

U.S. Department of Education
2020 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 Mr. JASON MANJOURIDES
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 12 Scott Dyer Road
(If address is P.O. Box, also include street address.)

City Cape Elizabeth State ME Zip Code+4 (9 digits total) 04107-2325

County Cumberland County

Telephone (207) 799-7339 Fax _____

Web site/URL https://www.cape.k12.me.us/o/pond-cove E-mail jmanjourides@capeelizabetschools.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. Donna Wolfrom E-mail dwolfrom@capeelizabetschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cape Elizabeth School Department Tel. (207) 799-2217

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 Mrs. Heather Altenburg
(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, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	52	97
1	58	54	112
2	49	45	94
3	49	62	111
4	59	46	105
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	260	259	519

*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):
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 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, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2018	519
(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):
Arabic, Urdu, Portuguese, Chinese, Spanish, Dutch, French, Icelandic, Tshiluba, Pashto

English Language Learners (ELL) in the school: 3 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 33

8. Students receiving special education services: 10 %

51 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>15</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes No

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

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

Pond Cove students are empowered with the academic, personal, and social knowledge and skills needed to build fulfilling and engaged lives.

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

PART III - SUMMARY

Pond Cove Elementary School is a public school serving students in kindergarten through fourth grade. The school is located in the town of Cape Elizabeth, Maine, a quaint coastal community located just outside of Portland. Cape is known for its beautiful beaches, parks, and monuments. Here you will find the most photographed lighthouse in the world, Portland Headlight. The Cape Elizabeth school district is ranked among the top-performing districts in the state year after year. Many families are attracted to the quality of life and world-class education the community provides. Families move from all around the country and world to attend our schools. In addition to our outstanding performance on state standardized testing, families enjoy our small class sizes, our world language programming, our emphasis on health, wellness, and safety, and the access all children have to technology devices and integration. Students may choose from a wide range of co-curricular activities, including our eTeam, Fourth-Grade Helpers program, robotics, and chorus. The town's Community Services Department offers many athletic opportunities and programs such as Taekwondo, Girls on the Run, Mad Science, and Chess Club.

Pond Cove faculty and staff are committed to ensuring each child excels academically and develops healthy social, emotional, and physical habits. We provide staff with high-quality professional development and create opportunities for horizontal and vertical planning and team collaboration. The result is a multidisciplinary approach that leaves no stone unturned.

Pond Cove teachers address well-defined learning targets through the delivery of a common and consistent curriculum. Grade level and vertical teams collaborate when making decisions with regard to the timing of content delivery and methods of instruction. This team approach provides consistency as students move up through the grade levels, removing barriers to learning. We have also begun to regularly include middle school staff in our vertical team meetings to ensure a seamless transition for students as they move on in their educational careers.

Our assessment system is at the heart of our instructional practices. By using national, state, and district assessments, we are able to identify students who need extra support or opportunities for enrichment. Throughout the past two years, we have provided staff with advanced training in assessment analysis. Most recently we have been exploring ways to use the Northwest Evaluation Association (NWEA) assessment to plan whole-class instruction, small group or individual interventions, and enrichment programming. All students are assessed three times each year during our assessment sweeps. This allows us to evaluate and adjust our programming frequently. Our multi-tiered support system is designed to help each student reach their full potential. The intensity of the academic intervention and support we provide is dependent on student need as determined by assessment data and observations of student performance. We are fortunate to have the capacity to develop individual learning plans for students who need more and we implement those plans with fidelity.

A safe and supportive school environment is critical for preparing students for learning. Pond Cove staff address this need with a multi-layered approach to supporting the social and emotional health of our population. Our school wide civic education program, Peaceful Pond Cove, supports all students in becoming safe, respectful and responsible citizens. Through this program, students develop an appreciation for the impact they have on the culture and climate of our school. In addition, our school counseling and social work teams provide classroom lessons, small group sessions, and individual support. They consult with administrators, teachers, and parents. Time is spent with families and/or caregivers in an effort to help problem solve, create success plans for students, offer advice for challenges in the classroom and at home, share outside referrals to private clinicians, and many other consultation topics. Student behavior referrals are few in number, and student learning, rather than behavioral challenges, is the primary focus.

Our emergency response planning and training have evolved with the changing world around us. School leaders have identified the need to prepare for unmentionable situations, and seriously consider that necessary training may produce a high level of anxiety among students, staff, and families. Pond Cove staff works closely with the Cape Elizabeth fire and police departments to provide developmentally appropriate training for students, emotional support for staff, and keep families informed of our preparedness. As a

result, we have developed sophisticated emergency response plans that ensure staff and student safety and allow for smooth and streamlined reunification with families should the need arise.

Pond Cove Students and staff are blessed with a high level of family and community engagement. Our parent organization is proactive and our volunteer base robust. We benefit from community organizations that provide additional funding beyond the regular school budget. These are among some of our greatest assets as we strive to provide the very best school experience possible for our students.

The above mentioned academic, social/emotional, and physical safety supports work in unison to address the needs of the whole child. We believe this strength in programming greatly contributes to our overall success as a school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Pond Cove teachers collaboratively plan lessons and follow a similar scope and sequence to ensure continuity of instruction in each grade. This process is supported by our master schedule, which allows each grade level team to have common planning time every day. All students receive core instruction in language arts, mathematics, science and social studies from their classroom teacher. Additional supports in reading and mathematics are available for students identified through our Response to Intervention (RTI) process. The frequency, duration, and intensity of these supports vary depending on the level of student need.

1b. Reading/English language arts

We utilize the Lucy Calkins Workshop Model as our school wide approach to addressing the Common Core Standards and supporting each writer’s development across all grades. Our students learn to become analytical thinkers as they self-assess their writing and develop an awareness of the importance of making claims, including details, and citing evidence in writing. After three years of ongoing and embedded professional development in writing instruction, our teachers have acquired a deeper understanding of the essential connections between writing and reading.

In our kindergarten through grade 4 classrooms, literacy instruction is most influenced by the components of the Lucy Calkins Reading Workshop, including the use of leveled texts and explicit phonics and decoding strategies. The Workshop format gives students tools for exploring and comprehending different genres, authors, and texts. Students learn to ask questions, make connections with prior knowledge and previously read texts, and develop strategies to better comprehend what they read. Strategies for reading informational texts are integrated with science and social studies. Because our goal is for students to read and enjoy literature independently, students are provided with ample opportunities to read “just right” books. In grade four, students predominantly begin reading to learn. They acquire foundational skills through a focus on the analysis of the plot, setting, character development, point of view, conflict, and theme across a variety of genres. Students learn to use questioning techniques to improve comprehension. We put a strong emphasis on independent reading to foster strength and stamina.

All K-4 students are assessed using the Developmental Reading Assessment (DRA) once each year to monitor reading fluency and comprehension. In addition students in grades 1-4 are assessed in reading using the Northwest Evaluation Association (NWEA). These two scores are used to monitor individual student growth and look for trends across classes, grade levels and the entire student population.

1c. Mathematics

All Pond Cove teachers provide math instruction using the Everyday Math program (EDM). This program teaches skills using a spiraling method which exposes students to concepts they will delve further into in older grades. When possible, we use concrete, real-life examples to motivate students and connect the work to a meaningful purpose. For example, students in grade 4 exercise their skills in the use of addition, subtraction, decimals, and percentages while acting out restaurant scenarios. In our grade 1 classrooms, students graph the number of rainy days they stay inside for recess in order to keep track of how many additional outside recess they will have at a later time. Students are frequently expected to explain their math thinking both verbally and in writing and are provided with repeated exposure to mathematical concepts and skills. Students practice basic computation skills and gain math fact fluency by participating in math games.

1d. Science

For the past two years, the primary focus of our curriculum development has been science. Our new comprehensive science program, STEMscopes, was officially adopted for all K-4 students during the 2018-2019 school year. This work has resulted in our teachers and students developing a deeper understanding of the Next Generation Science Standards (NGSS). Pond Cove students experience new learning in physical, life, and earth science and are exposed to the scientific and engineering practices and concepts of the NGSS. Digital resources, supplemental print, and hands-on activities support both concrete knowledge acquisition and higher-order thinking. For example, Students in grade 1 use a collection of household materials to create an animal which has adaptations suitable for an environment of their choice. In another example, grade two students are challenged with designing a boat which can sustain the weight of as many pennies as possible. The test and redesign process is emphasized in this particular activity. The scientific investigations, engineering challenges, and claim-evidence-reasoning assessments have increased student engagement and are easily adapted to meet personal learning styles. Students have the opportunity to make observations and conduct experiments in our outdoor classroom, gardens, and nearby beaches and rocky coastline.

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

Implementation of the revised social studies standards is currently underway at our school. This process began last year by having teachers identify the standards they were currently utilizing and outlining what they want their students to be able to know and do. Using that information, each grade level team wrote our social studies course learning targets in draft form. The four main learning targets are as follows: (1) civics and government, (2) economics, (3) geography, and (4) history. Using these, we are currently in the process of creating a comprehensive and vertical plan that begins in kindergarten and builds on itself up to fourth-grade. Giving students a clear purpose for reading, examining documents to answer a question, and writing about the evidence teaches students how to analyze and view the world around them. As a result, teachers and students are becoming more engaged and enthusiastic about social studies.

Our instructional practices promote foundational 21st Century skills. This includes teaching students to be civically responsible. To accomplish this, we have engaged each staff member in explicitly teaching important learning, life, and literacy skills. We also implement a school wide Peacemakers curriculum, taught by our counselor and social workers, to provide students with the opportunity to practice and apply important social and emotional learning skills. We measure student growth and progress toward mastery of these essential skills using Habits of Work standards which are aligned with Maine's Guiding Principles and promote a growth mindset. These principles are aimed at engaging students in regular reflection, goal-setting, and developing skills ranging from demonstrating respect for the ideas, feelings, and property of others, to collaborating effectively. Pond Cove students engage in a variety of service learning opportunities, including our Fourth-Grade Helpers program, supporting the local food pantry, mentoring students in younger grades, connecting with senior citizens, and more.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Students in grades K-4 participate in Health and Wellness class one time each week. Our Health and Wellness Program emphasizes learning in three major pillars: learning about food and food choices, engaging in daily physical activity, and adopting stress management behaviors and thought patterns. During each lesson, students receive sequential health content, structured physical movement, and mindfulness activities. In winter, students participate in "Movement On Mats," an in-house, customized program that develops students' whole-body learning and stress release.

Our weekly K-4 library media program fosters a natural curiosity and love for reading. Through classes built around diverse fiction and non-fiction literature, students develop listening and discussion skills on a wide range of topics, world views, and perspectives. Students build an awareness of their personal interests and

their growing reading skills as they navigate the 13,000-volume collection. Students engage in investigations and challenges designed to build research skills and the personal qualities of stamina, patience, digital citizenship, cooperation and collaboration, and curiosity. All students attend library media once every six days.

Each week, students in grades K-4 participate in music where they develop skills including steady beat, singing on pitch, literacy, ensemble skills, general and multi-cultural knowledge. Each class is designed to engage children in joyful music-making through singing, listening, playing instruments, games, and movement, establishing a solid musical foundation. Students perform annually for families. Extracurricular musical opportunities include third and fourth-grade drum groups and chorus.

Safety, sportsmanship, and participation are primary themes positively reinforced within our physical education program. Our K-4 weekly program is geared toward cooperative activities played with direct guidance in a non-competitive, safe environment. All students attend once every six days, where they learn basic skills such as throwing, catching, and kicking. They learn about force, pace, and spatial and body awareness. Team and group activities include soccer, floor hockey, basketball, volleyball, and parachute fun. Cooperative, large-muscle games like Four-Corner Tag, Four-Square, and Ga Ga Ball are also introduced.

Pond Cove school counseling includes direct services and whole-class instruction. Students in K-4 engage in bi-weekly “Peace Makers” lessons with the school counselor and their classroom teacher. Lessons are designed to be proactive, developmentally appropriate, and are based on the American School Counselor Association and Common Core standards for students’ academic, personal/social, and career development. Lessons help children build trusting relationships with counseling staff, ensuring they feel more comfortable accessing support. Students have access to short-term, one-on-one or small-group counseling.

There is robust K-4 technology integration across all subject areas during classroom learning in addition to direct instruction on how to utilize technology tools. These include the following: creation applications, the full range of Google Apps for Education, 3D design and printing, virtual reality, Breakout EDU experiences, and Bee-bots. Emphasized are the 4 C's of 21st Century learning: communication, collaboration, creativity, and critical thinking. We are designated a Common Sense Media school because of our dedication to helping students think critically and use technology responsibly, and because all students participate in ongoing digital citizenship lessons.

Our Pond Cove K-4 visual arts program exposes students in a sequential and developmental way to a wide variety of artistic styles, media, and aesthetic concepts while encouraging creative art-making. The program provides students with basic technical skills as artists and an understanding of the seven fundamental elements of art (line, shape, color, texture, form, value and space). Students develop ways to think creatively and make artistic choices about their own work and how to communicate their ideas in the selected medium. Students attend art once every six days.

Spanish and French language and culture are taught to children in grades 1-4. Our goal is for students to develop usable language skills, perceive themselves as successful language learners, and strengthen interest in and acceptance of the diversity of cultures worldwide. Every six days, students attend two world language classes emphasizing speaking and listening comprehension and progressively introducing reading and writing. By supporting the study of Spanish and French with young students, we initiate the extended sequence of language learning necessary to develop fluency and provide an intellectual challenge that cultivates positive self-image as communicators, creates respect and appreciation for other cultures and people and prepares students for travel, work, and life in a diverse, global society.

3. Academic Supports:

3a. Students performing below grade level

The overarching philosophy of Pond Cove instruction and support services is founded on a growth mindset. We provide students with repeated opportunities to practice what they learn, we teach that making mistakes is part of learning, and we emphasize that children can learn anything with effort, persistence, and

dedication. We also focus on utilizing positive teacher language as part of building up student self-perceptions.

Our Response to Intervention (RTI) programming is founded on the belief that all students can achieve success if matched with appropriate instruction. RTI is a fluid process designed to accommodate all learners within regular education. To achieve this fluidity, our identification process is based on the four essential components of a research based framework: universal screening, data-based decision making, progress monitoring, and a multi-level prevention system.

We use various assessments to measure, document, and monitor student learning. The scientifically based, nationally normed assessments we utilize include: the Developmental Reading Assessment (DRA), the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), and the Maine Education Assessment (MEA). The DRA and NWEA assessments are administered three times each year to students in first through fourth grades. The MEA is used to evaluate student learning in math, reading, and writing in grades three and four. Classroom and curriculum-based assessments include Everyday Math unit tests, Writer's Workshop on-demand writing prompts, and other content area assessments. Teachers also rely on perceptual and formative assessment data to identify students who are struggling with either academic or social/emotional challenges. The various data points gained from administering these assessments, paired with teacher expertise, help us to identify students struggling to make adequate progress and students who are performing above grade level.

At Pond Cove we meet the diverse and individual needs of all learners with a four-tiered Response to Intervention (RTI) system of support. Tier 1 consists of core instruction and classroom support based on age-appropriate content standards. Tier 2 is targeted support for students who need additional supplemental resources or modifications that extend beyond the scope of Tier 1. Tier 3 is the most intense, individualized, and frequent support tailored to a student's needs. Tier 4 is specially designed instruction for students who qualify for special education services. Each tier of instruction provides targeted intervention based on data and student performance. Movement in and out of tiers is based on student progress.

All students receive Tier 1 core instruction from their classroom teacher. Teams of teachers confer regularly, in collaboration with multidisciplinary support staff, about strategies to help meet the needs of both struggling and advanced learners. All students in K-4 are provided with iPads to enhance their learning with resources such as Epic Books, IXL, and Spelling City. This allows students to engage in differentiated math and reading practice. Students receive multimodal learning opportunities to tap into their visual, auditory, reading/writing, and kinesthetic needs. This includes interacting with their teachers through Google Classroom, utilizing technology and applications to capture videos and photos, and to create books, make projects, and drawings. All of this works in tandem to support the individual learning of each child.

Students who need extra support with specific academic skills receive Tier 2 small group instruction in addition to Tier 1. This support is primarily provided by a team of educational technicians under the guidance and support of classroom teachers and reading and math specialists, and occurs two to three times a week. Additionally, to provide repeated practice opportunities, students receive scaffolded practice using programs such as Lexia Core5 Reading, Raz Kids, Bridges Intervention, and SRA Early Interventions.

Students who are performing significantly below grade level receive Tier 3 intervention in addition to Tier 1. This is our most intensive level of support and is provided daily by our highly-qualified specialists. Programming for this tier includes Reading Recovery, Leveled Literacy Intervention (LLI), and Guided Reading Plus.

We work strategically to keep Pond Cove students with their general education peers whenever possible and when appropriate. This is accomplished by our consistent commitment to ensure that educational technician support is available within the regular education setting for students who need it.

3b. Students performing above grade level

Pond Cove teachers differentiate for high aptitude and high ability learners beginning in Kindergarten. At the end of third grade, students are assessed using the Cognitive Abilities Test (CogAT) screener. This data, along with NWEA reading and math scores, are used to select the top 10% of students who take the full CogAT. All data is then analyzed to select the top 5% of students for pull-out Gifted and Talented services starting in fourth grade. Identified students receive direct small group instruction from our GT teacher for three forty five sessions each week. These sessions are designed to provide opportunities for students to work with intellectual peers, develop an understanding of the gifted mind, engage in activities that provide academic rigor, and receive individualized instruction.

3c. Special education

At Pond Cove, we ensure students with special needs receive the highest-quality education and we provide specially-designed instruction according to their rights as defined by Maine and federal statutes. In addition to our formal RTI process, our regular and special education staff consistently communicate to ensure special education referrals are based on meaningful data. We utilize a robust Student Support Team (SST) system to ensure adherence to Child Find by identifying, locating, and evaluating all children with a suspected disability. Weekly, the SST team supports all educators by meeting and discussing needs of students and pairing them with strategic supports and interventions across all tiers. Using the data collected from the student's response to interventions, we make recommendations for referral for special education when appropriate.

Our goal for all students is to equip them with skills and strategies to be successful and independent now and in the future. We provide direct academic services from four special education teachers, and our related services include occupational and physical therapy, speech and language and communication therapy, social work and counseling support. We also provide behavioral interventions and support via consultation and direct services from our full-time Board Certified Behavior Analyst (BCBA).

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

Students at Pond Cove who are learning English are supported by and receive direct services from an English Language (EL) teacher. Students are first identified as potential English learners during school registration using a language home-use survey. Students who speak a language other than English at home are then screened using the WIDA MODEL to determine eligibility into the English Learner program. If a student scores below the state-mandated overall proficiency level of 4.5 (proficiency levels aligned to the WIDA framework), then they are enrolled in the EL Program. Scores from the WIDA ACCESS for ELLs assessment are used to monitor and identify student proficiency levels.

Students within the EL Program are given pull-out and push-in English services. Students leave their English-only classroom during the day to receive instruction with the EL Teacher. Pull-out instruction is often done 1:1 or in small groups of 1-3 and incorporates learning activities in all four language domains: speaking, listening, writing, and reading, with an emphasis on vocabulary and project-based learning. Push-in services require the EL Teacher to enter the mainstream classroom of EL students, and offer language support to them within the content curriculum. The EL Teacher works collaboratively with classroom teachers to assist in creating comprehensible input for these students, as well as educate teachers on best practices.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school staff strives to build and maintain a positive community that identifies and teaches social-emotional skills and expectations. In order to meet our goals, we utilize a tier-one approach called Peaceful Pond Cove. Schoolwide, we teach students appropriate behavior and acknowledge them when they get it right and support them when they struggle. Also, our Peaceful Pond Cove Fourth-Grade Helpers receive leadership training and support this initiative.

Responsibility, respectfulness, and safety are our three core values at Pond Cove. Each value is tied to expectations within the common areas of the school. We are good citizens by following these Responsible, Respectful, and Safe expectations. Students are able to explain their understanding of these choices and demonstrate how these behaviors impact themselves and others. Students learn to identify and manage their emotions and behavior by regularly reflecting on their choices and following schoolwide expectations. Struggling students are provided extra support in order to identify the problem behavior, why it's important to demonstrate expected behavior and make a plan for change. Students celebrate their personal growth milestones and celebrate others' growth as well.

All teaching staff builds into their schedule time to explicitly teach and use interactive modeling to practice a set of expectations for all common areas of the school. Staff proactively and regularly revisit and reteach respectful, responsible, and safe schoolwide expectations across school settings. Students and staff reinforce and celebrate expected behaviors and growth in mastery of these important skills. Pond Cove is also a Responsive Classroom school. Our core values are continuously taught and reinforced in each classroom through morning meetings and other Responsive Classroom practices including the following: positive teacher language; reminding, reinforcing, and reteaching language; interactive modeling; logical consequences; and interactive learning structures.

Parents are also provided with Peaceful Pond Cove schoolwide expectations and consequences by classroom teachers and administrators to review at home with their child(ren). Staff is invited to post or include links to these documents on their classroom blogs.

Pond Cove students receive ongoing praise and recognition for following, and learning to follow, schoolwide expectations. When staff observes students adhering to any schoolwide expectations, they provide slips of paper that become links in a paper chain. The links are tangible, but the power is in the conversations between students and staff when links are awarded. Chain links are hung around the building, with goals for reaching specific locations throughout. The main office announces progress on the distance the chain has reached toward the goal location. Once our common chain reaches the benchmark location, everyone participates in a schoolwide celebration. This has proven to be a very effective and motivating structure in our school. The visual representation communicates to staff, students, and visitors that we are working together to be safe, respectful and responsible.

2. Engaging Families and Community:

Family and community involvement and support are among Pond Cove School's greatest assets. We believe that our partnerships with parents and community members promote successful learning opportunities for our K-4 students. Parents are well informed of the curriculum and methods of instruction, through weekly email communication or blog updates from classroom teachers. Parents also have the opportunity to attend evening events to meet with teachers and visit classrooms. Individual student progress is regularly discussed with parents through parent-teacher conferences, progress reports, phone conversations, and other tailored communication. We provide a variety of specialized progress reports including Response to Intervention (RTI), Gifted and Talented (GT), and Special Education (SE). Our parents are highly involved in our school including volunteering in their child's classroom, helping in the lunchroom, chaperoning field trips, and attending learning celebrations. Parents receive school wide news through a weekly communication called Principal's Notes, regular updates to our school and district web pages, school board reports, and live news

feeds. Parents are surveyed each year regarding the school to home communication and have consistently provided positive feedback about their experience with Pond Cove.

Pond Cove students and staff benefit from a very active and supportive parent organization, called the Pond Cove Parent Association (PCPA), which provides funding for field trips, enrichment opportunities such as our visiting artist and visiting author programs, and instructional equipment and materials. This organization also supports efforts such as Teacher Appreciation Week and other special events intended to recognize and show appreciation for the great work of Pond Cove staff.

Cape Elizabeth Schools has a robust peer volunteer program where our high- and middle-school students are trained as student mentors and paired with individual elementary students, small groups, or classes. Mentors design their individual schedules to connect at least weekly with the child(ren) they are paired to support. These mentor connections have made a significant and positive impact on our young students.

We receive a great deal of support from the Cape Elizabeth community. The Cape Elizabeth Education Foundation (CEEF) provides grants for enrichment opportunities. These are sometimes sizable grants used to provide opportunities that are not available through the regular school budget. The Cape Elizabeth Land Trust (CELT) hosts several field trips for Pond Cove students each year and offers our school mini-grants which enable teachers to develop curricula based upon the ecological features of protected properties in Cape Elizabeth.

3. Creating Professional Culture:

Pond Cove School is committed to the district's values: Community, Academics, Passion, and Ethics. Ongoing and embedded professional development is designed to enhance student learning and academic performance, and to improve their social, emotional, and mental well-being. Professional development is also differentiated to meet individual teachers' needs as well as the needs of the school.

All Pond Cove teachers are trained in the Responsive Classroom community-building model. We have invested in the four-day training course for every teacher to create consistency for our students, kindergarten through grade 4. We believe this greatly attributes to the reduction in office discipline referrals as well as promotes the high academic performance of our students. Although we pride ourselves in our differentiated professional development, these common training experiences bring staff closer together for a common cause.

We are fortunate that our school district values professional growth for staff. Twice each month, students are dismissed early on Wednesday to allow staff to engage in training and Professional Learning Team (PLT) work. During these Professional Development Wednesdays, we utilize both in house and outside experts to develop effective methods of instruction, behavior management, and administration of assessments. Our monthly staff meetings are also utilized as a time for professional development and team collaboration.

We find that some of our most effective professional development occurs while school is in session. A close working relationship with our literacy consultants has resulted in significant growth in our instructional practices. For the past three years, our consultants have supported us in writing instruction. Our professional development model for writing has included a pre-lesson conference, live demonstration lessons provided by our consultants or a teacher, and time for teachers to discuss the live lesson they observed.

Pond Cove is fortunate to hire and retain highly skilled educators. In order to provide opportunities for them to share their expertise, we utilize a peer visit system. Each teacher observes at least one of their colleagues teaching a lesson every school year. Observations are targeted and teachers engage in both pre and post-observation discussions to process the instruction and student response.

In order to maintain a purposeful and systematic approach to growth and development, all teachers develop SMART goals each year. These may be individual or team goals. Goals may be measured by student achievement data while others are focused more on the development of professional practice. Teachers are encouraged to develop goals around areas that are relevant to them.

4. School Leadership:

The leadership structure at Pond Cove is founded on a distributed leadership philosophy. This approach to school leadership increases teacher motivation, dedication, and satisfaction. It also improves the experience of students and parents. When staff is actively engaged in leading our school, they align their work, priorities, and mindset with our school's identity and overarching goals. In order for our school to reach our ultimate level of success, we leverage the talents and abilities of each faculty member to create a balanced, big-picture, and holistic educational experience for every child.

A well-defined structure allows every member of our school team to know why their role matters and how it contributes to the greater context of our school. For this to occur, team members are empowered with clear expectations and information.

With guidance from the principal and assistant principal, the staff is given opportunities and responsibility, paired with expansive professional development, to continuously drive progress and growth in all areas and practices of the school. This approach empowers our staff to share ownership for meeting student needs and helps them develop expertise in their craft in order to provide quality instruction and behavioral supports for students. School administrators are dedicated to removing barriers and providing resources, allowing staff to create, innovate, and pave the way forward.

Leadership is dispersed throughout the school, and teacher leaders and administrators meet regularly to ensure that communication is constant, clear, and reciprocal. Each grade level or department has a team leader. We also have four content area leaders in math, literacy, social studies, and science. Decision-making is grounded in what we believe is in students' best interests, and we involve the voices of all constituent groups to provide input including staff, students, and parents. Structured meetings, surveys, focus groups, and other opportunities to build shared vision support this. This year our collaborative school goal was based on the improvement of student writing scores. The action plan has involved systematic support for teacher teams to work with a consultant, conduct peer observations of co-planned lessons, do lesson study, analyze student work, and prepare instruction. As a staff, we are becoming more skilled at working together. Our leadership teams and staff understand that student learning and a healthy school environment is the end goal.

Teacher leaders guide our grade-level teams and meet regularly with building administrators to set goals, reflect on progress, troubleshoot challenges and develop leadership. Leaders create management plans for curriculum, instruction, and social and emotional support, as well as frameworks for budget, schedule, and assessment planning. We recognize that each of our teacher leaders has unique leadership skills, and we empower them to lead initiatives in their areas of passion. By encouraging teachers to identify areas of strength and to take on leadership roles, our staff grow closer and collaborate more effectively, develop a greater shared vision, and provide our students with rigorous, high-level learning opportunities. It is our aim to lead with integrity, trust, respect and a commitment to excellence, which we know has a direct and positive impact on student learning and growth.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Supporting each child is the foundation of our work and is the reason for our success. To do this, we employ multidisciplinary teaming to meet every child's needs. As a result, productive synergy propels our work toward common purposes, leading to innovative solutions. Our students make tremendous progress because of the mechanisms we utilize, including the following: (1) our staff has a diverse wealth of expertise and knowledge; (2) our interventions are administered with full inclusion; (3) parents and guardians actively champion our work; and (4) students lead, track, and evaluate their own learning.

The Student Support Team (SST) exists to support staff in implementing an effective Response to Intervention (RTI) problem-solving model. SST meetings are focused on developing individualized learning plans for particular students. Various service providers join SST discussions to address the needs of the whole child. The keys to our effectiveness are our attention to detail, the creation of time-bound action steps, and the follow-through and monitoring of plans. The staff brings concerns and conundrums to the table and we rally to differentiate and utilize every possible resource available. By facilitating a process that supports the effective coordination of efforts and resources, we prevent the departmentalization of resources from becoming a barrier to student success.

We utilize a push-in support model to optimize students' access to their general education environment. Having specialists support students in their own classes improves academic performance, increases time and attention with teachers, allows for the transference of social skills to real-life circumstances, and cultivates an accepting and diverse classroom community.

We work alongside highly supportive parents and guardians by building relationships with them and seeking their input. This enhances our effectiveness with children and enables us to better adapt schooling to meet the needs of each child. We have an open-door approach with families to elicit robust collaboration. Weekly communication goes home to caregivers from the principal to share success stories and clarify practices and procedures. Teachers elicit two-way communication with families to engage them in the learning process and build a partnership to benefit the child. Parent engagement enhances our knowledge about each child and empowers us to provide optimal services.

Multidisciplinary teaming includes our students. They set goals for learning and examine data to monitor their progress. With guidance, all students reflect on their learning and adjust as needed. Consequently, our students demonstrate internal motivation leading to high levels of mastery and growth.

We empower students to identify needs within the school, local community, and the world, and encourage them to problem solve and make a difference. Students have collected food and toys to deliver to a local animal shelter, rallied our school community to provide funding for a stranded ocean animal rescue organization, and books have been collected and donated to a local homeless shelter and children's hospital.

Students in every grade participate in leading the daily announcements and in developing and leading schoolwide assemblies. Sundry opportunities allow our students to lead and connect with each other, our school, and the community at large.

We firmly believe that the collaborative efforts of all community stakeholders make Pond Cove a wonderful place to teach and learn.