level

For students who are identified as advanced learners, strategies and techniques are employed to advance their skills and learning opportunities within their zone of proximal development. In reading, students choose books at their instructional reading level. Students receive small group instruction, strategy lessons and participate in reading conferences with the teacher. During this scheduled time, those students who are on grade level or advanced work on enrichment activities or skill building. This affords the student direct, guided instruction tailored to his or her needs and next steps to stretch their learning. During writing, students are asked to select their own topics within each unit of study. Enrichment for these students may offer them the opportunity to investigate the topic deeper, research and design their thinking in a variety of ways. Rubrics are used to teach and assess their ability; these rubrics offer students the ability to reach further in their writing. Mathematical topics are taught using the workshop model where the teacher does a whole class lesson and then students are released to various tasks that are differentiated based on their abilities. Strategy group instruction allows for students to be introduced to advanced concepts. Technology platforms such as Dreambox and Zearn allow the students to practice the skills they need, based on where they are in their learning. Station rotation, during the math workshop model, supports greater independence, opportunities for productive struggle and the embrace of self-directed learning.

3c. Special education

We provide research-based, individually designed instruction. We strive for meaningful engagement of all students, fostering self-advocacy so that each student can reach academic, personal, and social potential as contributing members of their school and the Narragansett community. We strive to create an optimal educational environment for diverse learners. Special education involves teamwork and collaboration to provide the best programming for students. As a district, we focus on students and strive to meet their needs in the least restrictive environment.

NES uses a multi-tier approach to the early identification and support of students with learning and behavior needs. Our process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and

duration of interventions are based on individual student response to instruction, creating a well-integrated system of instruction and intervention guided by student outcome data.

Data from a variety of resources is used to determine special education services. A team approach is used to determine qualification for special education. Because we have a preschool program, we have many students that qualify for additional support, specifically in speech and language, occupational therapy and physical therapy addressing needs with an early intervention philosophy. At Narragansett Elementary School it is our goal to address a child's needs through early intervention and provide support that develops our earliest learners.

Students determined in need of special education receive services through a certified special education teacher. Goals are designed to meet the students needs, with a focus on closing the gap by providing instruction and support to the student to develop independence, and success in their classroom with their peers.

3d. ELLs, if a special program or intervention is offered

Narragansett Elementary school has a very small ELL population. At the time of this application, we have 5 students who qualify for ELL services: (two students in kindergarten, one student in grade 3, and two students in grade 4). These children come from Cambodia, Demark, Sri Lanka and Korea, and they vary in their levels of ELP (English Language Proficiency). Our part time District ELL Specialist evaluates her students using the WIDA English Language Development Standards, Can Do descriptors, and the WIDA Screener, MODEL and ACCESS 2.0 are the assessment tools employed. The ELL program is designed around in class support, and small group/1-1 sessions of direct instruction with students and parent collaboration and communication. The ELL specialist attends parent conferences with the classroom teacher and has developed relationships with her students and their families, acting as their advocate and voice at school. The ELL teacher has provided training to classroom teachers so that they understand the WIDA English Language Development Standards as well as the Can Do Descriptors.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Narragansett Elementary School everyone is considered family- a school family. Throughout the school there is evidence of community building and learning accomplishments. Bulletin boards are known to have inspirational messages celebrating learning and the positive atmosphere. Most recently we established a pet wall, and students and staff were encouraged to share a photo of their pet, thus giving children a place to connect home life and school life. This spot is visited often by students who may need a little dose of home or a connection to their buddy. Learning and having fun doing so is highlighted every day! Teachers are constantly celebrating their students and their accomplishments. Teachers post information to parents through social media such as twitter, class dojo and other communication apps.

Our oldest students, grade four, earn the right for several privileges. In fourth grade we have Student Ambassadors. The student ambassadors are asked to choose a group to be role models for. The Ambassador Media team members advertise upcoming events, make public service announcements, and have been designing scenario videos for our social emotional curriculum. The Classroom Buddies team members support kindergarten and younger students by escorting them during dismissal time, providing them with reading support time, and participating in kindergarten class activities that need an extra pair of hands. The Celebrations Team members assist in determining special monthly spirit days, advertising events, and helping with celebrations in the school, such as assisting during the annual holiday bazaar. Ambassador students need to exhibit good character and follow guidelines of safety first, expect respect, and act responsibly. Also, once in grade four, students are asked to recite the pledge and find a meaningful quote of the day to share with the student body. The quotes are meant to inspire mindfulness, perseverance and overall well being.

At NES we have multiple school-wide assemblies throughout the year which celebrate cultural diversity, the arts, science, and social emotional wellness. We believe it is important to tap into all aspects of learning and expose students to a variety of life experience, music, dancing, storytelling, bike safety, and an anti-bullying campaign. Additionally, we like to highlight our past graduates by inviting them back to showcase their talents such as sports, band performances, and the future Farmers of America program. Foreign language students come back and teach language lessons to the younger students. We believe this type of assembly highlights the value we have in our whole learning community K-12, and celebrates people from our own community.

Throughout the school year the whole school celebrates spirit days. These days are either color themed (e.g., wear red for Valentine's Day), and teachers make sure that whatever the celebration, all students can participate. During reading week the school chooses a theme and the classes are encouraged to design their door to highlight the theme through books they have read.

2. Engaging Families and Community:

Narragansett Elementary School is dedicated to both the school and town community. Narragansett Elementary is the first stop in the town where the childhood community is established. Generations of families attend this school first in their academic years and cherish the annual events committed to memory. The school serves as not only a place for academics but one of social events.

An active family community is a key component in the success of children at Narragansett Elementary School. Parents are actively involved in many aspects of the educational system. Parents can be found volunteering in the classroom on a regular basis, chaperoning field trips, and serving on the School Improvement Team). Narragansett Elementary School's Parent Teacher Organization (PTO) joins with the school to design events that bring the community together. They have hosted an incredible Ice Cream Social, Bingo Night, Family Dance, and Fun Run Fundraiser to name a few. The PTO also provides enrichment opportunities for our students including a garden club, after school Fall and Spring enrichment courses, a composting program, and educational whole school assemblies.

NES has trusting relationships and effectively communicates with all school community members. We are aware of the community's needs, value diversity, and provide opportunities for involvement. We use the school's technological resources to communicate with community members. Our weekly emails and monthly newsletter, provide families with upcoming events and showcases pictures of activities happening around our school. Our website is current in allowing access to all district and school information. Our district posts on Twitter, Facebook, and Instagram. Teachers are accessible to parents and regularly communicate through written and verbal communication. School committee meetings often showcase what is happening in the schools and invite students and staff to showcase their learning and skills. These meetings are televised live to the community.

3. Creating Professional Culture:

Narragansett Elementary School integrates multiple sources of professional development in order to develop a plan that is directed at increasing student performance and gap closing and is founded on best practice. The school approach is designed so that all educators are not only trained in each of the content areas they teach, but are also given continuous support to provide consistent instruction to meet the diverse needs of all learners. To ensure that the curriculum is taught with fidelity, district administrators charge the schools with initiatives that address the standards, improve teaching and learning, and close the gaps.

District professional development includes training by outside staff developers who know the Columbia Teachers College Reading and Writing Program well and have trained throughout the country and beyond our borders, as well as our own district's Technology Coach and District Educational Coaches. These sessions consist of direct instruction, collaboration with other teachers, lesson modeling, lab classroom observation, looking at student work and assessments to determine student needs and achievement.

Program Leaders are appointed at each grade level and for itinerant teachers. This team meets monthly as a professional learning community. They work with the principal to establish a community where teachers have voice when possible and are made aware of federal, state, and district initiatives. They work as a team in establishing school wide norms, and use protocols when analyzing data and student work. These leaders guide their team in collaborative common planning, instruction and assessment.

Teachers have Common Planning Time (facilitated by Program Leaders) to meet with grade level teachers (including the principal, coaches, curriculum director, special educators, and reading/math specialists) to plan, differentiate and share resources and ideas. This allows for integration of the district professional development to meet the individual needs of our students.

District wide, we have Vertical Articulation Teams (VAT Teams) as well as a Curriculum and Professional Development Council (CPDC) that meet at least twice a year k-12 to review our curriculum, resources, and professional development as a district. We also convene a district Summer Curriculum Academy yearly to work on curriculum revision as well as needed curricula projects (for example, last year one project was creating a SEL curriculum resource preschool-12).

For science, Gems Net Science Fellows through the University of Rhode Island provides yearly professional development to teachers and extra support for teachers new to a grade level. The Gems Net staff also maintains a Web page with materials to help teachers to provide hands-on lessons to students.

Math professional development is done through the coaching/ consultation model. The district instructional coaches and math interventionists present material to staff either individually, grade level or school wide depending on the need of the staff. Professional development and consultation is based on data from student assessments. Coaches work with special education teachers as well in modifying and/or scaffolding lessons and practice opportunities.

4. School Leadership:

Our school's leaders (principal, program leaders, and central office leaders) focus on efficiently and effectively managing the school's organization, operations, and resources conducive to student learning and staff professional growth. The principal meets monthly with the grade level program leaders to seek input as well as to ensure that teachers' voices are at the table. The grade level program leaders return to their grade levels to communicate meetings and discussions as well as to seek input.

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

Our goal is to ensure successful learning and teaching experiences to improve student achievement and address gap-closing in a safe learning environment. Our leaders, in partnership at times with the Narragansett Police Department and Building Security Director, communicate a consistent code of conduct, discipline procedure, emergency drills, and other measures to ensure uniformity and safety in our school community while at the same time keeping social emotional standards in mind. Last year, we started to implement ALICE training to all schools in the district. This included training of essential staff as well as rolling out to students the importance of "listening to their teacher" in an emergency situation.

Teachers, through a voluntary scheduling committee, are involved in the process of developing the schedule for the school in order to ensure that time is managed efficiently and prime teaching times are used efficiently. Our schedule provides common planning time, utilizes building space appropriately, allows for flexibility to meet the diverse learning needs of our students, and makes the most of time dedicated to teaching and learning opportunities.

Parents can take leadership roles by becoming a member of the PTO Board, the School Site Council, The Recycling Team, or chair an event such as a fundraiser or a PTO event such as the yearly Ice Cream Social, School Community Garden or after school enrichment program.

Student leadership is uniquely structured to provide leadership opportunities to a vast array of students. Most student leadership opportunities are open to fourth graders. Student leadership is structured to raise the next generation of decision makers to have an impact on their community through service and integrity. Student leaders are responsible for being an icon of what it means to be a Narragansett Elementary Student Ambassador. They must model safety first, expect respect, and act responsibly to their peers. Students serve on campus by volunteering their mornings and afternoons to be a part of our safety patrol in our hallways. To impact their immediate community, the student leaders host events such as the yearly holiday bazaar and school spirit days with donations to local charities. At the younger grades students are encouraged to persuade or present an opinion for change they would like to see, for example, adding items to the lunch menu, extending recess or ideas for enrichment opportunities. These requests usually come in well thought out writing pieces tied to their writing curriculum.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One practice of evidence that contributes to academic success is that the teachers at Narragansett Elementary are striving to refine their practice in the use of the workshop model. Use of the workshop model in both literacy and math provides differentiated instruction for all of our learners. It allows teachers the ability to use the individual student data collected to develop strategy lessons and implement small groups as well as individualized instruction. Therefore, students who are already proficient in the standards are able to expand on what they've learned while those who have not met the standard will receive additional instruction in order to meet the standard. Another important part of the workshop model is independent practice. This is a valuable time where students are expected to try out learning from the unit mini lessons. During this independent practice time, teachers at NES are able to differentiate their instruction to meet the individual needs of students. Teachers confer with students, celebrate accomplishments and challenge students to meet the next benchmark, try something new or polish their ideas. Conference time also allows teachers the opportunity to assess learning and needs. Teachers keep notes and plan strategy groups to assist in teaching and developing learning. Through this form of assessment teachers provide targeted feedback, and students are given the opportunity to develop the skills needed to meet or exceed the standard.

Our teachers have been using the workshop model in reading for years. What they have added and embraced is the units of study written by Lucy Calkins and Columbia University Teachers College. The units of study offer teachers a structure that they had been missing. The reading and writing units compliment each other allowing students to see a seamless connection of reading to writing and vice versa. For example, when students are reading informational text they are simultaneously learning how authors use text features, labels, illustrations graphs etc., and then during writing they are asked to produce their own informational text using what they learned in reading. This practice enhances the understanding and application of the author's purpose, craft, literary devices, and engages the students to do the same. Because students are offered choice in text and topic, it empowers them as readers and writers to take ownership of their own learning. Through the use of the units of study, there is an assessment component that teachers use to assist them in determining lesson planning, progress, intervention and enrichment. In writing, teachers and students are using streamlined rubrics to assess writing. Teachers share rubrics with students to confer with students and set goals for writing. Rubrics are used to assess on-demand and ongoing progress. In reading, teachers use the reading assessments to determine comprehension, fluency and accuracy. These assessments align students with independent and instructional level texts, so reading is about taking any student from where they are and strategically planning how to move them forward by looking at a trajectory of skills needed to do so. Teachers analyze these results and once again plan small strategy groups and provide students with guidance during a conference to set achievement goals in both reading and writing.

In math, we follow a similar workshop model. Teachers do a mini lesson daily, which covers direct instruction aligned to grade level common core. After the mini lesson the teachers plan for station rotation, which allows the teacher to provide individual or small group strategy instruction or independent practice either based on the skill just taught and time practicing skills from previous units to maintain practice in understanding. Technology is usually used as one of the rotations for skills practice. Assessments are given per unit and analyzed to determine intervention supports and need for revisiting key concepts. The workshop model also allows for teachers to provide students who are advanced in math concepts and skills and opportunity to expand their thinking and knowledge with tailored strategy groups or math programs on the computer.

As a result of committing to this practice of the workshop model, we have been able to see significant improvements for all students.