

Portland Public Schools Vision*All learners will be fully prepared and succeed in a diverse and ever-changing world.***District Goals**

1. All Portland Public School students will graduate from high school.
2. All Portland Public School graduates will demonstrate college readiness in the areas of academics communication, and critical thinking.
3. All Portland Public Schools students will participate in activities that demonstrate service to our community, individual creativity, and physical wellness.

Ocean Avenue Elementary School

Beverly Coursey, Principal

Success Plan

Ocean Avenue Elementary School (OAES) has shown success with our past continuous improvement plans and we have an abundance of positive change to share. OAES was founded in 2011. Our school community chose International Baccalaureate (IB) as our learning model in 2012. Our desired outcome is to have a cohesive education model, which develops inquiring, knowledgeable and caring students who help create a better world through intercultural/international understanding. IB also provides our school with common language and system of teaching, which is aligned vertically and horizontally. IB does not interfere with the curriculum work being done by the district. What is taught is a local choice; it is the way the curriculum is taught, which is the desired change. This model aligns with the PPS mission to provide challenging, relevant, and joyful education.

International Baccalaureate Initiative

OAES faculty has been driven in our efforts to implement the IB model. In the past three years we have moved from one IB unit to six challenging, transdisciplinary units of inquiry. Our IB visiting team, verifying our work, will be at OAES for two days this spring. We fully expect to receive full certification following this visit.

The OAES school community has also shown increased understanding of the IB Learner Profile. Through classrooms, hallways, the cafeteria and playground, we are all becoming better and more reflective learners through daily, school-wide discussion and practice of the learner stances on which the IB approach is based: to become stronger thinkers, inquirers, and communicators, and to be more courageous, knowledgeable, principled, caring, open-minded, balanced and reflective.

We have augmented our work with on-going professional development, utilizing Talk Science and HOT Science. Two of our classroom teachers have participated in the Maine Elementary Science Program connected to UMO. They have taught our teachers how to have class discussions with all students participating. Students know how to disagree with ideas, ask clarifying questions, and specifically agree with another person's ideas. We have also learned how to push our student's thinking to a higher level on a regular basis through this work. School year 2015-16 will bring professional development in specific inquiry-based techniques, how to write as a scientist, best practices for teaching language, and continue to become more sophisticated with data.

Student Growth and Achievement Data

Data is monitored at OAES in a number of ways to track our students' achievement. The most crucial is on-going classroom assessments including math topic and benchmark tests, on-demand writing assessments (defined as write what you can in the time allotted), daily reading monitoring, and Fountas and Pinnell reading assessments. These classroom and district assessments bring data to our teachers quickly enough that the data can be utilized to make instructional decisions. The NWEA data is able to track academic growth over the school year, and beyond. Students in grades 3, 4, and 5 take this assessment three times a year in reading and math (approx. 40-60 minutes for each test). This data was collected in September, January and June.

Each student is given a projected growth score after taking the fall assessment. This projected score is based on the individual student to help the student set goals for learning and the teacher plan for instruction. The data below is an average for the grade level.

Mathematics Growth on NWEA		
	Average Projected Growth	Actual Growth
Grade 3	11.1	10.8
Grade 4	8.5	13.2
Grade 5	8.0	13.9

Reading Growth on NWEA		
	Average Projected Growth	Actual Growth
Grade 3	9.2	7.4
Grade 4	6.8	9.4
Grade 5	5.3	7.4

For instructional purposes we track NWEA data by each student during the school year. We look at each student individually to track their growth and achievement. How many students are on track to meet their growth target? Are our students meeting the national benchmarks set for each grade level? The chart below displays NWEA data from 2014-2015 in other ways.

	Percent of OAES Students Met Growth Target	Projected to Score Proficient or higher on State Test	Average Score of OAES Students	National Average Scores from 2015 Normed Study
Grade 3 – Math	49 %	60 %	202	203
Grade 3 – Reading	40 %	64 %	199	199
Grade 4 – Math	70 %	60 %	209	213
Grade 4 – Reading	71 %	59 %	208	206
Grade 5 – Math	76 %	55 %	220	221
Grade 5 – Reading	63 %	62 %	213	212

The Maine Education Assessment (MEA) or Smarter Balanced test results were received in late in the summer. This was a new assessment for all of Maine’s schools and assessed students on their competency of Common Core skills and knowledge. State testing is best used to look at trends over two or three years. Policy makers use this information to make decisions about programming. Students in grades 3, 4, and 5 took this test (12-15 hours of testing in May). The big picture results of this data and how we compared to the State of Maine and Portland Public Schools are displayed here.

Grade 3 Students Meeting Standards in Literacy

Maine	48 %
Portland	44 %
Ocean Ave	55 %

Grade 3 Students Meeting Standards in Math

Maine	45 %
Portland	44 %
Ocean Ave	46 %

Grade 4 Students Meeting Standards in Literacy

Maine	47 %
Portland	48 %
Ocean Ave	50 %

Grade 4 Students Meeting Standards in Math

Maine	40 %
Portland	38 %
Ocean Ave	38 %

Grade 5 Students Meeting Standards in Literacy

Maine	51 %
Portland	46 %
Ocean Ave	48 %

Grade 5 Students Meeting Standards in Math

Maine	35 %
Portland	32 %
Ocean Ave	32 %

ACCESS for English Language Learners (ELL) is given once a year in January (about 6 hours). Please see data below showing the percent of students meeting their growth targets for learning English as shown with the ACCESS test. More data including growth for ELL students who have taken the test two or more years in each of the four sections of the assessment is included at the end of this document. ELL students who reach a 6.0 (the highest score on the assessment), demonstrate they have met the entire rigorous standard set are no longer required to take the test. Our goal this year was to have 6 students attain this exiting score; however we more than doubled this goal with 15 OAES students exiting with a 6.0.

Grade 1 ELL Students	78 % met growth target
Grade 2 ELL Students	58 % met growth target
Grade 3 ELL Students	100 % met growth target

Grade 4 ELL Students	67 % met growth target
Grade 5 ELL Students	47 % met growth target

Mission/Vision

One of our leadership team major successes was to picture and implement a shared vision. The old document was created the first year OAES opened. We now have a stronger idea of who we are as a school and have matured as a staff. Our adoption of the IB model has, and continues, to push our thinking.

Our vision establishes where we hope to be in five to ten years. We started this process with our current document. Our leadership team gathered ideas from our whole staff and our Parent Advisory Council. The PAC and the Leadership Team worked to get input from everyone in our school community. We drafted the initial document with every idea included. We had several rounds of input and refinement, through our parents and our staff, and then returned the responses each time back through leadership to incorporate the new feedback. We had the entire school staff vote on our final mission and vision. We had a simple up or down vote. 96 % of our staff voted for the statements. This mission, vision, and shared beliefs will act as our focus and our filter to create our continuous improvement goals, budgeting decisions and in the big picture draw people together in common work.

MISSION

At Ocean Avenue Elementary School, a rigorous, inquiry-based curriculum helps our children develop into independent and creative thinkers, persistent learners, and internationally-minded citizens who are prepared to act with compassion and insight in a globalized society.

VISION

Ocean Avenue Elementary School students will achieve their highest potential by being knowledgeable, principled, and courageous young people who promote a healthy and more peaceful world.

Built on Past Success Plans

The data work and growth of the leadership team was another critical strength for this school year. One goal of the Leadership Team this year was to strengthen our data-driven culture by increasing our collective knowledge related to the availability of data and understanding on how to use data to make critical instructional decisions. The team recognized the importance of schools relying on data systems to track student growth and to drive our programming.

Members of the Leadership team met (on a snow day) in February with Jackie Brooks, a consultant and professional development leader from Pearson, to plan two days of PD for the team around strengthening our data culture. Jackie was crucial in helping the team grow in understanding of why data is critical in schools. She highlighted the importance of creating a professional learning community across the school with student work as its foundation and offered many examples of real school situations.

In a second round, each grade level team met with Jackie for an extended period of time. The teams shared how data was currently being used in the classroom, and had deep conversations that uncovered belief systems, as well as attitudes and expertise/knowledge/obstacles related to using data. Jackie helped teams understand the difference between assessment and testing. Each team examined data from either NWEA or Fountas and Pinnell assessments, and agreed upon strategies for collecting, organizing, and using data to inform instruction and monitor student progress. We set goals to make data more visible both school-wide and within the classroom. To accomplish this goal we added data displays, data chats and student goal setting into the work we do. We created a school wide literacy data display in the office area that monitors student growth and progress using the F/P Benchmark Reading Records. In addition, several classrooms added data displays within their classroom that allowed students to observe and monitor their progress.

Through these strategies, students become active agents in their own growth as they set personal goals based on data they understand, and outline some strategic actions they can take to help themselves attain their goals. Some of our 4th and 5th grade teachers used NWEA data with their students to involve the students to set personal goals,

reflect on their progress, and incorporate data into their student-led conferences. The success of this strategy was striking, and will be rolled out to all teachers this 2015-2016 school year.

The overall goal of the Wellness Team for the 2014-2015 school year was to create a safe and positive school where everyone feels supported in their efforts to teach and to learn. The team worked to improve our school climate by promoting the philosophy of the district wellness policy. The Wellness Team met weekly to plan activities and events that supported our work in these areas. Specific work towards supporting parent engagement this year included:

- Championed the 5210 initiative (5210 Program: 5 fruits and vegetables a day, 2 hours or less of screen time a day, 1 hour or more of physical activity a day and 0 sugary drinks) at OAES through messaging in the school newsletter and on the website and being the focus of our April school-wide assembly. Members of the team also authored, and were awarded, the Healthy Portland Grant to purchase new equipment and storage system to increase physical activity.
- Efforts to engage parents in a meaningful way were fulfilled through a parent liaison on the 5210 team and presented at the PTO meeting in March. The parent liaison was very helpful to the team by: helping craft messages to promote healthy eating and physical activity, and attending the 5210 Symposium in October.
- The Wellness Team also supported the school's vision around the International Baccalaureate learning model by integrating IB philosophy and language throughout our activities.
- This team will be moved to a task-force next year, as we have found the size of our staff to be too stretched to have four full teams. We will focus on three: Leadership, RTI, and PBIS. Our IB task-force will also remain.

Demographics

Our school community takes pride in our diversity as a school community. The percentage of Ocean Avenue students who qualify for Free and Reduced Lunch is 50%. Fifteen percent of our students require specialized education in order to meet their academic or social needs. Thirty-two percent of our students are considered English Language Learners, speaking over a dozen different languages. In fact, over the last year Ocean Ave had the highest percentage of newcomers compared to all other Portland elementary schools. Our student body includes 7% Hispanic or Latino, 23% Black or African American, 58% White, .2% American / Alaskan Native, 6% Asian, and 6% reporting two or more races. The percentage of students we service from our homeless liaison hovers around 10%.

2. Describe Collaborative Process and Outline Schedule for 180 minutes:

At OAES we started our 180 Minutes Conversation at the Leadership Team Meeting. We collected ideas from the entire staff. At a staff meeting we asked the staff to work in small groups to get their ideas down on chart paper. The prompt was "What might be possible with the 180 minutes? / What do we need to pay attention to when we plan?" We brought this back to the leadership team and decided on our three priorities: Scheduled Team Time to focus on: 1. Data, Student Work, Common Lesson Planning, Planning Intervention Time, Assessment Work (creating, scoring...), Coordination, Unit Work (refining, reflecting...) 2. Committee Work such as: RTI, Leadership, PBIS, Other (Wellness/IB/...) and 3. Staff Meetings.

As we worked through the process of determining a plan for the 180 minutes, we endeavored to be transparent with our communication. The leadership team put together a plan, shared the plan through email, and asked for the entire staff to ask questions to help clarify the meaning and intent of the plan, prior to a full staff vote. Below is the plan including our stated assumptions. We did have an up or down vote at a staff meeting. 100 % of the 37 people who voted, voted the plan 'up'.

Assumptions:

- Each staff member has different preferences in wanting to be at school early or late. So some flexibility is built into the plan.
- We can continue to work on our goal of meaningful parent engagement as a portion of the available time. We will have a jump start on the 180 minutes for Summer Start Up. This would be staff meeting with students/families in August for 15 hours. This time will be swapped out for the 180 minutes the first two weeks in September, last two weeks of school, week before winter break, etc. (document with log)

- We need this to be equitable for everyone on the teacher contract, i.e. special teachers, nurse, social workers, etc.

The Plan: Each teacher would have 75 minutes a week of uninterrupted team time, 45 minutes a week on average of school improvement team work (PBIS, Leadership, RTI, IB, Wellness), and 60 minutes a week of staff meeting or collaborative meeting time.

Team/Committee minutes will become our documentation for the work being done and attendance at the meetings. Just as now, we ask teachers to schedule appointments outside of meeting times. And, just as now emergencies and illnesses are understood and worked out. Committees will decide how to best meet, each week for 45 minutes or 90 minutes every other week.

This plan aligns with the goals of the district and our building. All of the time (team, committee and collaborative) is focused on the goals of this school success plan. These are the same major five goals we have had for the past three years: 1. Meaningful parent engagement, 2. Positive climate and culture, 3. Increase literacy achievement, 4. Increase mathematics achievement, and 5. Increase rigor across the curriculum and connect to the community through IB.

3. Maximizing Student Learning Time:

We will use the additional minutes added to the school day to hold two hours of intervention/acceleration flexible group time per week. This idea was piloted at OAES last year; however it was more effective in some grade levels than others. We researched what was going well and what was getting in the way. One of the most impactful pieces was the schedule. The leadership team has come up with a solution; the entire OAES community will have intervention/acceleration time at the beginning of the day. The second most impactful factor was additional staffing to decrease group size. With the entire school focused on this at the beginning of the day, stopping all other work, we will have more people to support the effort. This will include specialists, school leaders, ed techs, special education and ELL teachers.

The planning for this work will occur during the collaborative time. The leadership team will continue to monitor this initiative for effectiveness.

4. Priority Areas for Improvement ELA (literacy) and mathematics (numeracy):

ELA Priority Area/Strategy and Goal #1: In the year 2015-2016 we will decrease by 5 % the number of students (including subgroups) not reading at level P by the end of third grade as shown on our F&P assessment by the May/June assessment.

ELA Priority Area/Strategy and Goal #2: In the year 2015-2016 we will decrease by 5 % the number of first grade students (including subgroups) not reading at the level "I" by the May/June assessment.

ELA Priority Area/Strategy and Goal #3: In the year 2015-2016 we will decrease by 5 % the number of fifth grade students (including subgroups) not at grade level as shown on the on-demand personal narrative writing prompt given by June. (3.0 or higher is on grade level)

Mathematics Priority Area/Strategy and Goal #1: In the year 2015-2016 we will decrease by 5 % the number of students in fourth grade (including subgroups) not attaining a score of 211 or higher on the end of year NWEA given in May/June.

Mathematics Priority Area/Strategy and Goal #2: In the year 2015-2016 we will decrease by 5% the number of kindergarten students (including subgroups) who cannot read and represent numbers to 20 by May 2016.

Mathematics Priority Area/Strategy and Goal #3: In the year 2015-2016 we will decrease by 5 % the number of students in second grade (including subgroups) below meeting expectation as shown on the CPAA fall to spring growth rates.

5-7. Interventions and Support for Improvement for:

<i>ELA and Math Priority Area/Strategy and Goals</i>	<i>How will you monitor implementation and when will you monitor</i>	<i>Students</i>	<i>Teachers/Ed Techs</i>	<i>Parents/Community</i>
1. Purchase and implement with training TC units of reading. (Grades K-5)	Create PD schedule and walk-throughs of reading classes.	Will meet grade level targets through instruction and practice	Will participate in professional development in the TC instructional practices	Will support independent reading (starting with 15 minutes of K students being read to, and growing to 30 minutes of independent reading for grade 5) Will sign up for reminder texts
2. Connecting community volunteers to work with our first graders two times a week for 20 minutes each session.	Assess reading three times per year to monitor growth and create plans with teachers for students not on target	Work with the volunteers to get additional instruction time	Literacy specialist will plan with volunteers and each classroom teacher will check-in regularly about progress.	Learn about the program through school messaging to inform parents of the Starting Strong Initiative.
3. Dedicate 60 minutes of math per day including use of software	Classroom schedules and data including acceleration/ intervention blocks monitored	Participate in class, practice independently.	Send information home to parents and continue to ensure full program implementation.	Read math program materials and attend math events at school.
4. Increase time of push in ELL support through re-alignment of current staff.	Meet with ELL staff quarterly to review academic data and prioritize support.	Will stay in the classroom more and participate in focused instruction	Will plan together during collaborative time to maximize push-in class time.	Connect to school to share culture and language through our units of study.
5. Support from district special education staff on best practices for increasing achievement.	Meet with special education staff each quarter to review data and problem solve. (use one of our weekly meetings)	Create and track their own achievement related to IEPs goals	Support student through engagement of goal tracking. Work with one-day a week consultant on raising achievement.	Engage in communication through newsletters, website and PTO meeting with a speaker on this topic.
6. Increase student ownership of learning.	Data chats with teachers at each CPAA and NWEA review.	Students will write goals based on their math NWEA goals for the winter and spring assessments and chart their growth.	Will support students in writing clear attainable goals with strategies and charting their own growth.	Parents involved in data chats with their child's goals through conferences and at home with a checklist given at Curriculum Nights.

7. Individualized learning platform, compass learning	Review on-line data, and include this information in data chats	Work through the program as assigned by teachers in grades 3-5. Share growth at conferences	Will participate in PD, ensure implementation, and share with parents the home portion of the program.	Support Compass Learning in grades 3-5 at home.
8. Continued focus on data and making it visible in our school to be used to drive instruction.	Data chats with teachers during collaborative time about topic test results to predict benchmark assessments, literacy data, and acceleration/ intervention blocks.	Use visible data (coded for confidentiality) in making decisions about their own education.	Engage in data chats at as an individual and team focused on instruction.	Be involved in discussions on data through parent meetings along with school level data shared through multiple ways: email, newsletter, website.

8. Ensure all students have access and opportunity to a comprehensive academic education program:

Our learning model, International Baccalaureate (IB), is for all students in our building. All students are taught and assessed in each of the six units at each grade level as shown through our Program of Inquiry. These units were built using, and are driven by, Common Core Standards in reading and math, NextGen science standards and Maine social studies standards, and they are transdisciplinary through aligning Teacher College (TC) units of writing and focus of some reading texts.

This past year, as a part of the IB transdisciplinary approach, educators were able to integrate more learning opportunities related to art, music, Spanish and mind/body health with the academic work conducted in class and around the school. Second graders learned portrait-making skills in art to make their personal hero “trading cards”, third graders explored the human body systems and how to keep them healthy both in their classroom and in PE, and students used writing skills to compose their own songs. Second graders, who started learning Spanish earlier than others in the district as part of the IB initiative, made bilingual signs and labels posted throughout the school as an active contribution to the school environment. These integrated learning experiences will expand throughout next year and going forward.

Our intervention/acceleration block at the beginning of the day is focused on what each student needs to reach the next step of their achievement. Grade level teachers design the intervention based on student data. These groups are flexible and target reading, writing, or math each session.

Our school has an integrated arts focus. We are partnered with Maine Academy of Modern Music, which provides us with several concerts each year. The Portland Symphony provides concerts for our kindergarten and grade 1 students. Portland Stage brings Play-Me-A-Story three times a year, presenting readers theater for the whole school and grades 2 and 4 with a theater workshop each time. Our PTO is devoted to providing enrichment experiences for our students at each grade level (attending ballet, performing modern dance, learning African drumming, writing original songs, etc.) Our newest partnership is with Side x Side. This summer marks the beginning of professional development for one teacher per grade level. Next year each grade level will have at least one visiting artist to further an IB unit. All students and student groups are involved in these programs.

Considering educational research on closing the achievement gap, meta-research from Charisse Cowan-Pitre of Seattle University, published in *The Western Journal of Black Studies*, (vol. 38, no. 4, 2014), shows that high

performing schools had the same characteristics: meaningful learning experiences, academic rigor, cultural connections, and profound belief in students' capabilities.

OAES faculty members provide a context of real-life experiences students can connect their learning to through our aligned IB units. Literacy skills are explicitly taught but also embedded in real writing and reading of non-fiction texts. Rigorous academic instruction is at the core of our IB units that are aligned with standards. No student is marginalized. All students participate in all IB units, which variously incorporated strong science, social studies and arts content with writing and reading skill-building, and integration of related math concepts and skills. Through these units, students are motivated to ask their own questions, explore their interests, build their knowledge authentically and reflect on their own learning. Teachers report deeper, more reflective class discussions, wide-ranging learner-generated questions to pursue, and students taking opportunities to put their learning into action, inside and outside of school.

We have worked to increase our compliance data to meet the requirements of special education paperwork tracking specific teaching and learning. The table below shows our growth.

2012-2013	2013-2014	2014-2015
81% compliance	85% compliance	100% compliance

9. Current Student-Centered Learning Practices:

Student Voice and Ownership

Ocean Avenue School holds student-centered learning as an essential value. In all classes at various times, our students are learning content and skills through exploration of central questions and lines of inquiry. These lines of inquiry are explored and extended by students posing their own questions on classroom inquiry spaces, which then generate classroom discussion and student research and peer sharing. After teachers provide background knowledge and mini-lessons on targeted skills and strategies, students generally work in teams to practice skills, analyze problems, explore issues and topics, and collect their learning for sharing and generating more wonderings. In all classes, students are asked to reflect on their learning, including; the skills they are learning, the knowledge they are acquiring, and the learner stances they are practicing.

The OAES teaching staff received intensive training this year in collecting learning data and conducting “data chats” with their students to help target areas for more practice and help students gain competence in managing their learning more independently. Teachers report that learners across the skill and competence spectrum are gaining more confidence in showing what they know, expressing curiosity about what they want to know, and supporting each other as they learn in groups and independently.

As part of the IB student-centered learning model, student-initiated action is a key area of focused growth at Ocean Avenue. One example this past year was the Student Council and Civil Rights Team of 5th graders, who helped out at school events, made signs that informed and inspired the school community, and explored ways that people can take action to address injustice.

Learning is Personalized

Our Response to Intervention (RTI) Team was successful in creating 63 individual student plans and monitoring them through a case management system. The team writes a desired outcome statement and plans are based on data to reach the goal. All students reaching their highest potential is a strong focus in our school vision.

Based on progress monitoring and formative assessment, teachers differentiate instruction across the curriculum. This year, designated intervention/acceleration flexible groups were piloted, to allow for targeted instruction with small groups of students to address their identified needs. Next year, this targeted intervention time will be adjusted and improved, based on our learning from this year.

Learning is Proficiency Based

PPS elementary schools are officially joining the proficiency based initiative this school year. The district started with middle and high schools to outline this work. OAES has learning targets for on-grade level for all students in reading, writing and mathematics. We also have clear targets for social studies, science, arts, PE, health, and

Spanish. Students reaching to the target are supported to make catch-up growth. We expect students above this target to continue to grow their academic achievement.

The school leadership team will use Results Based Accountability to guide our work toward students meeting proficiency standards. The team will be determining the most effective strategies to use to help students meet identified standards in reading and math, and closely monitoring NWEA, Envision Math Benchmark results, and Fountas and Pinnell (reading) data as indicators of student progress toward the benchmarks. The team will be looking more closely at the story behind the data to analyze the factors that affect our current trend-lines. The factors identified will inform our decision making; we will decide what to do “more of” and what to do “less of” or “do differently” in our actions to take as a school.

Learning Happens Anytime, Anywhere

Learning takes place beyond the traditional school day, and even the school year. Our students learn in many places and learning is not restricted to the classroom. Our PTO supports many enrichment activities at OAES after school hours. PPS supports several clubs and teams before or after school. Learning Works offers 12 additional hours of instruction per week for students who attend. Summer programming is offered to targeted populations as funding is available. This past summer 74 students came to school for five weeks. In addition, our students are encouraged to take action, based on their learning at school. Students and parents share these actions, which are documented on our unit planners.

10. Positive Learning Environment:

Research Based Strategy to Promote Positive School Climate and Culture

Our Positive Behavior, Interventions and Supports (PBIS) Team had taken on the goal to create a safe and positive school climate where everyone feels supported to teach and to learn. PBIS is guided by the understanding that in schools we are responsible to teach academics such as reading and math AND social behavior skills. Every staff member is charged with teaching students to be safe, respectful and responsible learners in the classroom, hallways, playground and all other settings. This support happens along a continuum. The goal is to create an environment that sets up all students for success.

To accomplish this work the PBIS Team members completed an online module on Function Based Thinking to better understand how to support Tier 3 students with a high number of ODRs. The team held PD about once a month for the entire staff reviewing SWIS data, bringing updated Second Step to teaching staff, inviting Jonh Fulp as a guest speaker, supporting current Tier I and II initiatives (“Catch a Wave”, “Peaceful Lunch”, “Stop, Talk and Walk”, “Dolphin Academy”, and “Small Group Social Skills”), and focusing in on creating a Tier III part of the plan, “Target Team”. The PBIS team was highly involved in our monthly school-wide assemblies to teach and re-teach student expectations along with connecting the Learner Profile from IB to our everyday life at school. The team tracks and uses data (SWIS, SSRS, data dips) to improve our practice and solve specific problems (grade 4 lunch time).

Student Attendance

We are partnered with Count Me In to focus on attendance. Our approach has changed how we react to students being absent from school. Attendance is tracked by the office as usually, however now the teacher also takes special note if a child has been absent. Teachers will call home and let the child and parents know they have been missed here at school and to chat about what learning has been lost while the child was out. Attendance is also discussed by the school nurse, social workers, and school leaders each week. This team will reach out to families who may be struggling with attendance to create plans as needed. Below is chart showing the average daily attendance for each grade level. Our goal is 95% or higher. We had over 100 students receive Excellent (missed 3 days or less) or Perfect Attendance Certificates this past year.

Kindergarten	92.4 %
Grade 1	93.3 %
Grade 2	95.5 %
Grade 3	94.7 %
Grade 4	93.5 %
Grade 5	95.4 %

School Safety Team (ensure staff is safe in the workplace)

Our school safety team is in place for crisis, safety-care, and traumatic events. We have many staff members trained in Safety Care to support students through a crisis moment. When part of the grounds or building is unsafe it is immediately reported and corrective action is taken to ensure a safe workplace. Our last OSHA audit had one area of correction, which was immediately addressed. We hold 10 fire drills each year and at least one safety drill. We have a volunteer team focused on school and work safety.

Crisis Management Team and Plan

Our crisis management plan is in place has been reviewed by Portland PD and is used as an example for the district.

Other

We have effectively aligned the PBIS system with the strong learning-behaviors focus of the IB model. The IB Learner Profile attributes are posted and discussed in every learning environment throughout the school, which translates to making them visible and actively referred to everywhere. The learning attitudes that students and adults demonstrate—appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance—are a recurring focus in our monthly school-wide assemblies, and students participate in positive modeling and communication around these behavior expectations. In addition, every IB unit of inquiry incorporates targeted attributes and attitudes into the inquiry sequence, which allows students to understand, absorb, practice and reflect on their growth as learners.

11. Strategies to increase a broad base of parents and community involvement at the school

Our school goal of increasing meaningful parent engagement has shown results over the past few years and will continue to be a goal. Coffee Talks were revived with the support of a parent liaison. These are monthly meetings with a short talk by the principal on a given topic as suggested by parents, and then the meetings are opened up for discussion for the group. Staff will dedicate 15 hours this August to meeting with families to start the year off with a solid home-school connection. Our leadership team tracks parent engagement with each teacher twice a year. We have met or exceeded our goal each year. Parents were included in this plan by giving feedback to improve overarching goals and specific strategies.

Our Parents increased participation in the second annual survey to 44% of parents from 34 last year.

Our school has many events and on-going strategies to involve parents and our community at school. We believe that a school is not an island and it takes everyone in the community to support the schools. We partnered with PTO and Learning Works for some of our events and had the best turn out ever. Below are some examples of involving parents and community at school during school hours and after school hours.

Open House	Parent Teacher Organization (PTO)	C-Port Aspirations
Parent Advisory Council (PAC)	Curriculum Nights at each grade level	MLK Day Celebration
Coffee Talk	Math Night	Junior Achievement
Translated Conferences	Literacy Night	Spelling Bee
Translated Robo Calls	Culminating Events	Geography Bee
Maine Academy of Modern Music	Writing Celebrations	Garden Project
Portland Stage	Community Liaison B/G Club	Monthly Newsletters
Count Me In	Summer Start – Starting Strong	New Website
Gorham Savings Bank	Grade Level/Classroom Newsletters	Side x Side
	Portland Police Department	Cheverus High School

Support Needed From the Academic Office

T.C. Reading Units and training

Support from CO on best practices for increasing special education students meeting the standards
 Books for classroom libraries and book closets to teach reading – a dearth of books at OAES
 Continued IB support
 BCBA – for 3 hours a month to attend Tier III team meetings
 Training for Special Education teachers and new teachers on TC writing
 Direct instruction program for decoding and fluency intervention
 PD for all staff in inquiry-based learning from the theory to practical classroom teacher moves
 Compass Learning for Reading and Math along with PD for grades 3, 4, and 5
 Keyboarding best practice and a program to support keyboarding skills

Appendix of Data

- A. Parent Survey Data
- B. ACCESS Data for ELL Students

A. Parent Survey Data: OAES Spring 2015

1. Our family feels welcome and respected at my child's school.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
52 %	38 %	9 %	1 %	1 %
90 %			2 %	
Change from 2014		Agreement increased 2 percentage points, disagree fell 3 percentage points		

2. The staff and administration at this school communicates effectively with parents, and are responsive if we have concerns or questions.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
37 %	46 %	9 %	5 %	4 %
83 %			9 %	
Change from 2014		Agreement increased 12 percentage points, disagree fell 9 percentage points		

3. My child's school provides a rigorous curriculum.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
23 %	40 %	25 %	9%	3 %
63 %			12%	
Change from 2014		Agreement increased 10 percentage points, disagree fell 8 percentage points		

4. Teachers at this school set high expectations for my child, and are invested in his or her success.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
34 %	43 %	17 %	5 %	2 %
77%			7 %	
Change from 2014		Agreement remained the same, disagree fell 2 percentage points		

5. My child is engaged by the learning activities at school.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
30 %	41 %	16 %	9 %	2 %
71 %			11 %	
Change from 2014		Agreement fell 8 percentage points, disagree increased 1 percentage point		

6. My child is safe at school.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

37 %	49 %	9 %	4 %	1 %
86 %			5 %	
Change from 2014	Agreement increased 3 percentage points, disagree remained the same			

7. My child has a good group of friends at his or her school.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
37 %	49 %	9 %	4 %	1 %
86 %			5 %	
Change from 2014	Agreement fell 4 percentage points, disagree increased 1 percentage point			

8. Overall, my child enjoys attending this school.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
39 %	45 %	8 %	7 %	1 %
84 %			8 %	
Change from 2014	Agreement fell 4 percentage points, disagree increased 1 percentage point			

The last question on the survey was “On a scale of 1 to 10, please indicate how likely you would be to recommend your child’s school to a family considering Portland area educational options.” Of the parents from OAES who responded, 66% choose 8, 9, or 10. This was an eight percentage point increase over 2014. OAES also saw an increase from 34% to 44% of parents responding to the survey.

B. 2015 ACCESS Score Analysis of Growth for OAES

First Grade

Number of ELL Students	Number of ELL Students here in 2014	Did not meet growth expectations	Met Growth Expectations	Exceeded Growth Expectations
13	9	2 or 22%	1 or 11%	6 or 67 %

	Listening	Speaking	Reading	Writing
Did not meet Growth	2 or 22%	3 or 33%	1 or 11%	6 or 67%
Met Growth	3 or 33%	2 or 22%	0	2 or 22%
Exceeded Growth	4 or 44%	4 or 44%	8 or 89%	1 or 11%
	77%	66%	89%	33%

Second Grade

Number of ELL Students	Number of ELL Students here in 2014	Did not meet growth expectations	Met Growth Expectations	Exceeded Growth Expectations
21	19	8 or 42%	6 or 32%	5 or 26 %

	Listening	Speaking	Reading	Writing
Did not meet Growth	9 or 47%	2 or 11%	9 or 47%	14 or 74%
Met Growth	4 or 21%	12 or 63%	5 or 26%	4 or 21%
Exceeded Growth	6 or 32%	5 or 26%	5 or 26%	1 or 5%
	53%	89%	53%	26%

Third Grade

Number of ELL Students	Number of ELL Students here in 2014	Did not meet growth expectations	Met Growth Expectations	Exceeded Growth Expectations
22	16	0	3 or 19%	13 or 81 %

	Listening		Speaking		Reading		Writing	
Did not meet Growth	0		1 or 6%		3 or 19%		0	
Met Growth	11 or 69%	100%	15 or 94%	94%	10 or 62%	81%	3 or 19%	100%
Exceeded Growth	5 or 31%		0		3 or 19%		13 or 81%	

Fourth Grade

Number of ELL Students	Number of ELL Students here in 2014	Did not meet growth expectations	Met Growth Expectations	Exceeded Growth Expectations
18	15	5 or 33%	2 or 13%	8 or 54 %

	Listening		Speaking		Reading		Writing	
Did not meet Growth	4 or 27%		2 or 13%		3 or 20%		11 or 73%	
Met Growth	7 or 46%	73%	9 or 60%	87%	11 or 73%	80%	4 or 27%	27%
Exceeded Growth	4 or 27%		4 or 27%		1 or 7%		0	

Fifth Grade

Number of ELL Students	Number of ELL Students here in 2014	Did not meet growth expectations	Met Growth Expectations	Exceeded Growth Expectations
16	15	8 or 53%	1 or 7%	6 or 40 %

	Listening		Speaking		Reading		Writing	
Did not meet Growth	4 or 27%		2 or 13%		6 or 40%		9 or 50%	
Met Growth	5 or 33%	73 %	6 or 40%	87%	3 or 20%	60%	4 or 27%	50%
Exceeded Growth	6 or 40%		7 or 47%		6 or 40%		2 or 13%	