

U.S. Department of Education
2023 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. Michelle Pitts
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 461 Sagamore Road
(If address is P.O. Box, also include street address.)

City Rye State NH Zip Code+4 (9 digits total) 03870-2053

County _____

Telephone (603) 436-4731 Fax _____

Web site/URL <https://res.sau50.org/en-US> E-mail mpitts@sau50.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Stephen Zadavec E-mail szadavec@sau50.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rye Tel. (603) 817-0404

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Matt Curtin
(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.

(School Board President's/Chairperson's Signature) Date _____

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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)
1 Middle/Junior high schools
0 High schools
0 K-12 schools
- 2 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, 2022 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 Students
PreK	0
K	28
1	41
2	31
3	39
4	49
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	188

*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
 - 1 % Asian
 - 0.5 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 3.5 % 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 2021 - 2022 school year: 3%

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, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2021	197
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish, Russian

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

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 3

8. Students receiving special education services with an IEP: 6 %
Total number of students served 12

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>5</u> Developmental Delay	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</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. Students receiving special education services with a 504: 4 %
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 1

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
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.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. 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 15:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 1999

16. In a couple of sentences, provide the school's mission or vision statement.

Learning is a journey, not merely a destination. It is our mission at RES to provide a safe, caring, supportive environment in which students are encouraged to acquire knowledge, skills, and attitudes necessary to become lifelong learners and responsible citizens. We strive to actively involve parents, teachers and community members on this journey.

17. Provide a URL link to the school's nondiscrimination policy.

<https://docs.google.com/document/d/1nDO5eYKX87YObMXBMpwxwQ844vLa-StNFP59MUC-2oI/edit>

18. **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

Rye Elementary School is part of School Administrative Unit #50 located in the beautiful Town of Rye, in the southeastern corner of New Hampshire. Rye citizens are proud of their heritage with the first settlement established in 1623. We are currently celebrating the 400th anniversary of Rye through a variety of school and community events. We are proud of the ways in which we bridge home and school. Our families are invited to eat lunch with their children in the cafeteria and are always welcome to our celebration assemblies once a month. We use small businesses, sometimes owned by our own families, as much as possible to enhance our culture and support our local community.

The Parent Teacher Association diligently supports school programs and in 2017, this organization received a distinguished honorable mention in PTO Magazine's annual "Parent Group of The Year". This recognition was very deserving. Citizens' enthusiastic support for education resulted in the formation of the Rye Education Foundation, which maintains an endowment to assist educational endeavors that the regular budget cannot support and to provide funding for teaching proposals that have substantially enriched programs.

Within our school day, we are continually individualizing for our students. We often think "outside the box" when it comes to interventions that will support students' social and emotional needs. We pride ourselves on ensuring that each student feels safe, confident and welcomed by staff and by the environment we create. In our office, we have created a "Reflection room." This is a space where students can come from any classroom at any time, to take a break, take a breath or regroup. The unique aspect of this space is that students access it independently. We are only here to support, if needed. Students set a timer and have a variety of choices that enable them to briefly reset and escape a worry, if needed. In addition, each student that has demonstrated a social or emotional need has an individual Student Support Plan, often designed with input from the child, that outlines identified interventions and supports. We also have a large fish tank that students visit often on their walk breaks. Whether students need support to make adequate or accelerated progress or need to be challenged within a particular content area, the teachers are well equipped with the tools and talent to support our students individually.

The teaching staff works as one. Although this might not seem unique, collaboration and teamwork are defining characteristics of the RES team. All members are willing to support one another, across grade levels and expertise. Each week we hold an Intervention Strategy Team meeting, in which regular education and special education come together to strategize and problem solve student needs. The lines between regular education and special education are blurred. We have students receiving support for what they need, not who they need. In times of staffing and substitute shortages, we have been successful because all staff are willing to fill in the gaps to ensure student learning and safety. When asked to join committees, there is never an open position in any grade level, as the teachers recognize the importance of teamwork and representation to support student voice.

Our Unified Arts teachers (Art, Music, Library/Media, Physical Education, S.T.E.A.M, World Language and Outdoor Education) have a wide variety of interventions that they employ to support our students as well. For example, our Physical Education teacher provides "Brain Gym," a specially designed intervention for students who may be more successful in a smaller group setting to learn athletic and social skills, in addition to their physical education time. In addition, all of our Unified Arts staff open their spaces to students so they can access their passions, such as reading, art, music, language, the outdoors or coding/engineering. When they identify ways to connect with a child, they generate ideas, such as morning sewing, additional coding, learning the bass guitar or helping Kindergarten during art class, to ensure students have a "hook" to engage them during their school day.

Rye Elementary is unique in that we have an outdoor learning space and have recently added a fire pit as well. Our students access this learning space and can explore using student created trails. We utilize every ounce of our environment by making applesauce from our trees, using our hands as binoculars to study birds and tapping our trees for sap to make maple syrup. We want students to feel that this school is truly theirs, inside and out. Another example of our physical facility being student-centered are the painted bricks in the

hall, created by each fourth grader before they leave for junior high school.

We make an effort to provide leadership opportunities for students. We often have students in our older grades supporting students in grades K and 1. They support during literacy and math centers. The Rye Elementary School Student Council gives fourth graders an opportunity to develop leadership skills by organizing and carrying out school activities and community service projects. The Student Council welcomes any fourth grader who is interested. Students sign up for the year. Planning and hosting meaningful community service projects provide the students with experiences that build self-confidence, stress responsibility, dedication, respect and integrity. Service projects include: a sock drive for the local shelter, monthly food drives for the Gather Food Pantry, holding a Mall in the Hall and donating the proceeds to a non-profit that helps children, to name a few. In addition to the many service projects, the student council hosts World Kindness Week along with schools all over the world, Spirit Week and they plan and carry out the Veteran's and Memorial Day Assemblies for the school.

Rye Elementary School is a place where one must honestly see to believe the level of talent, student support, and positivity!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

In grades K-2, students receive approximately 90 minutes of ELA instruction each day! Kindergarten and first-grade students practice their phonemic awareness skills using the Heggerty program and K-2 students learn their phonics and handwriting skills through the Foundations program. Both Heggerty and Foundations incorporate multi-sensory activities into daily instruction. K-2 students receive small-group instructional reading support and classroom teachers use a variety of resources to support these groups including decodable books (Half-Pint Kids and Flyleaf readers) and Fountas & Pinnell Classroom: Guided Reading books. Additionally, all K-2 students enjoy high-quality, diverse interactive read-alouds each day. Alongside their classmates and peers, these read-alouds allow children to learn about other cultures, make personal connections with characters (both real and imagined!), ask questions, and consider others' experiences. Teachers employ a workshop model to engage their students in writing about their world, their interests, and their learning.

In grades three and four, teachers use Lucy Calkins's Units of Study in Reading and cover topics such as text structures, character studies, and reading for research. Students read across the curriculum and participate in book studies, small group work, and whole-class read alouds. Grade 3 and 4 teachers use Zaner-Bloser's Word Wisdom to teach a variety of spelling patterns and ZB's handwriting to teach/reinforce cursive handwriting. Teachers incorporate multi-genre writing projects into their language arts, science, and social studies curriculums. Teachers draw vocabulary from all areas of instruction including literature, science, math, and social studies.

ELA assessment data is gathered in a variety of ways. All classroom teachers collect observational and anecdotal data in their day-to-day instructional interactions with students and also track students' progress using curriculum-based measures such as unit spelling tests and/or developmental spelling inventories. Students revise and edit narrative, opinion, and informational pieces of writing with the guidance of both their teachers and peers utilizing the workshop model. Students' reading growth is evaluated using the i-Ready Reading platform 2-3 times per academic year, and students in grades three and four participate in NH state testing each spring.

Uniquely, we have a program titled, Rye Writes, in which our entire community is encouraged to write to one another and "mail" their letters, which are delivered by students each Tuesday. This program has brought our community together and stressed the importance of written communication.

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

Rye Elementary is highly focused on teaching the Common Core State Standards at all grade levels. We also make sure that we are considering the Mathematical Practice standards simultaneously. Our highest priority in choosing an essential program for our school to use was to make sure that that tool was aligned with the standards. When teachers create lessons on their own for learners' needs, each lesson can be tied back to the standard that we are working towards mastery on.

Our teachers prioritize differentiated instruction. We differentiate through a variety of instructional formats. Whole class instruction is one tool that offers students a chance to collaborate with the teacher and their peers. Another way the teachers are differentiating is to teach through small groups, or centers. These groups are designed by the instructor to allow students to work on a deeper level of understanding of the concepts. Independent work is also a way that the teachers differentiate by giving each student exactly what they need to feel successful.

We have many tools that we use to teach the standards. One of the tools that we use is the Ready Math program. We chose this program, after piloting 4 others, mainly for the allowance of discussion and

discourse in mathematics. Conversation and discussion is encouraged at the beginning of our lessons. During our lessons we make sure that the learners are able to view, use, or make models of the problems. We believe this is essential to guide the learner from a concrete understanding of the math concept to the ability to write and understand the concept in an abstract, or symbolic way.

Our students also use a few online platforms to practice the math that they are learning. We have the learners take a diagnostic test on the iReady platform (lessons are then personalized to each student individually). Learners can also practice their math facts from the games of iReady or using the Freckle program. We have also utilized the Braining Camp website for some learning tasks and for access to manipulatives that are screen based.

We assess our learners in a variety of ways. We believe that having many data points to show what they know is fundamental. Our students are given the online iReady diagnostic test three times a year for us to get a baseline of their skills and discover what growth they are making throughout the year. We used Math Fact Running Records to make sure that the students are learning the strategies needed to succeed in their facts. We also use pre-tests and quizzes during our units for students to show what they know independently. One of the most important types of assessment that we perform at Rye are formative assessments that are observed during the day to day work. At Rye we use these formative assessments to guide our teaching and listen to what our students need in order for us to reach our goals.

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

At Rye Elementary School, we align to the Next Generation Science Standards and utilize the Mystery Science program as our foundational learning program for students. In addition to utilizing a program which aligns to the standards, we also have an outdoor education program, as well as a S.T.E.A.M program, which allow our students to participate in hands-on, experimental and inquiry-based learning science practices to engage our scientists.

Our students utilize the outdoor learning classroom to understand their environment through first-hand experience, observation and questioning. Bringing science outdoors has increased our students ability to ask questions, take learning risks and be appreciative of the environment that surrounds them.

Our Science, Technology, Engineering, Art and Mathematics (S.T.E.A.M) program is one that promotes design thinking and problem solving at a high level. Students are presented with challenges that initiate perseverance, stamina and collaboration. Within this program, students invent, design and use technology in unique and innovative ways. This is project-based learning that allows the student to guide their own learning path and connect the power of mistakes to discovery.

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

The curriculum for Social Studies is based on the C3 Frameworks for Social Studies. These standards require students to think like a historian. Students are asked to question, use primary resources which are developmentally appropriate, explore different perspectives of the same event and determine cause and effect. Social Studies is integrated into English Language Arts. Instruction is provided through projects and project based-learning units. The scope and sequence begins with school and family life, moving to the resident community, types of communities, regions of the United States, and the study of the state of New Hampshire. Throughout each topic the broader themes of civics, geography, economics, history, and current events are learned.. Assessment of Social Studies is provided through English Language Arts and rubrics for projects.

1e. For schools that serve grades 7-12:

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

We did not include the preschool program in our submission, due to the fact that the program is a district-wide program run by the central office, the preschool program is housed within Rye Elementary School.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Arts program at Rye Elementary is aligned to National Core Arts Standards and reflects Every child has an Art and a Music class forty-five times during the school year. We also offer after school activities for special interests within the Arts program. In addition, Art and Music teach students as part of their Outdoor Education program and support the teaching of S.T.E.A.M.

The Music program incorporates an amalgam of Orff, Kodaly, Dalcraoz, and Modern Band. Students in K-4 sing, move, and play a variety of string and percussion instruments. Students collaborate when learning new parts. They communicate by critiquing the work of famous musicians, as well as the works of their peers. They create by writing solo and group compositions with instruments and technology. They problem-solve by improvising melodies on instruments and with technology. They perform in class, Celebration Assemblies, and outside the school. Students have a choice in the music performed and created.

Art is taught by a MEd teacher with many years of experience as a classroom teacher with certification in both Visual Arts and Early Childhood Education. Her MED in Integrating the Arts into the Curriculum and Curriculum Development supports a Visual Arts program that integrates core subjects, provides instruction in methodology and art history, creates art for Talents By the Sea (a town publication celebrating the visual arts and written expression), exhibits artwork, extends in-school curriculum through PTA sponsored After School Enrichment and an Art Camp in the summer and accommodates a myriad of art related enrichment. Art has provided SEL opportunities that allow the students to get in touch with themselves, express themselves and self regulate. 21st Century skills: collaboration, cooperation, communication, creativity, organization, problem solving, self direction and technology fluency are practiced as part of the process of making art in a safe environment where multiple intelligences are recognized, risk taking is celebrated and each child is met with a robust curriculum that allows for accommodations to reach individual's needs for increased success.

2b. Physical education/health/nutrition

Physical Education is offered to all grade levels 45 minutes per week. The focus is on skill development for lifelong activity. A bowling unit is offered with a culminating field trip to a bowling alley in the community. In the winter months students have access to sleds and snowshoes. A variety of activities are offered including but not limited to recess games, cooperative games with teamwork and problem solving, team and individual sports, pickleball, minigolf and backyard games are all part of the curriculum. Overall wellness is promoted through Physical Education and Health classes. Health is a 30 minute lesson for all grade levels, Topics covered but not limited to are: nutrition, myplate (food groups), hand washing, hygiene, sleep, conflict resolution, character education, medicine safety, the importance of getting 60 minutes of physical activity everyday. For example, our Physical Education teacher provides "Brain Gym," a specially designed intervention for students who may be more successful in a smaller group setting to learn athletic and social skills, in addition to their physical education time. Brain gym allows pre-teaching and practice that often leads to more success and increased confidence.

2c. Foreign language(s), if offered (if not offered, leave blank)

Starting in Kindergarten and continuing through fourth grade, each student at Rye Elementary School studies Spanish for the first part of the school year and French for the second portion. Through music, books, games, skits, presentations, trip simulations, crafts, projects and more, students progress in their speaking, reading, writing and listening skills in the target language. Cultural experiences and themes are a major part of learning through each year of study. Connections and comparisons are made from the students'

native language and culture to French and Spanish and their corresponding cultures. Through the RES Spanish and French programs, students improve their global perspective and knowledge of geography, current events and history. Additionally, learners enhance vocabulary and social skills through interpersonal speaking tasks in the Rye Elementary School world language classroom.

2d. Technology/library/media

Rye Elementary's K-4 Library/Media program aims to bring books to life through the use of puppets, costumes and props. The curriculum evolves from cultivating literature appreciation, listening skills, and personal responsibility through book care, to setting a foundation for digital citizenship and Internet safety, as well as writing and research skills. By grade 4, we work to build awareness around critical media analysis. The National Association for Media Literacy Education defines media literacy as the ability to access, analyze, evaluate, create, and act using all forms of communication responsibly.

Students focus on author studies, art awareness through children's book illustrations, local history, stewardship and more. In the process, we hope to spark imaginations and instill a lifelong love of reading.

Rye Elementary School utilizes Google for Education tools to support learning. Students in Kindergarten and First Grade are one to one with ipads, and grades Two through Four are one to one with chromebooks. Classrooms are equipped with interactive wall-mounted panels that allow students and teachers to share their learning within lessons, participate in multimedia activities, and connect with other students and experts in the field for project-based learning.

Students work with the program “Keyboarding Without Tears” to build their foundational keyboarding skills, along with CommonSense Media’s Digital Citizenship curriculum. We integrate resources such as Sphero Robots, Lego WeDo, Makerbot 3d printing, and OSMO learning activities into instruction.

2e. Any other interesting or innovative curriculum programs you would like to share

Rye Elementary School, in 2021, implemented a S.T.E.A.M program to expose students to the various benefits this type of class offers. Students are using their problem-solving skills to innovate and create. This program also fosters self-esteem, critical thinking skills, perseverance, and a lifelong love of learning. Due to the nature of the hands-on engineering activities, it also helps with sensory development. Overall, STEAM will give students the skills necessary to be ready for future jobs and endeavors.

In the spring of 2021, the then principal of Rye Elementary School, Suzanne Lull, had a vision...to bring Outdoor Education to the students by utilizing our vast campus and acreage behind the school. A committee was formed, grants were written, and a program was envisioned. During the 2021/2022 school year, classroom teachers took students to the outdoor space, teaching curricular lessons outside. Through that experience, it was determined that in order to build a PROGRAM, the school needed a new position. Now, in 2022/2023, we have an Outdoor Education Specialist, to plan and facilitate students’ exploration of real life lessons, concepts, and projects in the woods, in the garden, at the beach, etc. The goal is to continue to develop and explore the possibilities that this program has while cultivating Environmental Literacy within our students.

3. Academic Supports

3a. Students performing below grade level:

Utilizing the Multi-Tiered Systems of Support (MTSS) model, classroom teachers, specialists, special education teachers, school psychologist, and administrators work together to identify students who are demonstrating weaknesses in core areas of learning. In reading, this might include supporting students in intervention groups for phonemic awareness and phonics, spelling, fluency, and/or comprehension. Student progress is monitored during data meetings and adjustments made depending on the instructional goals for each student. As a team, we use this data to determine whether intervention supports should continue for a student or if the student has made enough progress to merit discontinuation of the intervention (with the

understanding that a student may again need and receive intervention supports in the future). If interventions are unsuccessful, a special education referral is completed. Interventions continue through the referral process.

3b. Students performing above grade level:

In order to address the needs of students performing above grade level, it is vital to provide school-wide enrichment opportunities that all students can access. Some offerings that we believe provide our students with enrichment might include the S.T.E.A.M program, Outdoor Education, project-based learning and flexible grouping. We use data to identify students in need of an individualized approach to learning, such as a more inquiry-based or hands-on/experiential strategies to support students who are performing above grade level.

An example of ways we embed voice and choice into student's daily lives are the Passion Projects in grade 4. This is a three week project in which teachers and other staff, such as the Principal and Technology Integration Specialist, teach various seminars, such as resume writing, newcasts, odes, newspaper articles and more. Students choose one passion as an anchor to create various pieces of writing and poetry to reflect their new knowledge about an individual interest.

3c. Students with disabilities:

Students with disabilities receive specially designed instruction from masters level certified special education teachers. We have a special education coordinator, two special education teachers, an occupational therapist, a speech and language pathologist, a Board Certified Behavior Analyst and a school psychologist. Students' individual education plans are developed with input from parents, classroom teachers and specialists. Students access the general education curriculum as much as possible and receive specially designed instruction in the least restrictive environment. In the area of reading, a multi-sensory approach is used. Goals are written based on individual needs. Strengths are a focus of the IEP and these strengths help provide individualized programming that supports the identified needs of the student. When a student cannot access the general education curriculum, other specialized curriculum and instruction are used. Progress monitoring data is collected and shared. An example of this is a student with a specific learning disability who receives reading 1:1 instruction. Kilpatrick's Equipped for Reading Success is used. Lessons are taught, data collected, and growth is shared with students. Another group of students is working on their reading goals and the special education teacher is using Orton-Gillingham scope and sequence. Another student benefits from a paraprofessional and is fully included in his classroom.

In reviewing Rye School District's three-year analysis of the risk ratio or alternate risk ratio, in each target group (each racial category of each area and outcome) for our district for FFY'22, no determination of Significant Disproportionality was made for FFY'22 in Identification or Placement.

3d. English Language Learners:

English Language Learners receive instruction from a certified ESL teacher. The English Learners' program is designed to provide ELLs with instruction of sufficient intensity so that they can successfully access the curriculum. In accordance with the district's English Learner's compliance plan, the curriculum for English Learners program targets reading, writing, speaking, and listening skills, and is based on research, respectful of ELs' diverse cultures, and is aligned with WIDA English Language Development Standards and New Hampshire College and Career Ready Standards. Push-in and pull out models are used to deliver instruction, and are coordinated with classroom instruction. EL students have equitable access to resources and opportunities offered to all students within the school setting. The EL teacher works closely with classroom teachers, administration, and families to ensure EL student success.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When students walk in the front door of RES, they are greeted by name and with big smiles. Staff are ready to open the car door, support a timid child let go of Mom or Dad's hand, and offer a friendly face or a comforting hug first thing in the morning. With consistent staff stationed throughout the school on "morning duty" or recess and lunch duties, our staff get to know the students in the unstructured parts of their day. This offers students the social and emotional support that all students look for or need throughout their day. Classroom teachers, paraprofessionals, school counselor, Nurse, front office staff, custodian...it's all hands on deck at RES and it truly builds community in our school.

Throughout the school day, students are strongly encouraged to meet their individual needs. A colorful and engaging Sensory Pathway lines a hallway and invites students to regulate their bodies. Mrs. Warden's Brain Gym gets many of our students energized and ready for their day, and back to class in time for the daily Morning Meeting that happens in each of our classrooms to welcome students as a class community and make connections. Our 4th graders look forward to May when they get to start leaving their mark on a painted brick in the halls, and our K-2nd graders build new friendships and branch out on the playground with a joint recess shared by all three grades.

Perhaps our most unique and most celebrated opportunity to bring our community together and engage our staff, students and parents is our month Celebration Assembly. Students file into the gymnasium and sit by grade level on the floor. Teachers are often found cross-legged among the smaller bodies and supporting an overwhelmed student or subtly redirecting the more energetic ones. Parents and community members fill in the bleachers on the sides or the chairs set up in the back. Our Superintendent is often found in attendance, as well. These celebrations are used to highlight student achievements and are designed with student involvement and showcase the students throughout.

Mini assemblies, known as P.A.Ls, are held for teachers and students within the school day. These whole-school (or half-school, K-2 and 3&4) talks are an opportunity for the School Principal and/or the School Counselor to share common language and learning around various topics. These P.A.Ls provide communication and shared understanding that support the expectations of our students and keep our community tightly knit in our common goal for social and emotional growth.

2. Engaging Families and Community:

First and foremost, we build the most solid bridge possible between school and home. In our family newsletter each week, we provide an intervention titled, "Handle with Care." This allows families an opportunity to inform us if their child needs particular attention or support on a given day. In addition, families have easy access to the school counselor and this connection is common and "normal" as the counselor is an integral part of the school and local community.

We have local and family owned restaurants share their cuisine with us on "Try it Tuesdays" during Wellness month, have local artists share their talents as Artists in Residence, invite Haven in to educate our students on physical body safety. We have built incredible bonds with local community members, especially those who help keep us safe every day, our local emergency responders.

There are organizations that we must recognize who truly support the families, as well as the teaching and learning within our school community. Our PTA has continued to fund several resources to support our school initiatives. The After School Enrichment Program (ASE), sponsored by PTA, enriches the lives of our students by providing a myriad of activities that are novel and memorable. We often provide scholarships to students in need so they are not denied access to these programs. In addition, REF has supported innovative ideas and projects submitted by our staff. These generous grants have funded iPads for our S.T.E.A.M program, a pollination garden and "boogie boards" to engage our young readers in building early literacy skills. Several community groups, such as the Rye Garden Club, have supported these grants

as well.

Another example of community collaboration is Talents, a literary magazine that showcases the talents of the young writers and artists in grades K-8 in Rye. The journal is a collaboration between students, parents, teachers, and the community. It is composed of individual ideas in writing and art, supported by their creativity, talents and projects associated with the ongoing curriculum in both schools. The purpose of the journal is to offer our children an avenue for publication and an audience for their work. The first stories children create are done through pictures, symbols and/or letters. To fully appreciate this developmental process, our younger students' submissions are printed exactly as they submit them. This year will be our 19th year and every year it has grown. We could not create this journal without the support of our generous sponsors, the largest being famous author, Dan Brown, a Rye community member.

3. Creating Professional Culture:

Rye Elementary School has a culture of continuous improvement fueled by data-driven decision making and ongoing professional learning. The staff actively seek out new professional growth opportunities and are always looking to share new learning with each other. This happens in a number of informal and formal ways. Staff have pursued advanced degrees in a cohort model, they have embedded professional learning into their Professional Learning Community (PLC) work, and they have taken advantage of in-house course offerings. This work not only strengthens a professional bond across the school, it raises the collective efficacy of the staff in achieving school wide goals.

RES creates an environment where teachers feel valued and supported by first centering all decisions on the value to students and acknowledging that high quality learning experiences need to be designed with intention and are best designed through collaboration on a high functioning team of educators. To that end, collaborative planning and peer feedback are important structures at RES. Teachers value the support of administration and of each other. There is truly a team environment with all professional staff and support staff playing a role in sustaining it.

Teachers also feel valued and supported through the community as a whole. RES is intentional in partnering with parents and engaging the community. This helps build strong and broad support for the school in the community. This goes a long way in teachers feeling confident in taking instructional risks to better their practice on a regular basis.

RES has also served as a model for other schools in the SAU as they try to build similar professional structures such as the data team. Even in that work, teachers at RES always walk away from cross-school conversations with new learning and ideas for their own professional growth. Some of this work has occurred on PLC days across the SAU where grade levels from each school come together to collaborate on curriculum and share best practices.

4. School Leadership:

Within Rye Elementary School there are two administrators, one principal and a special education coordinator. Without question, these two roles are intertwined and the collaboration is essential to the success of all students. These two administrators meet weekly with the principal from Rye Junior High School to engage in vertical discussions that support student progress. In addition, the principal meets bi-weekly with the Superintendent, Assistant Superintendent and Special Education Director in order to discuss school priorities that, again, center on student needs.

Rye Elementary School's focus areas, such as a safe learning environment, a strong school-home partnership, and a commitment to ensuring curriculum is transparent between stakeholders, guide leadership in all decision-making. A vision of academic excellence, innovation and the importance of a culture that thrives on relationship building and collaboration are well documented. We pride ourselves on a welcoming and inviting atmosphere, which promotes positive relationships among students, staff, parents and visitors. The students are contributing members of the community due to the lessons of respect and pride, which the staff instills in them each day. We continually set goals towards continuous improvement to ensure

students' academic and personal success. .

It is the leadership's mission to ensure that students feel as though they are part of a larger community defined by respectful and responsible citizenship, whether it is having students recite the Pledge of Allegiance at School Board meetings, facilitating the Cultural Climate Committee focused on diversity, equity and inclusion or organizing a Walk-a-Thon with school and community members to raise money for a new playground. The leadership is involved in all aspects of daily life at Rye Elementary School.

One of the most important aspects of school leadership at RES is the approach to student discipline as a teaching opportunity. Within our office, we have created a space that students can come to first process their story. This beautiful space helps them to calm so they can better understand that safety is a priority in an environment that is calm and supportive and allows them to hear the teaching being provided. .

Knowing the importance of building a solid Tier 1 through MTSS, the principal's role has shifted to prioritize instructional leadership. The principal facilitates curriculum implementation meetings, leads the Intervention Strategy Team, plans Data Days to analyze student progress and helps teachers to write, create and brainstorm interventions that are documented in Individual Support Plans. In addition, the evaluation process is seen as a coaching model that is collaborative, thorough and reflective. This coaching model addresses the need for equity in content delivery and support that reflects the whole-child.

5. Culturally Responsive Teaching and Learning:

At Rye Elementary School, we utilize the morning meeting model in which students can start the day with a sense of community and belonging. During this time, students often share pieces of their background, information about their families and their own passions and interests. This is the time of day in which we have often uncovered the most magical information about our students.

We do have a whole-school incentive program, Rye Riptides, in which students are able to earn a Rye Riptide sticker for anything a staff member might observe that is deserving of recognition. On Fridays, a name from each grade is pulled and the children are all trying to collect all the bracelets we have in the office, stating inspirational messages. This program has bonded students with staff as well as students with one another, as they celebrate one another's accomplishments and praise each other for demonstrating Rye citizenship in a variety of ways. In addition, those students who may not demonstrate success with this Tier 1 system are provided a Student Support Plan in Tiers 2 or 3 that is often built with a family, to provide interventions that identify and support a child's social, emotional or behavioral need. At monthly assemblies, we introduce students to common language around topics such as bullying and expectations of behavior, which are then shared with families in full transparency.

We have a Cultural Climate Committee that meets monthly to discuss topics related to cultural awareness and equity. Examples of projects we have generated include a family homework assignment to create a heart map that highlights components of their lives that define their family's identity. We have also written a grant for books that we want to see in all classrooms that reflect students' identities, backgrounds and sources of pride. We spend time exploring resources, such as online tools, that provide the most access for all students, despite any physical or learning challenges.

Each month, the principal provides a resource that links teachers to a variety of resources that identify recognitions throughout that year that celebrate the uniqueness of our students and their families. As we explore new curriculum, we identify aspects of diversity and equity to ensure our students have optimal voice and choice embedded in their curriculum. Lastly, we have frequent conversations about teaching and learning to ensure students are all accessing Tier 1 instruction, general education and special education, so equitable practices are philosophically viewed as essential to the success of all.

PART VI - STRATEGY FOR EXCELLENCE

At Rye Elementary School, we are so very fortunate to have a team of Specialists, Service Providers, and Teachers who are equipped to support our students, most uniquely in the area of social and emotional needs. We are also very fortunate to have time carved out, in our daily, weekly and yearly calendar, for this team to meet together to discuss the support and intervention strategies that are most beneficial for our students in these areas. This practice of identifying strategies and interventions and choosing the most appropriate person to provide the support for social, emotional and behavioral needs is MOST INSTRUMENTAL to our school's success. This Multi-tiered System of Supports (MTSS) is broken down into a few specific strategies that make our practice so successful: Student Support Plans; Intervention Strategy Team, and Data Days.

Student Support Plans are created for any student at RES that is benefiting from a specific strategy or support within the classroom and/or throughout the day. These plans encompass tiers of intervention and are designed to create clear communication about what each student receives to support their success. Any Tier 1 strategy that is particularly effective for a student will be identified in this plan, as well as Tier 2 or Tier 3 strategies that are more specific to the needs of that child. These can include 1:1 or small group work. The duration of time, who is responsible for the support, and what areas of academic or social and emotional growth are being targeted are all identified in this plan. The SSP becomes a critical reference tool for all future conversations that may occur to support the student's social or emotional, as well as academic experience at RES and on into the Junior High.

Our Intervention Strategy Team (IST) is composed of our Principal, Reading and Math specialists, related service providers such as OT and Speech, Special Education teachers, the School Counselor and the Classroom Teacher. Together, this team reviews data compiled in the classroom or with specialists. The team brainstorms strategies and interventions that could be used to offer support, and then together makes a plan for follow up and data review to make sure the interventions that are suggested can be monitored for efficacy.

Data Days are also a critical component of Rye's MTSS. These days are scheduled quarterly and offer the IST and all grade-level teachers valuable time to consult about all students in the grade who are identified as needing varying levels of support. These days are an opportunity to pull all of our very talented and very experienced educators and specialists together to identify needs, consider interventions, and monitor support.

The wide range of creative and unique interventions, as well as the process we follow at RES to support students with social, emotional and behavioral needs is a source of pride.