

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Stephen Dennis Marquis

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

Official School Name Sea Road School

(As it should appear in the official records)

School Mailing Address 29 Sea Road

(If address is P.O. Box, also include street address.)

City Kennebunk State ME Zip Code+4 (9 digits total) 04043-7214

County York County

Telephone (207) 985-1105 Fax (207) 985-4274

Web site/URL http://www.rsu21.net/srs/ E-mail smarquis@rsu21.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____

https://www.youtube.com/user/SeaRoadSchool Other Social Media Link _____

Blog _____ http://www.rsu21.net

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Kathryn Hawes E-mail khawes@rsu21.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maine Regional School Unit 21 Tel. (207) 985-1105

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Maureen King

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	53	43	96
5	72	62	134
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	125	105	230

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 0 % 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 2014 – 2015 school year: 3%

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, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2014	268
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

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

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Japanese

7. Students eligible for free/reduced-priced meals: 26 %
Total number students who qualify: 60

8. Students receiving special education services: 18 %
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 4 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 16 Other Health Impaired
- 18 Specific Learning Disability
- 3 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

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

Sea Road School's mission is to develop students with the knowledge and character to be adaptive, productive, global citizens.

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

All grade 4 and 5 students from the town of Kennebunk, Maine attend Sea Road School.

PART III – SUMMARY

“Effective organizations are able to cut away from a lot of noise and clutter and just focus on a few things that make the greatest impact.” ~Jim Collins, author *Good to Great*

Sea Road School, affectionately referred to simply as Sea Road, is a unique and prestigious intermediate elementary school located in the seaside community of Kennebunk, Maine. Built in 1990, the current configuration of fourth and fifth grade students have been educated within our walls for the past 26 years. Serving over 230 students as one of four elementary schools in Regional School Unit 21, Sea Road’s long record of excellence fosters curiosity, responsibility and compassion. Strengths are celebrated, and individual affinities are nurtured. Sea Road is a place where each staff member and student can find success, focusing on personal goals while also functioning as an important member of a larger school community. We set ourselves apart by pushing each other professionally and working to move students forward, all while enjoying the moments that make learning and living fun.

Teachers identify and hold students to rigorous academic standards through the breadth and depth of our curriculum. Tapping into resources outside the walls of the school, and providing multiple ways for each student to understand content, allows for student engagement and success. Each student is given opportunities to be challenged and shine academically, whether it is by celebrating skills in a geography bee or sharing a project with peers. Sea Road’s skilled staff regularly differentiate in the classroom, allowing for student interests, diversified delivery of instruction, and product variation. Supports are in place school-wide to allow students to access academic content that will push them forward with personal goals. Small group instructional pull outs, co-teaching in reading and math, positive behavioral support plans, and optional extension opportunities are all a part of the fabric that pushes each student to make gains. Regular collaborative opportunities provide teachers with insights into specific students and tools to push each student to reach and exceed his or her own academic goals. When not focusing on core content, students tap into the allied arts; exploring music, playing an instrument, increasing physical activity, mastering visual art techniques, exploring resources in library or perfecting a second language. Each of these unique specials, paired with additional experiences allow students to find areas of personal success and push themselves outside of comfort zones.

Exploring alternative opportunities extends well beyond the school day. Whether working on interpersonal skills while gaming after school, running, or recording radio theater, students have dozens of ways to interact with academic and non-academic content. Students’ unique opportunities are maximized through a balance of bringing community resources into the school while also tapping resources outside of our walls. Local Well’s Reserve allows students to explore surrounding habitats, and Kennebunk’s gardening club assists students in the propagation of plants in our greenhouse. Each of these activities serves to extend student learning beyond the walls of each classroom. Parent volunteers are a regular occurrence in our building, whether it’s providing funds through parent fundraising, coaching Lego robotics teams after school, or helping to complete student projects, families support learning at Sea Road. Surrounding students with engaged and committed adults allows multiple models for success.

This shared ownership of student learning is taken very seriously by staff throughout the building. Each teacher feels the responsibility of the success of all students, not just those in their classroom. Professional development balances work with outside experts, and collaborative discussions help staff achieve short and long term goals. This culture of shared learning permeates the leadership model within our school. While the principal serves as a formal leader, each teacher finds his or her niche to head up some aspect of our learning community. Our student council serves to extend this model all the way to classrooms, with a democratic process allowing student ownership over several aspects of our school, from fundraising to operating a school store.

At Sea Road, we feel that there is always a solution, moving staff and students forward to always seek a better way to do business. Every student leaves with a significant memory of a time they performed at their highest level, recognized by an adult or peer. Each specific and lasting memory, coupled with high standards

for learning and leading, allows our school to stand out as a place where each student is responsible for the learning of themselves and others, curious about the world around them, and invested in working hard.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

“Teachers and classmates make it easier to understand what you’re learning.” ~Sea Road student

Sea Road is a vibrant community of learners who strive to achieve high academic results while sparking interest in reading, writing, math, science and social studies. Behind the instructional scenes, teachers have spent the last two years mapping curriculum, refining and adjusting instruction, and seeking to continuously improve the structure of our academic scope and sequence. These curriculum maps align instruction to Common Core State Standards in language arts and math, while College, Career, and Civic Life Framework for Social Studies Standards and Next Generation Science Standards were used to revamp and revitalize our social studies and science curriculums. Dedication to analyzing and improving curriculum is a priority for staff.

Our regular and special education classrooms bring this challenging curriculum to life. The research-based programs Reading Street in English language arts and Everyday Mathematics allow for consistency between and among grade levels. Our fidelity to published curriculums in English and math is balanced with creativity exhibited by teachers generating units in social studies and science. These units were created by marrying a first hand knowledge of students’ interests and passions with the need to align our instruction to curriculum standards.

With Reading Street, a research-based program, classroom teachers inspire a love of reading and writing in all content areas while increasing student access to practicing and mastering a prescribed set of skills. Oral reading, comprehension strategies, writing, word study, listening, and speaking are all incorporated to strengthen understanding and communication. Our reading curriculum provides a connected set of texts organized around themes to support students’ understanding of the world around them. Monitoring understanding, making inferences, and using textual evidence to support thinking are all explicitly taught through whole group instruction and practiced in small group settings. These reading strategies are also tied to vocabulary and word study skills as students explore content in fiction and nonfiction. Writing is supported throughout the curriculum with short opportunities for building writing fluency coupled with longer pieces to help hone the writing process. Creating opportunities to share both reading and writing through reader’s theater, buddy reading, and shared writing experiences help to solidify the feeling of a literate community at Sea Road.

University of Chicago’s Everyday Mathematics’ spiral approach focuses on providing students with engaging, relevant, problem-solving scenarios to enrich the learning experience. Though our use of these materials has been ongoing for several years, we’ve recently upgraded to utilizing their fourth version. These provide students with an increased focus on expressing mathematical thinking through writing, mastering mental math strategies, and exploring a variety of methods to accurately understand a problem. Sea Road mathematicians learn through whole group direct instruction, small group work, independent practice, and peer moderated work groups. Manipulatives and visual examples are used to strengthen thinking and conceptual understanding.

Local, regional, and national history has been a focus for students at Sea Road. In the last two years, the focus has shifted away from rote memorization of historical facts to application of skills and analysis of concepts that are present throughout multiple points in history. Whether students experience immigration through role play on Immigration Day, participate in workshops with Fort Western visitors, immerse themselves in Native American studies with Chief Barry Dana, analyze historical poems at the Wadsworth-Longfellow House, or explore Maine’s Capitol building in Augusta, learners are engaged in understanding the historical events that have brought our country and our community where it is today.

Sea Road’s science curriculum has taken advantage of hands-on experiences to bring concepts to life. Surrounded by a natural environment that includes marshlands, coastal habitats, and wooded environments, students and staff take advantage of the outdoors through partnerships with the Kennebunk Water District

and Rachel Carson Wildlife Preserve. When the weather keeps students indoors, learning often happens in our dedicated science lab and greenhouse or with onsite expert presentations from the Boston Museum of Science. Additionally, Sea Road School's technology coordinator helps to implement programming and design through LEGO Robotics and STEM activities related to concepts taught in the classroom and aligned with our science curriculum. All of these experiences serve the purpose of bringing our teacher-written science curriculum to life for students.

2. Other Curriculum Areas:

"I like to do different things that I enjoy in my own unique style. Each class does different projects so everyone learns something." ~Sea Road Student

Sea Road offers children an engaging and challenging education in the arts, physical education, Spanish, library, and the integration of technology. These programs aspire to meet the needs of children, while instilling personal success and global awareness. In addition to direct instruction by school personnel, community organizations offer a diverse set of experiences; theater workshops via artist in residence programs, the Elementary Arts Festival, author visits, book fairs, and concerts by performing artists and storytellers. In the community, students participate in the Artwood Bound program (a collaboration with Heartwood College of Art), a jazz band coordinated by the recreation program, and a visual arts partnership with Maine College of the Arts', which provides student teachers. Wellness day activities highlight visiting experts, who provide educational experiences connected to a wide variety of topics and enrich the mind and body.

The art curriculum's units of study are based on the elements and principles of art with a focus on knowledge, production and critical thinking skills. Through alignment with the National Standards of Art and Maine Learning Results, students utilize a variety of mediums to express themselves visually. Fifth grade students may apply to the talented artists program, submitting a portfolio of their work in order to be considered. This rigorous class promotes a deeper understanding of creating art and higher order critical thinking skills. Student artwork is displayed throughout the school and once a year we have a district art exhibit at the Kennebunk Free Library.

Classes receive instruction in the elements of music through singing, moving and playing classroom percussion instruments. Curriculum is aligned with the Maine Learning Results and connections are made with other disciplines. Children perform with their grade level peers at our spring concerts.

The physical education curriculum uses a combination of traditional sports, team games, and lifelong activities to meet State and National Standards. Students develop essential skills and knowledge necessary to lead a healthy lifestyle while also focusing on teamwork, cooperation, problem solving, and sportsmanship. Students are exposed to a variety of activities with an emphasis on having a fun, active lifestyle, whether snowshoeing or participating in field day.

The Spanish curriculum is aligned with standards that focus on the 5 C's: Communication, Culture, Connections, Comparisons, and Communities. Mastering conversational skills, the Spanish alphabet, counting, and basic vocabulary open the doors for students to develop an understanding of Spanish. Students are well prepared to further explore language at the middle school level.

Students have weekly classes with a formal library curriculum. During class, students have opportunities to hear award winning books being read, peruse interesting titles, silent read, and ultimately foster the enjoyment of reading. Children learn all aspects of administering the library by serving as volunteers. Our library supports other disciplines, providing staff with resources, facilitating our Battle of the Books reading competition, and equipping students with sources for research.

The use of technology is integrated across the curriculum in a hands-on, multi-faceted manner to support 21st century learners. Primary to this effort, each student is provided a Google Chromebook computer and Google account to effectively research, communicate, and present ideas, showcasing his or her learning through shared documents, slideshows, photos, and videos. The technology coordinator works with

classroom teachers and students to develop computer skills and coordinate STEM activities.

Beginning band is enjoyed by the vast majority of students at Sea Road. In September, families are introduced to the band program. An orientation led by local musicians coupled with classroom activities allow students to make informed decisions about instrument choice. Instruments are made available to students through rental programs and school owned instruments, ensuring that every interested student is able to participate. Band meets twice weekly throughout the year in small instructional groups and large group rehearsals. These sessions prepare students for performances at a district All Band Night and the school's spring concerts.

3. Instructional Methods and Interventions:

“If a child can't learn the way we teach, maybe we should teach the way they learn.” ~Ignacio Estrada, Grants Administrator

Grade level teams lead the education process by using varied instructional strategies designed to meet the diverse needs of students, creating a challenging learning environment. Differentiation is a key component in student instruction. Individual student assessment data is reviewed and teachers brainstorm classroom-based interventions for students. Tools and strategies are in place to differentiate for students in the classroom, serving to honor individuality while pushing each student academically.

Sea Road's ambitious Response To Intervention (RTI) model provides universal screening to identify academic and behavioral needs. Academic RTI provides graduated levels of support through a push in model. RTI staff are embedded in regular education classrooms, supporting tier two students and using pull out interventions for tier three students. Behavioral interventions for all students include scheduled individual, group, and classroom guidance sessions. The RTI Behavioral team meets regularly to create and monitor individual interventions and review referrals. Special education staff provide specialized instruction to target specific needs, ensuring student success in reading, math, science, and social studies. Intervention staff provide a balance of services to students aligned with team-developed Individual Education Plans.

Our gifted and talented program (GT) provides instruction in both language arts and mathematics. Students learn through independent projects, the Socratic method for reading, and beginning Latin. The math program teaches content above grade level, compacting curriculum to teach skills that students need. All students, regardless of GT identification, have access to weekly math challenges. Enrichment opportunities of this nature provide differentiation for the diverse learning styles and abilities at Sea Road.

To this end, we take great pride in our ability to provide instruction and intervention to a diverse group of learners. In 2014, the Maine Department of Education acknowledged Sea Road with three prestigious awards. First, a Certificate of Achievement based on high student performance and growth in Maine's Performance Grading System, earned Sea Road a distinction as one of a select group of schools earning the “A” grade. Second, our ranking as a “Top 25 Maine Elementary School for Growth of All Students” was based on improvements in math and reading proficiency for all students. Third, improvements in math, and reading proficiency of our most struggling students earned us the “Top 25 Maine Elementary Schools for Growth” award. These awards from the Maine Department of education compliment several other accomplishments.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

“Good teachers know how to bring out the best in students.” ~Charles Kuralt, journalist

Conducting assessments and utilizing data are critical components of our academic program, ensuring systematic improvements in instruction and student learning. Effective assessment practices not only guide instruction, but also afford effective communication of student progress to parents, students, and our greater community.

Sea Road has maintained a tradition of excellence as students have exceeded standards on national, regional,

and state level standardized assessments. These assessments include the New England Common Assessment Program (NECAP), the Smarter Balanced Assessment Consortium (SBAC), the Maine Educational Assessment (MEA), and the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). Our conscious methods of analyzing and using assessment data have ensured continuous gains in measurable student achievement.

We believe our vigilant attention to data helps establish our rank in the top 5 percent of Maine schools on measures of academic achievement and progress. Most recently, Sea Road achieved exemplary results on the 2014-2015 SBAC test wherein 82.1percent of Sea Road students met or exceeded standards in English language arts, outpacing the Maine average of 47.8 percent. In mathematics 69.53 percent of Sea Road students met or exceeded standards, compared to Maine's average of 35.98 percent.

As the school year commences, students complete the NWEA MAP assessment, providing insight into individual strengths and weaknesses. Universal screening and progress monitoring of this nature are conducted multiple times throughout the year, as we strive to meet each child's needs. Throughout the school year, formative and summative assessments are used to monitor student progress and shape instruction. End-of-unit evaluations are given in math and literacy, and informal observations are completed daily. Students also complete performance and project-based assessments, which serve to vary and widen evaluation tools. Finally, an integral part of the process is self-evaluation, encouraging students to objectively assess their own understanding while setting goals for future growth.

Student progress is communicated throughout the year. NWEA MAP results are printed and shared with caregivers following each administration, highlighting student achievement in comparison to their peers and normative sample. Standards-based report cards also communicate student progress each trimester. In November, parent teacher conferences are held and provide the opportunity for goal-setting. In the spring, student-led conferences allow learners to showcase individual achievements. It is through these assessment measures that we strive to maintain our tradition of high student achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

“We all try to help our friends and community by picking each other up.” ~Sea Road student

Sea Road’s culture of learning is characterized by caring for one another, connecting with community, and maintaining a positive atmosphere. A diverse range of experiences and opportunities for students and staff highlight the inclusivity of our community. While many of these moments exhibit our focus on hard work, others provide fun experiences, which build relationships and memories. We like to say, “Sea Road is a place where we work hard and also play hard”.

Sea Road students express individual creativity and collaborative work through extended academic activities. They author the SRS Reading Times Newsletter, participate in the Battle of the Books trivia challenge, and compete on our highly successful math team. Our robotics and engineering program is the largest and most successful program in Maine, harnessing students’ creative minds. Students are celebrated at our National Geographic Bee, speech contest, district math meet, musical performances, and variety show. Each of these events highlight hard work, a cornerstone of our school culture.

This work ethic is balanced with celebration of one another’s company. Students enjoy Friday Fun, a time to play organized games with the principal. Radio theater club, games club, and running club are offered after school by staff voluntarily at no cost to families. Students are motivated and engaged through service beyond self. Whether collecting food for our annual “Stuff the Bus” drive, donating supplies to our local Animal Welfare Society, supplying toys for hospitalized children, or raising over \$4,000 for a Sea Road student battling cancer, students and staff are eager to pitch in. To celebrate student success, weekly Good Citizen Awards are given to students exhibiting exceptional efforts or achieving goals.

Recognizing shining stars doesn’t stop with our students. Our staff support one another by awarding The Wicked Good Award at each staff meeting. Staff lunches and breakfasts provide time to enjoy each other’s company. Money is donated by staff to honor special celebrations, and to contribute to a student/family assistance fund. On Wellness Day, we focus on relaxation and togetherness by playing board games, snowshoeing and engaging in team sports. At the conclusion of the year, staff attend a Red Sox game, continuing in our tradition of camaraderie and fun. The affirming culture of our collaborative learning community is truly one of the greatest strengths of Sea Road.

2. Engaging Families and Community:

“Unless someone cares for you a whole awful lot, nothing is going to get better. It’s not.” ~Dr. Seuss, author

Trusting relationships built on strong communication between students, staff, and community provide a solid foundation for our school. Our school newsletter, the Tel-U-Gram, is distributed via email and hardcopy weekly from our main office. Caregivers are invited to attend open houses, orientations and informal events through this communication device. Caregivers are provided access to our school website, classroom blogs, and weekly teacher communication messages. Conferences, held twice a year, strive for 100 percent participation. Student-led conferences in the spring engage families, and help them stay active in their child’s classroom progress.

Sea Road School members are proud of their continued partnership with Kennebunk Elementary Parent Teacher Association (KEPTA). We collaborate to provide students with enriching activities that are academically and socially beneficial. Teachers, families, and community members participate in a variety of annual events sponsored by KEPTA including an ice cream social, winter carnival, family dinner and Walk-A-Thon fundraiser. KEPTA supports academic and cultural needs of Sea Road School by providing teachers with grants for field trips, guest speakers and classroom materials. Our school community is also supported by The Education Foundation of the Kennebunks and Arundel (EFKA). This organization works

with administrators, teachers and community members to provide students and staff with programs which inspire creativity and innovation. The Boston Museum of Science traveling program, support for professional development, and purchase of innovative materials are but a few examples of their ongoing support.

Sea Road celebrates community by hosting several events each year. At Grandperson's Day, students, staff, and special guests enjoy a barbecue lunch, followed by student-led school tours. Our annual Holiday Fair is a social event that brings together our greater community for a fundraising event that supports the mission of our school. Sea Road also hosts band performances, a District Math Meet, Literacy Night, Immigration Day, Longfellow Tea, Native American Dance and robotics events.

Sea Road students and staff benefit from numerous partnerships with community members, organizations and businesses. These connections include invaluable volunteerism in our classrooms, guest readers, sponsored events, enrichment outreach, and summer camp scholarships to name but a few. The meaningful collaboration between all members of our greater community certainly plays a significant role in our continued success as a learning community.

3. Professional Development:

“Great places to work don't happen by chance.” ~Jody Capelluti, author and educator

Sea Road's firm belief in hiring talented and diverse individuals who bring different backgrounds to the table has led to an exceptional staff. Professionals are utilized to educate staff on a variety of matters, while the district promotes involvement of staff in school committees, peer observations, curriculum discussions, and other forms of professional development. Staff at Sea Road question one another, welcome each other's expertise, and use that expertise to become more effective, providing our students with an exemplary educational experience.

The opportunities for staff-led professional development are varied. Teachers and administrators have closely examined our curriculum and its alignment with Common Core State Standards. Teachers have piloted and participated in professional development opportunities devoted to research-based language arts and mathematics programs. Additionally, teachers have carefully analyzed the adopted Next Generation Science Standards and the College, Career, and Civics Life Social Studies Standards. With the guidance of contracted facilitators, teachers unpacked standards, researched, and developed units aligned with grade level expectations. During our first year of implementation, teachers have been introduced to unit validation processes, taken part in pre- and post-observation conferences, and evaluated successes and opportunities for improvements in instructional design. In addition to providing time to develop our curriculum, professional development associated with our assessments has ensured student success. Collaborative discussions devoted to content and language of assessments benefits staff as they seek to improve and tailor instruction for students. Each staff member exceeds job expectations to create a collaborative workplace that is growth-oriented and focused on continuous improvement.

In addition to the valuable staff within the walls of Sea Road, outside professionals enrich teacher-centered learning experiences. With district-level early release Wednesdays, staff are exposed to experts in the areas of classroom and school culture, best instructional practices, and teacher effectiveness. Regional curriculum content experts help to strengthen core practices throughout the school. Local universities serve to increase the effectiveness of our instructional staff, including four members who have completed internships in educational leadership and many who hold advanced degrees. Seeking further education is a priority, whether through course completion, workshop attendance, or attainment of an advanced degree. Continued learning on the part of Sea Road staff adds a piece of the puzzle that strengthens instruction for all students.

4. School Leadership:

“There is a school culture of respect, hard work, and fun that is special and rare. I recognize that I am counted as part of a team that is greater than myself.” ~Sea Road teacher

Sea Road is a community of learners wherein the responsibility for learning is shared by students, teachers and caregivers through distributed leadership. Our principal inspires staff to assume leadership roles, recognizing unique strengths, and encouraging staff to share their expertise with our school community. Staff willingly embrace leadership roles believing they will be fully supported by their colleagues and school community.

Formal and informal staff meetings create the structure for shared leadership to thrive. Full staff meetings build trusting relationships. Grade level teams along with Special Education, gifted and talented, and STEM teachers meet to discuss curriculum and instruction, as well as individual and classroom needs. Staff voices are heard and respected, enhancing our collaborative work. Colleagues question each other's practice and ask for feedback frequently. We have developed social studies and science units that align with standards, leading the way for future development in the district. In each of these areas, our collective staff embraced leadership to increase student learning.

Students are also presented with multiple opportunities to serve as leaders. Each classroom's elected student council representative meets weekly with staff to share peer feedback. This work has included coordinating fundraising events, establishing a school store, and discussing school expectations, providing students an avenue to express their hopes and dreams for Sea Road. Jobs are performed by students, allowing them to share pride in their learning environment and develop a sense of responsibility. All students are given a chance to read morning announcements and recite the Pledge of Allegiance at least once a year. Each spring, students conduct an orientation for incoming students and their caregivers. These experiences serve to foster leadership in our students, giving them a voice in the functioning of the school.

Students and staff have a sense of belonging and ownership over their learning and working environment here at Sea Road. This is achieved through structures that engender a collaborative and shared leadership environment. Distributed leadership opportunities engender mutual respect, high expectations, and a sense of ownership for staff and students, contributing to the success of Sea Road.

Part VI – INDICATORS OF ACADEMIC SUCCESS

“We embrace individual diversity and respect unified diversity.” ~Sea Road teacher

As with all exemplary learning organizations, we are the sum of our parts. This sentiment rings true as we consider the dramatic evolution of our learning community. The past six years has provided the unique opportunity to hire greater than three fourths of our existing staff, including our principal, as the direct result of retirements, career advancements, and departures. Our ability to achieve unrivaled academic results is a function of our extraordinary hiring practices. Specifically, we hire individuals who possess the ability to collaborate, communicate, excel in the classroom, and nourish team spirit. Through the concerted blending of new and veteran staff, we instill the cohort effect, wherein all staff members help others get better. Through screening, interviewing, writing, teaching for the interview committee, and mentoring new staff, we have created a shared identity and intense emotional bonds with our colleagues, resulting in a dynamic professional atmosphere of learning.

The enhanced academic results of our students are the direct result of efforts to hire promising staff. The people we get are unlike any other: engaged, brilliant, and creative beyond measure. We actively seek educators with the raw material to be future superstars. Our collective diversity rests in the unconventional backgrounds and qualifications. The extraordinary accomplishments of our students are born from the performance and innovation of the impeccable people we hire.

Our success trajectory has been achieved through our efforts to motivate exceptional people to do the impossible. With each new hire, we convey the expectation of world class performance grounded in possibility. Our staff inspire with vision, fuel motivation through joy, and push students to the limit, while giving them confidence to excel. It is through this shared uncompromising vision that staff and students are openly nurtured and encouraged to take risks. Each new addition to our staff has been selected to join us based on our beliefs that they possess the skills and dispositions necessary to tackle the next great challenge. Colleagues foster healthy competition to perform at their very best while also seamlessly working together.

To this end, Sea Road is a learning community that celebrates individuals who question practice, seek out knowledge, and strive for continual improvement. There is a genuine sense of ownership and opportunity wherein success is the direct result of the cumulative actions of many. Hiring unusual talent who possess an eagerness to improve and an affinity for our vision, serves as the foundation on which all indicators of academic success are built at Sea Road.