

U.S. Department of Education
2022 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 Mrs. Marcella Terranova Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Captain Isaac Paine Elementary School
(As it should appear in the official records)

School Mailing Address 160 Foster Center Road
(If address is P.O. Box, also include street address.)

City Foster State RI Zip Code+4 (9 digits total) 02825-1331

County Providence County

Telephone (401) 647-5100 Fax (401) 647-3750

Web site/URL http://paineschool.org E-mail marcella.clark@paineschool.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. Michael Barnes E-mail mbarnes@paineschool.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Foster School District Tel. (401) 647-5100

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 Ms. Kathleen Swanson
(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, leave blank.*

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	8	5	13
K	22	9	31
1	13	25	38
2	18	22	40
3	16	15	31
4	16	19	35
5	16	20	36
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	109	115	224

*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
 - 0.5 % Asian
 - 0.5 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 5 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 12%

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, 2020 until the end of the 2020-2021 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2020	212
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 58

8. Students receiving special education services with an IEP or 504: 19 %
42 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>12</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
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 16:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	87%	94%	95%	95%	97%
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 2021.

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.

At CIP we inspire students to become lifelong learners and responsible citizens in our community by providing a challenging and supportive environment! A Paine Panther ROARS (Respect Others And Respect Self).

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Policy # 4103

PURPOSE:

The Foster School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is important to the Foster School District

PHILOSOPHY:

The Foster School Committee affirms its policies concerning Title IX and it further re-affirms its commitment to provide an educational and work environment free from discrimination, including harassment, on the basis of sex, race, creed, religion, color, national origin, ethnicity, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal. This policy applies to conduct directed toward students and other persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, Foster School Department employees, the School Committee, school volunteers, parents, and independent contractors.

POLICY STATEMENT:

In accordance with Title IX it shall be the policy of the Foster School District to provide equality of opportunity in the educational programs and activities which it operates. The Foster School District shall not

discriminate in admissions, treatment or access to educational programs, activities and facilities or in regard to employment opportunities on the basis of sex, race, creed, religion, color, national origin, ethnicity, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.

POLICY # 4116

AFFIRMATIVE ACTION

In accordance with Rhode Island General Law 28-5.1, and applicable federal law, it is the policy of the Foster School District not to discriminate on the basis of age, sex, marital status, race, religion, genetic information, national origin, color, political affiliation, veteran status, sexual orientation, gender identity or expression, or disability (including pregnancy) in its employment and educational practices. Employment practices include, but are not limited to, posting of vacancies, recruitment, hiring, training, transfers and promotions. Inquiries regarding compliance with equal opportunity and affirmative action may be directed to Superintendent's Office, 160 Foster Center Road, Foster, RI 02825 (401-647-5200); the Office of Equity and Access, 255 Westminster Street, Providence, RI 02903, or US Department of Education, Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Captain Isaac Paine Elementary (CIP) is a small rural PreK-5 school community that embraces creativity, collaboration, continual learning, educating the whole child, and integrating technology to enhance students' education. Our parents share our belief in the necessity to lay a strong educational foundation and create career and college paths for all of our students. Our families have a strong sense of community and are proud of their self-reliance and work ethic. Local building codes require a minimum of five (5) acres for a home to be constructed, and more than ten (10) percent of the homes in town do not have access to high-speed internet on their street.

In the summer of 2017 our school was one of three schools in the State of Rhode Island selected to receive a \$200,000 grant to bring personalized learning to scale schoolwide and serve as a Lighthouse School. Our school, and the other two Lighthouse Schools, serve as models of how learning can be personalized within the walls of your typical school building.

At the heart of CIP is a deep seeded pride for our school that is shared by students, staff, parents, and the community. This is a community where former graduates return to buy homes, work, and raise their families. Our families are also highly engaged in our students' educational experiences. Our community has begun investing heavily in our school facilities to make them more student-centered, conducive to personalized learning, and inviting. For example, we repainted our interior corridors to match our school colors, started to repaint communal restrooms, created a Makerspace, purchased new furniture to allow for flexible seating arrangements in classrooms, developed outdoor classroom spaces and nature trail, and installed wireless access throughout the building to help mitigate the digital equity gap in the community.

Our high-performing, student-focused school has a strong mix of experienced and new-to-the-profession educators who are dedicated to the academic, personal-social development of the whole child. We are actively working to revise and implement new curricula to meet the learning needs of students. Our school sits on picturesque grounds that include a living campus that supports learning in and out of school. We have strong academic, art, music, health and physical education programs. We have resourced and will continue implementing a multi-year plan to purchase mobile technology for our students and staff to cultivate a blended learning environment.

There are 27 certified staff members, and an additional 14 non-certified staff members, ranging from 1 to 30+ years of experience. The current principal is completing her 3rd year at the school. In short, Captain Isaac Paine Elementary School is a hidden gem within the Rhode Island schools. We are small, but we are mighty. Our staff have created personal connections with one another, our families, and our community. They enjoy and value learning from and with one another. Although our current grade level proficiency and personalization efforts are well under way, we still have work to do to coordinate these efforts into a cohesive school-wide system.

Several years ago we focused on personalizing learning to ensure students reach grade-level benchmarks. We created Multi-Tiered System of Support (MTSS) data teams that met regularly to review data on all students and plan instruction, interventions, and extensions accordingly. We differentiate instruction for students based on students' levels of mastery on a specific skill or standard in reading and math. This work has continued to evolve over the years as teachers became more proficient at analyzing individual student data and making instructional decisions based on this data on a consistent basis. This work quickly progressed and teachers implemented various tenets of personalized learning. Finally, the rollout of blended learning helped teachers to personalize learning for students more easily and efficiently.

After creating school-wide expectations and Professional Learning Communities (PLCs), we focused on personalizing learning, teaching, and student support. We moved through various personalized reforms as individual teachers and grade levels were ready and had a need/interest to pursue them. Some tenets were done as whole school initiative or learning experiences, while others were selected by individual teachers or PLCs to focus on based upon need (student, teacher, or classroom), alignment with our School Improvement Plan, and/or student/teacher interest. Our key strategies have included, but are not limited to: implementing

reading and mathematics workshop models using high quality curricula materials; ; using a mastery-based progressions based on ongoing formative assessments; implementing morning and afterschool math and reading supports for students needing additional instruction; providing a flexible learning environment where teachers regroup their students regularly; fostering student choice and agency; and providing authentic opportunities for problem/project based learning experiences.

We recognize that our students, in addition to competing with students from neighboring towns and states, will compete with students from around the world. Accordingly, our school is focused on ensuring that each student leaving CIP demonstrates proficiency with 21st Century Skills and work habits with an emphasis on two broad personalized learning initiatives: providing learning experiences that meet all students' individual needs, and providing collaborative learning experiences that are student-driven and allow students to apply their learning. Our teachers and staff willingly leaned into this work before, during, and after the pandemic, learned new software, and embraced new pedagogical strategies. Whether in person or virtual their commitment to their students remained steadfast. They all believe that all students deserve the opportunity to learn from engaging grade levels and high quality curriculum! The instructional assistants and families also dove in as well to support our students. Our students were resilient and the ones who benefited the most from the core instruction.

Our teachers used i-Ready as an assessment tool to identify and close the gaps in learning. Once students were assessed with the Fall and Winter benchmark, students in each grade were then required to complete i-Ready for a set number of minutes based on areas of need found in "My Path" Lessons. Using data to guide future instruction in grades 3, 4, 5 we turned off all domains for a 4 – 6 week period and had students work solely on the Geometry domain as it was an area of instruction our students all needed. Our principal and math specialists led the work in curriculum and instruction with the support of the technology coordinator and library media specialist focusing on all digital components.

At the onset of the Pandemic, our school was one of the few schools in the state and the country that opened its doors to students and their families five (5) days a week and remained open for 180 days of instruction. Moreover, we made a conscious choice to personalize the COVID-related educational experiences of our students and provide each family with a choice as to how their children were educated. We surveyed all of our families and individually registered every child in the school. We offered our families the choice of 100% in-person learning groups, hybrid learning groups with students in person 2-3 days per week and remote 2-3 days per week, 100% virtual learning groups, or home schooling.

Gradually, through the 2020-2021 school year more and more families shifted to in-person learning. As much of our instruction would be delivered virtually, we set up our classes to support virtual learning with video-conferencing software and an online learning management system to support digital access to teaching and learning materials. Moreover, every teacher was provided a laptop and every student was provided a Chromebook/personal device they could take home. Large televisions were purchased so the students in class could see the faces of the students at home. Moreover, we also bought web-based cameras and wireless microphones and speakers so that students at home could hear their teachers as they moved around the room and students in the classroom could hear questions posed by students at home. This enabled our remote learners and in-person learners to engage in conversations.

We also made purposeful switches to how we delivered instruction in a virtual environment. We worked with our providers of instructional materials to add digital components of the Eureka Mathematics curricula in grades Pre-K-5. Eureka workbook sets were bought for all students as well as digital components such as Eureka Math Equip, InSync, and Affirm. Digital licenses for teacher manuals were purchased as well as text manuals. Similarly, digital workbooks, instructional materials, student activity sets were purchases for our literacy program and other subject areas.

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:

Captain Isaac Paine Elementary School uses a Multi Tiered Support System (MTSS) framework to support all students and ensure growth. As a school, we have chosen curriculums that are high quality, rigorous, engaging, and that build background knowledge for all of our students. All Common Core State standards spiral and are targeted multiple times during the school year, which gives students many opportunities to meet the standards. Our curriculums encourage student discussion and collaboration through socratic seminars, graphic organizers, hands-on investigations, and utilize manipulatives. Our ELA curriculum integrates both science and social studies standards while allowing students to explore high interest topics. The interventions we have chosen, such as Wilson and Bridges, are research based, highly vetted, and focused on explicit and systematic instruction. This includes multiple components of literacy and mathematics, and utilizes a gradual release model to target skills students need. We continue to analyze data and reflect and analyze teaching practices as a whole school to ensure students make progress in all academic areas.

1b. Reading/English language arts curriculum content, instruction, and assessment:

After studying a few of the highly rated programs through EdReports, Wit and Wisdom was chosen as our school's English Language Arts program for grades 2nd through 5th. The texts that are included in this curriculum are colorful, engaging, multifaceted and diverse. Common core standards build upon each other and spiral, ensuring that students have multiple exposures and opportunities to practice necessary skills and knowledge in a school year. Background knowledge is built into the units, which is necessary for our students to excel as they dive deeply into a topic. Shared language, protocols, and graphic organizers are used in each grade level to ensure that students are making connections across grade levels.

Grades pre-K-1 implement Focus on Pre-K, Focus on K2, and Focus on First from Boston Public Schools. This curriculum is written to promote children's creativity, thinking critically, and ability to collaborate with each other. The different units throughout the year integrate topics that focus on social studies, science, and engineering. Texts are chosen purposefully with a rich vocabulary and a diverse background to have children ask questions about the world around them. There are weekly focus questions to set the big idea for the week. Wilson Foundations phonics program is also directly linked to student station building activities within the units. At the end of each unit, there are opportunities for students to participate in sharing through project based learning. Also, there is an end of unit assessment that looks at what the students learned throughout the unit. In addition, there are home links for teachers to send home for families to experience the weekly vocabulary words, learning concepts, and create ideas to do at home that connect directly to what students are learning.

This school year the entire staff has explored the science of reading as we take a certified course called AIM Pathways to Proficient Reading that focuses on practices aligned to the Science of Reading. We have added additional curriculum materials to build a strong foundation in phonemic awareness and phonics through the use of Heggerty Phonemic Awareness and Foundations. Geodes, one of the key factors in our decision to choose Wit and Wisdom, ties the themes of ELA into the foundational skills of our phonics curriculum by providing students with high quality, decodable texts. We have also examined our interventions at all Tier levels to prioritize highly effective instructional materials, such as Wilson and REWARDS.

During the pandemic, the online instructional videos and resources provided by Eureka (see below) and Wit and Wisdom from Great Minds were key in targeting students who chose to learn at home. The formative and summative assessments were also included in a digital format and allowed teachers to quickly and accurately gather important data. Assessments are used to form differentiated groups during learning station time.

iReady and Acadience are used as school benchmarking tools. iReady provides online lessons that are targeted to specific student needs in all areas of literacy and mathematics. The school's iReady and Acadience data is used to form Tier I, II, and III groups during learning station time where specific interventions are assigned based on student need. This time is outside of core content time in an effort to close student achievement gaps. Progress is checked biweekly and analyzed during common planning times with teachers and reading and math specialists/leaders.

1c. Mathematics curriculum content, instruction, and assessment:

Using a similar process through EdReports, Eureka was chosen as our school's Mathematics program for grades pre-K through 5th. This program develops key concepts that layer over time, allowing students to build on models and problem-solving strategies from grade to grade. Eureka provides rigor, coherence, and focus in the classroom so students can gain a deeper understanding of numbers. In order to support our math curriculum rollout, we partnered with SchoolKit and the Rhode Island Department of Education during the 2021-2022 school year. Throughout this partnership, we have engaged in course work through Canvas in order to develop the foundations of Eureka math, attended monthly training sessions run by SchoolKit, and received one-on-one coaching from an assigned SchoolKit math coach. We plan to continue our partnership into the 2022-2023 school year.

The Foster School District math journey was a collaborative effort among local staff, teachers, families, and school leaders supported by the district and the State. The District joined Ed Reports Cohort #3. Together as a team, the school piloted and implemented the Eureka curriculum during a pandemic!

In 2019-2020 the team attended 6 training days, participated in two phone consultations, and kept records to track progress for Ed Reports & RIDE in the adoption of a new curriculum for the 2020 school year. Teachers used a Math Workshop model to implement the curriculum and develop students' grade-level knowledge and skills. In March of 2020 the preferred instructional framework ended abruptly as our entire state shifted to distance learning in response to the COVID -19 Pandemic. In 2020-2021, our district provided in-person instruction five days a week during the pandemic. We polled our families and provided them the choice of full in-person model, a full virtual model, or a hybrid model. As much of our instruction would be delivered virtually, our principal consulted with our math team and worked with a Great Minds representative to add digital components of the Eureka Mathematics curricula in grades K-5. Eureka workbook sets were bought for all students as well as digital components such as Eureka Math Equip, InSync, and Affirm. Digital licenses for teacher manuals were purchased as well as text manuals.

Students participated in a minimum of 60-90 minutes of mathematics during a school day which included i-Ready instructional minutes. Dreambox, i-Ready, Math Facts Pro, and Extra Math were all additional resources that were used by teachers with students in various grade level classrooms. The digital math components provided all students and teachers in K-5 with digital access to rigorous math materials that could be used by students whether they were learning in person, in a blended environment, or virtually through ZOOM.

While access to rigorous curricula is important, our success would not have been possible without the leadership of the principal and the amazing efforts of our teachers, staff, students, and families. Our teachers and staff willingly leaned into this work, learned new software, and embraced new pedagogical strategies. Whether in person or virtual their commitment to their students remained steadfast. They all believe that all students deserve the opportunity to learn from engaging grade levels and high quality curriculum! The Instructional Assistants and families also dove in as well to support our students. Our students were resilient and the ones who benefited the most from the core instruction.

Our teachers used i-Ready as an assessment tool to identify and close the gaps in learning. Once students were assessed with the Fall or Winter benchmark, students in each grade were then required to complete i-Ready for a set number of minutes based on areas of need found in "My Path" Lessons. Using data to guide future instruction in grades 3, 4, 5 we turned off all domains for a 4 – 6 week period and had students work solely on the Geometry domain as it was an area of instruction our students all needed.

Moreover, our Math Specialist also modeled RICAS Release Tasks with students and teachers. Teachers then continued working on RICAS Release Tasks with students in classrooms as well prior to the state assessment window. This included test taking strategies and problem solving strategies. Our Math Specialist also used Boulder Valley Colorado Fall and Winter Screeners and also tested students with an AVMR for oral counting, numeral Id, quantity discrimination, and missing number. Aimsweb probes were also used for targeted 3rd, 4th, and 5th grade instructional groups when the math specialist was not supporting core content with Eureka. Most of our Math Specialist's time was spent in classrooms as a "Push In" model since students were in stable pods which limited mixing of students for "Pull Out Instruction."

As part of the pilot / implementation of Eureka Math teachers received two full days of PD at the beginning of the 2020-2021 school year to support Eureka implementation. Staff also participated in virtual PD in launching Eureka and a virtual session in preparation and customization of Eureka. This professional development built on the knowledge they gained when piloting Eureka the previous year. Teachers were also supported during common planning time throughout the year. Teachers and students were supported with the digital components of the curriculum by our Tech Director and our Library Media Specialist/Technology Instructional Leader.

1d. Science curriculum content, instruction, and assessment:

Grades K-5 use Gems Net Science Kits. Earth, space, physical, and life science are explored through hands-on investigations and exploratory learning. Foss Web provides online resources for students and teachers which has been integral in providing high quality curriculum to all learners.

Science investigations: inquiry lessons are embedded in our grade level content teaching schedules 4-5 times a week and Science in Writing is instructed in tandem with the investigations.. Each student has access to a science notebook, online digital access to lessons, videos, and materials as well as online assessments. Paper/pencil assessments are available as well. Teachers have access to digital online tools, materials ,assessments, and texts. Continuous Professional Development is offered to teachers

The GEMS-Net Course Sequence for 2021-2022 includes: Grade K - Trees and Weather, Materials and Motion, Animals Two by Two; Grade 1 - Air and Weather, Sound and Light, Plants and Animals; Grade 2 -

Pebbles, Sand, and Silt, Solids and Liquids, Insects and Plants; Grade 3 - Water and Climate, Motion and Matter, Structures of Life; Grade 4 - Soils, Rocks, and Landforms, Energy, Environments; and Grade 5 - Earth and Sun, Mixtures and Solutions, Living Systems.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The instructional units for Wit and Wisdom are thematic in nature and include science and social studies topics, such as the Civil War, the human body, and the Revolutionary War. Our library media specialist introduces current events through read alouds and rich discussions and activities, and provides resources for the teachers. Boston K2 and Focus on First are also thematic in nature and include social studies and science topics.

The instructional units enable students to learn the various aspects of an incredible array of topics while building reading and writing skills and acquiring knowledge and vocabulary. Text selection is based on knowledge-building in the humanities. Students can learn about the "world" by reading texts that share essential scientific, historical or literary content—and that are rich in content-area and academic vocabulary, which are often abstract with multiple meanings. When students master vocabulary, they build knowledge that applies to their study of additional subjects and supports their comprehension of increasingly more complex texts. The units include well-crafted texts which are rich with imaginative language to inspire our students and rigorous. The units do more than just teach literacy and build knowledge—they also impact equity in the classroom and support student achievement and teacher practice.

1f. For secondary schools:

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

Captain Isaac Paine has one integrated preschool classroom. We have an AM and PM session, including five students with full Individual Education Plans (IEPS). Our curriculum is based on Boston's Focus on PreK curriculum. This aligns to the Rhode Island Early Learning and Development Standards, including focuses on physical health and motor development, social and emotional development, language development, literacy, mathematics, social studies, creative arts, and science. We are a play-based preschool centered on children's need to interact and cooperate with each other. We have a rich morning meeting featuring a math-based calendar time and Eureka embedded math lessons. Students are offered multiple opportunities to engage with academic and developmentally appropriate play centers, such as dramatic play, art, sensory, math, science, building/blocks, and writing. Foundations are taught through direct instruction daily with multiple opportunities to focus on letter study.

As our preschool program has been in place for five years, we have seen tremendous success. Our pilot class is now in 3rd grade! Academically, there has been noted an increase in student's pre-reading skills, such as letter identification and rhyming. Our students demonstrate an ability to recognize numerals, compare and sort, and recognize patterns. Socially, our students are better prepared for kindergarten with the ability to follow directions and interact appropriately with peers. The integrated preschool model allows our students to accept each other and build an understanding of differences. Our program is successful due to the collaboration between an interdisciplinary team of educators, paraprofessionals, psychologists, speech-language pathologists, occupational therapists, physical therapists, and families.

2. Other Curriculum Areas:

All students participate in weekly music classes where they explore all different facets of music through the National Core Arts Standards of creating, performing, responding and connecting. PreK through grade two focus on singing, movement, classroom rhythm instruments and mallet percussion while grades three through five spend time deepening their musical literacy skills through the recorder and ukulele. This year our selection of culturally responsive music curriculum materials was expanded to include schoolwide subscriptions to MusicPlayOnline and Quaver Music. Both programs provide a multi-sensory, standards-based musical experience that is infused with technology our students can access in school and during at-home learning as needed with their 1:1 devices. Before Covid restrictions limited our ability to put on the event, our Music and Art departments combined for a school-wide ARTS night which featured a gallery of student produced art pieces and a showcase of recorded musical performances of students in all grades. Our goal is to hold this event again in future school years to increase our community involvement for the music and art programs.

The visual arts program at Captain Isaac Paine takes place in a large classroom with beautiful natural lighting. Kindergarten through fifth grade meet in the art room once a week for 50 minutes, while PreK has a shorter art block held in their own classroom. The art curriculum is broken into five units that firstly addresses art as a language, introducing students to art vocabulary necessary for engaging in discussion about art and its formal qualities. The curriculum also teaches art as a means of communication and expression, encouraging students to use their voice in their work. They experience art in its many forms, including lessons that incorporate 3D design, digital work, and interdisciplinary art forms like architecture and graphic design. The last two units approach art as both a personal and universal experience, exploring unique interpretations of exemplary work and the commonalities between different art forms in different cultures around the world. Students are encouraged to grow as creative thinkers through thoughtful art analysis and an emphasis on process over product as they explore themselves as artists and the large variety of materials available to them.

Our school has both a physical education and health education curriculum that is implemented for students in grades PK-5. Both curriculums focus on helping students develop and improve their: physical health, mental health, and social health. In physical education we utilize the Spark curriculum which is aligned to national standards and grade-level outcomes. Our physical education curriculum offers activities that are

designed to help students learn and develop essential skills such as: cooperative play, communication, fundamental movement skills, aerobic endurance, strength, and flexibility. For health education, we utilize the Healthy Lifestyle Choices curriculum which offers comprehensive, and sequential programs that are aligned with the National Health Education Standards and provide youth with the knowledge and skills to make healthier choices. Topics covered in this curriculum include but are not limited to the following: Life Skills, Nutrition, Fitness, Safety, Conflict Resolution/Violence Prevention, and Substance Abuse Prevention. The health curriculum also utilizes BrainPOP and BrainPOP Jr. Which include grade-level appropriate health education videos and assessments. Additional resources such as: Google Classroom, and virtual movement videos are incorporated into both the physical education and health education curriculums.

The library media center at Captain Isaac Paine is a unique and essential part of our learning community. Our school library provides all members of the school community access to information and technology, connecting learning to real-world events, core learning content, and individual learning interests. Through an array of physical and digital resources, our students are able to link academic knowledge to deeper understanding and further investigations. The library media curriculum is structured by the American Association of School Librarians (AASL) standards. These standards include the following domains: think (inquire, think critically, and gain knowledge), create (draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge), share (share knowledge and participate ethically and productively as members of our democratic society), grow (pursue personal and aesthetic growth).

Technology is fully integrated into our everyday classroom learning using Google Suite programs such as Google Classroom. Library class lessons teach our students computer, keyboarding, and coding skills at each grade level. In addition, a digital citizenship curriculum is interwoven throughout every technology lesson. Students complete digital citizenship lessons using CommonSense Media and Google's Be Internet Awesome curriculums.

3. Academic Supports

3a. Students performing below grade level:

Our mission statement at Captain Isaac Paine School (CIP) states: “We inspire students to become lifelong learners and responsible citizens in our community by providing a challenging and supportive environment!” In order to achieve this we strive to meet the needs of all learners through a Multi-tiered instructional approach.

As school begins in fall, students receiving targeted intervention at the end of last year begin to meet. Once fall reading and math benchmarking with IReady and Acadience (DIBELS) diagnostics takes place, classroom teachers, and math and reading specialists meet to analyze and reflect on the data. A student's lowest area of need is identified, target goals are set, and a type of intervention is determined. After each of the remaining two benchmarking periods in winter and spring, the same team meets to have data conversations and determine which students need intensive support, who are at-risk, and those that are at or above grade level.

Two, thirty minute “learning station” times are built into our master schedule four days a week, for all grade levels K-5 in math and reading. All tiers are serviced at this time with teachers and supporting itinerants targeting their Tier 1 and some Tier 2 students while other content specialists and special educators have interventions with Tier 2 and Tier 3 students. These two daily blocks ensure all students receive personalized enrichment or intervention instruction at their level and do not miss core instruction. Additional grant funding in 2021-22 allowed additional reading and math specialists to assist in targeting Tier 1 and 2 students in the classroom. The classroom teachers work with the specialists to differentiate instruction to meet the needs of not only their struggling students, but those Tier 1 students needing to be challenged. This funding will allow continued support in the 2022-23 year as well.

Intensive reading and math interventions take place with a content specialist. They service students starting from early kindergarten through fifth grade. In intensive reading groups students in K-2 typically receive targeted instruction on phonics, phonological awareness, pre-reading skills, decoding strategies, and fluency

using research based programs like Heggerty: Bridge the Gap, and Foundations Double Dose. Focus in the upper grades is mostly on decoding, fluency, vocabulary and comprehension using Wilson, LLI for comprehension, REWARDS.

Intensive math goals target student's greatest area of need based on benchmarking data, as well as other formative and summative assessments. Small group instruction addresses critical early numeracy and computation skills and concepts using Bridges Intervention Program and Peer Assisted Learning Strategies (PALS). Students work with models and manipulatives to help promote thinking and engagement. In addition, students and peers engage in highly structured academic tasks that facilitate immediate corrective feedback from their peers. Both reading and math specialists monitor progress biweekly in the targeted area using Acadience.

If a Tier 2 intervention has been in place for 6-8 weeks and a student is not making sufficient progress, they may be brought to the Multi Tiered Support System (MTSS) team. The MTSS team consists of the reading specialist, math specialist, classroom teacher, school psychologist, speech and language pathologist, special educators, and principal. Every 6-8 weeks the team meets to discuss non-responders and determine if the intervention was done with fidelity. Using a Data Based Individualization (DBI) approach the team takes into consideration the whole child: academically, socially, and emotionally in order to determine if changes in intervention or intensifications need to be made such as behavioral supports, retention, or special education referral. Students who do not qualify for special education services after referral are supported through a 504 plan, intensive intervention plan, or in class support that meets the student's academic and social or emotional needs. Grant funds also allow Tier 2 and 3 students to attend reading and math summer programs where students receive continued targeted instruction.

3b. Students performing above grade level:

At this time, we address enrichment through personalized learning and Tier 1 support in the classroom using a variety of digital components and "Menus"/"Choice Boards" during "Learning Station" times. In the past, we used design challenges and other various enrichment projects. Covid has hindered the mixing of stable pods of students up until recently. Students for the last several years have had very little movement other than within their homeroom classrooms and enrichment opportunities only available in individual classrooms as well as digitally. As things are changing and less restrictions are being put on schools, we are hoping to revert to past practices and enrichment experiences we previously offered CIP students across all grade levels including blended and personalization learning plans for students in grades 3-5. We are hoping for grade level as well as school wide grouping of students in our near future with continuing enrichment opportunities!

3c. Special education:

Our students with mild and moderate disabilities are placed in the least restrictive environment. Special educators, occupational therapists, speech and language pathologists, reading and math specialists work collaboratively with the classroom teacher to provide instructional materials and modify tasks and assessments to meet their individual needs. The resource teacher and paraprofessionals may also provide push in and/or pull out services which involve individualized and small group instruction in reading, writing, and/ or math outside of the core curriculum. For example, a student with autism that has language difficulties may receive explicit, systematic, intensive instruction that is highly scripted. Some students get other additional support for behavior, functional skills, or communication skills. Team meetings are held to discuss student growth and progress.

Whether it be during a normal school year or one facing unprecedented times, CIP strives to utilize a wide range of effective research based interventions to support our students and provide a safe environment where they are welcomed and feel comfortable taking risks while igniting a love of learning.

3d. English Language Learners, if a special program or intervention is offered:

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Captain Isaac Paine Elementary School the staff, PBIS Team, and principal as well as teacher leaders are constantly continuing to engage and motivate our students with a positive environment that supports their academic, social, and emotional growth. Pre-pandemic we had many activities in place as a school such as and not limited to: assemblies, attendance awards, math awards, i-Ready awards, post card deliveries, positive office referrals, trimester student awards, contests and prizes, PBIS activities, as well as many family engaging activities during and after school hours and opportunities for students to volunteer and/or have "jobs," be mentors or peer supporters to younger students. Needless to say, there have been many shifts and adaptations in these last few years!

During the pandemic we were very limited to what we could do as a school community since students remained in stable pods for the entire school day and until this year there was very little movement in the school. Most engaging activities were hosted in individual classrooms/stable pods. Teachers and staff made their best efforts and used all their creativity to engage students via Google Classroom and Zoom providing digital motivators while in school and learning from home. Students and families were called personally, emailed, and letters were sent home offering support by staff if students were not engaged with Zoom learning or multiple absences were noted. Go Guardian monitored student Chromebook use and engagement of students. Online lessons from Great Minds provided students and families the capability of learning the content if an absence did occur and students were not able to participate in live lessons and instruction on a particular day. Interventions and supports were also provided digitally as well as in person. Some digital interventions included Lexia, dreambox and i-ready lessons/instruction which were closely monitored. Special education services were also provided via Zoom if needed. In our front foyer, we had bins available for grade level classrooms where parents and teachers could leave and return materials for students. We offered hybrid, 5 full weeks in person, and Zoom instruction to all our families/students last year with the capability of changing their learning choice each trimester if needed. These options offered our students and families the opportunities to make the best decision for their family.

As restrictions have just recently been lifted from RI schools, students are now being recognized at school assemblies for academic and social achievement. Every Friday, The Paine Panther visits classrooms and students are delivered Positive Office Referrals and prizes. "Paw Prints" and Class DOJO points as well as Individual DOJO points are given to students for positive and on task behaviors. Classrooms are awarded "The Golden Dust Pan" from the custodian for a "clean" room. Students are entered into contests for extra recess, sharing a content lesson with the principal, or the principal riding the bus home and/or lunch & recess with the students winners and principal.

Trimester students are acknowledged with the school community as well as families via Zoom and/or in person. Students are rewarded for i-Ready minutes, and charts are displayed in individual classrooms. The school celebrated our recent achievement regarding our math scores with a School Wide Pizza Party and acknowledgement. Recently, we hosted Reading Week with a variety of opportunities for guest readers from the community, contests, spirit days, a parade, therapy dog visits, animal visits, a local author, and a school contest. The top 3 classes who read the most minutes actually taped the principal to the wall and added some whip cream in the face!

We have really tried to bring "us" all back together with grade span assemblies and whole school assemblies. Our next school challenge will be collecting donations for the local food bank and before donating lining the halls for a Domino challenge with all the boxes. We are bringing our community back together outside the four walls that they have been limited to after the last few years. It has been so great to see smiling faces, hearing laughter, and cheers from all throughout the building.

Captain Isaac Paine School is a PBIS school with a focus on teaching students how to be contributing, positive members of our community. In addition, we have integrated/embraced Responsive Classroom as our Social Emotional Learning approach. Responsive Classroom is a student-centered, social and emotional

learning approach to teaching and discipline. It consists of a set of research, and evidence based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. Furthermore, the Student Support Team provides social skills groups, individual counseling, lunch groups, morning/afternoon check-ins, and as needed, individual student well-being assessments. SEL supports are done in collaboration with teachers, administrators, staff, families, and community providers/agencies to address the social and emotional needs of our students.

We are excited to be taking part in Recess Rocks in RI, an initiative to provide recess training for staff at schools around the state. By improving recess, we expect to see more positive student engagement, more fun play opportunities, and a reduction in negative incidences. Students will be able to engage with each other, and recess will be designed to promote student inclusion, assist students with how to resolve conflicts and develop leadership skills. The result - our students will be more active at recess, improve their social emotional skills, and return to the classroom ready to learn.

Our students will need direct instruction and support in place as they begin to adapt to no masks and socialize with others outside their own classrooms once again and as a staff we are instilling professional development and curricula that will help support this endeavor!

2. Engaging Families and Community:

CIP collaborates with a variety of outside partners. These partners are local to the community and provide support to families for food, housing assistance, oil and heating assistance and other necessary support. Each year we partner with the local Department of Social Services (DSS) by participating in a school wide dress-down day. Additionally, we join with DSS in holiday gift cards where CIP staff purchase gifts for children in the community. Periodically throughout the year we also partner with DSS and local food banks to collect necessary food items.

In addition to community partners, CIP works with the Parent Teacher Organization (PTO) to address the needs of students. The goal is to aid in the cultural and educational needs of the school. This group organizes fundraisers, plans school events, and makes decisions regarding how to enrich our students' educational experiences.

Parents and community members work hand-in-hand with our staff through volunteer opportunities, community service projects, after school enrichment programs, and community events held at our school. There are many other opportunities for parents, families and community members to be involved with the school. These include the School Improvement Team, Health and Wellness Committee, PTO, and other school and community collaboration opportunities.

3. Creating Professional Culture:

Teachers/staff and community members are encouraged to join The School's Improvement Team. Captain Isaac Paine's School Improvement Plan aligns with The Tri-District Plan. We focused on the essential question: How can I contribute to a collaborative and inclusive environment where all community members thrive?

This year, a leadership team was created which consists of the technology coordinator, library media specialist, two reading specialists/coaches and two math specialists/coaches, and the principal. The team meets weekly to discuss curriculum, interventions, data, common planning times, as well as teacher and student support. The team meets with teachers weekly. Two extra specialists were funded by ESSER funds to help close student gaps due to learning loss and provide teachers with support and professional development. The team also plays a vital role in MTSS and are part of the MTSS team as well as coordinators and supports for district testing, benchmark and progress monitoring as well as state assessment administration.

This current year's professional development has centered around The Right To Read Act and Eureka Curriculum. PLCs centering around Responsive Classroom, PBIS, Wellness, MTSS, and School

Improvement Team are also included in our professional development plans and professional development days as well as early release days. All PD and CPTs were planned ahead for the school year and shared with all staff. The leadership team mentioned above contributed to the plan and scope and sequence based on our priorities.

Staff were offered 2 options to fulfill the requirement for certification: 1) PGG-LETRS -LETRS Training, developed by Dr. Louisa Moats and Dr. Carol Tolman, to provide educators with the skills they need to master the fundamentals of reading instruction; or 2) AIM PATHWAYS, an interactive, digital professional development platform designed to strengthen educators' knowledge and skills in the science of literacy instruction.

All certified staff were purchased computers and all K-4 students were purchased Chromebooks. Pre-k students currently have iPads. In addition, Smartboards and/ or large TV monitors as well as cameras and speakers were purchased for the staff for instructing students digitally. Digital access to curriculum and digital curriculum as well as programs were purchased for students and teacher instruction. PD was provided by the technology coordinator and library media specialist as well as teacher leaders and curriculum experts.

We are very fortunate that our School Committee and superintendent value and typically will grant funds that the principal presents are needed for curriculum and technology that support student learning and vital for teacher instruction.

Teachers were supported and granted technology, resources, curriculum, professional development and the assistance of support professionals during distance/hybrid learning. All the resources and support could never have prepared all us educators of the effects of Covid. Covid was a very difficult time for all community members at our school. It caused isolation. There were lots of demands, constant changes due to guidelines, and fear of being ill with lots of staff shortages and absences. Collaboration consisted of virtual meetings and other creative means but still very isolating.

Teachers were encouraged to join reopening plans and be included in decisions . We did have teacher union representation and a few parents, but very few teachers were part of teams. This was by no fault, but due to the situation we were all facing. Reopening plans as we transitioned to hybrid and distance learning were created mostly by administration, which adhered to the guidelines that were constantly evolving and changing and approval needed by the state department. The shared in person collaboration and decision making and conversations were missing for sure. We all longed to "go back to normal!" Now that mandates have been lifted and executive orders expired, we are all trying to build back our collegial community as it once was pre-Covid! We are focusing on student and teacher celebrations and bringing our community back together again.

Shared decisions and collaboration efforts are taking place, and isolation and stable pods no longer exist in our building for staff or for students! Our school building is bustling, busy, full of laughter and noise as well as full of displays of student work. Community members and parents have been invited back to our school community to witness all the extraordinary teaching and learning that happens each and everyday in our building! We are rebuilding teachers being valued and supported as we transition to an endemic stage after the "Covid Years."

4. School Leadership:

Our elementary school consists of a superintendent, principal, and School Committee. We are the only elementary school and only school in The District of Foster. This makes us truly unique. One of the focuses this year for our District Administrative Team (principal/superintendent) and The Region's Administrative Team has been on being a "Listening Leader," and we have been engaged in The Listening Leader-Creating The Conditions For Equitable School Transformation Text by Shane Safir as an Administrative/ Leadership Team. The philosophy is all about "creating conditions for equitable school transformation through listening. By focusing your attention on people, and the daily stream of data they bring you, you'll learn to listen and build capacity in others. The larger purpose is to transform our school cultures into equitable places and spaces for every student." Listening Leadership extends well beyond the act of listening. It is also

an orientation toward collegiality, shared leadership, professional growth, and equity.

During the past few years during the Covid pandemic, the School Committee, superintendent, principal, and a few stakeholders were involved in creating plans, ensuring policies, programs, relationships, and resources focused on student achievement. Due to the Covid pandemic, RI mandated many of the policies, guidelines, and procedures that were implemented and put in place at our school. Many decisions were made from the Administrative Team with very little shared decision making. This model has not been past practice at CIP, nor one that we hope to continue. Schools needed to reopen and administrators worked endlessly in creating and revising plans in ensuring that schools opened as safely as possible. Teachers and staff focused on content, teaching, and new virtual practices such as teaching via ZOOM and using other digital curricula and components and platforms. The pandemic put a lot of strain on all stakeholders and past practices shifted during "The Covid Years." Staff had a tremendous amount of stress balancing their professional and personal life during the pandemic. The shift became taking care of oneself and supporting one another emotionally.

During this past year, the administration has asked for additional feedback in addition to Survey Works from all staff on how to improve leadership and move away from the model above that existed truly solely due to the pandemic. This shift is also possible since many restrictions and mandates have just recently been lifted from RI Schools.

This year in addition to the Administrative Team, a Leadership Team' was established at CIP. With ESSER Funding, an additional Math Specialist/Coach and Reading Specialist/Coach have been added to the school's Leadership Team. CIP's Leadership Team includes the math, reading, and library media specialists, as well as the principal, and technology director who meet weekly to discuss resources, achievement, and all other pertinent topics relating to students, staff, and families at our elementary school. All voices on the team are heard and decisions are made collectively by the group members.

Our MTSS team also meets every 6-8 weeks to discuss achievement and social emotional learning. The team consists of all the above staff mentioned in addition to special education providers, the social worker, the school psychologist and the behavioral specialist. All voices on the team are heard and decisions are made collectively by the team in regards to student progress, interventions, and support needed.

The CIP community is also strongly encouraged to join our School Improvement Team for decision making and creating improvement plans based on the school's data and feedback from surveys. Our Parent Teacher Organization also strongly supports our teachers and staff and leads as well as plans many family engagement and cultural opportunities for our students and school. All stakeholders are also encouraged to join the organization.

We are working really hard at CIP and concentrating all our efforts as a staff/leadership team on closing gaps, interventions, and student academic and social emotional supports as well as building a positive culture and climate for all. Since restrictions have lifted, we have been working on school celebrations, reading week activities, spirit days, contests, bringing volunteers back into classrooms and working on rebuilding our community and being together again and what that looks and feels like after the pandemic! We are creating our "New Normal" Together! We are focusing on fun for staff and students as well as family engagement opportunities, activities, and community events.

The principal is building the capacity of others while sharing leadership and continuing to oversee policies, resources, programs, and building relationships. The focus is listening and making CIP what it was once before and even better than it was prior to when Covid came into play! We have instilled Responsive Classroom, New Curricula (Wit & Wisdom & Eureka) and continued with PBIS. We continue to offer professional development such as The Right To Read Act requirement for certification through AIM Pathways and LETRS and PLCS for staff throughout the years and are continuing with all our hard work in ensuring student success and staff success! There have been many shifts over the last couple of years but the commitment from all our staff to our students has been outstanding and always has been a priority!

imperative- in it for the long haul; brings people together around a bold vision, yet welcomes dissent; sees relationships as key to results, adult learning as a vehicle to students learning; views listening as a way to gather data/leverages multiple forms of data; may get bogged down in the process/must remember to gather input and then take action; is viewed trustworthy, visionary, and high integrity. All our roles will shift and adapt once again as we enter a new phase of post pandemic! TOGETHER we will continue to make a difference.

5. Culturally Responsive Teaching and Learning:

While our school community is not culturally diverse, we have strategically selected curricula which encompasses content that is multicultural, multiracial, and shows differing socioeconomic backgrounds. Our language arts curriculum presents stories of historical figures, as well as modern day events that discuss issues such as civil rights, disability rights, accessibility and equity for all. This material allows for wide-ranging discussions about both the past and the present in our state and country.

We have had school presentations related to inclusion (e.g. Autism awareness, Deaf awareness, vision impairment). Our students have been exposed to peers and adults who used Braille, and those who use American Sign Language, and those who use the Auditory/Oral approach. Enrichment programs included having a Unified club, having a member of the Deaf community come to teach ASL, and having community members come to explain their specialized needs and programs. As we planned for a new playground students were actively involved with making sure the design met the needs of our students with physical disabilities. In addition, Responsive Classroom and PBIS go hand and hand in promoting a school wide community that embraces diversity and inclusion for all.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One practice that is most instrumental to our school's success is the academics. The high quality, rigorous, and engaging curriculum adopted for our students ensured our success as a community. The curriculum for math (Pre-K-5) and ELA curriculum (Grades 2-5) also includes a digital component for assessments and instruction that was also vital to our success story. Students and teachers were able to access lessons and videos digitally during the pandemic all the while instructing/learning from home. The students and staff were able to communicate with each other in regards to classwork and assignments via Go Guardian. Students were given the opportunity to attend in person, hybrid, and/or Zoom last school year. Not many districts were able to offer their students various learning choices and a complete curriculum embedded with technology, resources and assessments. Students and teachers used Google Classroom as the learning platform and Zoom for instruction. Students were provided interventions and our interventionists/ specialists "pushed into" classrooms to support core content and interventions. There was very little "pull out" instruction occurring last year due to the pandemic. Students were engaged with core content, provided support, modifications, and resources in the classroom. When students were absent they were able to access core curriculum via Google classroom, digital components and lessons were available and communication via Zoom and Go Guardian were supports given to students and families for extra instruction time with their teachers. Students and families also had access to printed materials that would be gathered and left in bins by teacher/grade level in the front foyer of the school for parents to access on a daily basis.

Our students, teachers, staff, and families as well as administrators worked very hard to ensure that our students had access to high quality education in one capacity or another and all its components while we were in a pandemic and attended school in different modalities. Our academics and support as well as what we offered as a district were strong which distinguished us from other elementary schools! Our success is due to the hard work of the principal, teacher leaders, classroom teachers and supporting staff at Captain Isaac Paine Elementary School. If there is to be a public recognition, then the principal and all staff identified above would be appropriate participants of such an honor!

As the principal stated: "I cannot be any prouder as a principal. I'd like to thank all my teachers and staff for all their hard work in the area of mathematics. It takes a village and we have one here at Captain Isaac Paine. A leader could never do it alone. Collaboration and teamwork are key! As for my students, keep on learning and growing! You make me proud!"