# U.S. Department of Education
## 2019 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 Mrs. Dawn Rogers
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.)  (As it should appear in the official records)

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

School Mailing Address 12828 Center Drive
(If address is P.O. Box, also include street address.)

Ocean City                          MD                          21842-9108
City                                State                       Zip Code+4 (9 digits total)

County Worcester

Telephone (410) 632-5370                   Fax (410) 632-5379

Web site/URL   http://www.ocelementary.com        E-mail    jssmith@worcesterk12.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Louis Taylor
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)    E-mail LHTaylor@worcesterk12.org

District Name Worcester County                   Tel.   (410) 632-5000
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 Mr. William Gordy
(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. 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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.

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 (2018-2019) unless otherwise stated.**

## DISTRICT

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

   14 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
   [X] Rural or small city/town

3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-------|------------|--------------|-------------|
| PreK | 49 | 39 | 88 |
| K | 49 | 28 | 77 |
| 1 | 51 | 53 | 104 |
| 2 | 55 | 46 | 101 |
| 3 | 58 | 48 | 106 |
| 4 | 66 | 58 | 124 |
| 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 | 328 | 272 | 600 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4.  Racial/ethnic composition of          0 % American Indian or Alaska Native
    the school (if unknown, estimate):    2 % Asian
                                          2 % Black or African American
                                         13 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                         76 % White
                                          7 % 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 2017 – 2018 school year: 12%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below.  The answer to (6) is the mobility rate.

| **Steps For Determining Mobility Rate** | **Answer** |
|---|---|
| (1) Number of students who transferred *to* the school after October 1, 2017 until the end of the 2017-2018 school year | 43 |
| (2) Number of students who transferred *from* the school after October 1, 2017 until the end of the 2017-2018 school year | 25 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 68 |
| (4) Total number of students in the school as of October 1, 2017 | 580 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.12 |
| (6) Amount in row (5) multiplied by 100 | 12 |

6.  English Language Learners (ELL) in the school:     9 %
                                                       51 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Chinese, Hebrew, Romanian, Russian, Arabic, Nepalese, Gujarati, Japanese, Georgian, Greek, Tagalog

7.  Students eligible for free/reduced-priced meals:     35 %
    Total number students who qualify:                  208

8. Students receiving special education services:     <u>11</u> %

    <u>64</u> 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>4</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</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: <u>6</u>

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 | 2 |
| Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 33 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 20 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 19 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 5 |

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     <u>18:1</u>

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

| Required Information | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|---|---|---|---|---|---|
| Daily student attendance | 94% | 94% | 93% | 95% | 94% |
| 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 2018.

| 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 <u>X</u>            No ____

    If yes, select the year in which your school received the award. <u>2001</u>

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

Our mission is to meet students' academic needs by nurturing their emotional, social, and physical well-being to prepare them for success in a global society.

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

Ocean City Elementary School, hidden just west of the Assawoman Bay, is located near the popular summer resort town of Ocean City, Maryland. Ocean City Elementary School encompasses students who reside in Ocean City and surrounding areas of West Ocean City and Berlin. The school is beloved and cherished by the community as all work together as a unifying team with one vision in mind. This vision is to meet students' academic needs in an environment that nurtures their emotional, social, and physical well-being and prepares them for success in a global society. Ocean City Elementary School (OCES) is a PreK through Grade 4 National Blue Ribbon School of Excellence.

During the early 1900s, Ocean City was a small fishing town. The first school originated in a building known as the Bamboo Inn. Then, the school setting moved to a building that currently serves as Ocean City's town hall. In 1965, a brand new elementary school was constructed a few miles west of Ocean City, on the mainland. By the 1970s, big businesses flourished and more than 15,000 condominium units were constructed in Ocean City. As more people came to visit Ocean City, more came to stay and eventually call Ocean City home. Since then, the town of Ocean City has grown to about 7,000 residents and the school has moved to multiple locations to handle this growing population. The current school welcomes all that enters with beautifully inlayed tile floors inscribed with the National Blue Ribbon seal, fresh water fish tanks, and a ceiling cupola.

Ocean City Elementary School (OCES) has continuously made a commitment to being a high performing school, culminating in the school earning a National Blue Ribbon in 2001. This national recognition inspired staff, students, parents and community to uphold the attributes necessary for a high caliber school. One contributing facet of success is the grounded foundation of school-wide norms in the areas of: instruction, behavior, character, expectations and routines. Embedded school-wide norms and a commitment to nurturing children's social and emotional development has made OCES a place where students feel safe and strive for academic excellence.

OCES is comprised of a culturally and economically diverse population. The OCES community celebrates and embraces diversity daily by living the motto of having a "caring heart." Diversity is seen as an opportunity to learn and grow from each other while respecting individual uniqueness. Students are taught compassion and empathy, which is showcased through children's thoughts, words and actions. Staff and teachers are committed to spotting students who are living the motto to strengthen the frequency of such positive behaviors.

The school's motto, "I have a curious mind, a caring heart and the courage to never give up," also encourages and empowers students to seek information, love learning, treat others with kindness and respect, and to work hard. The leadership of a committed staff has inspired students to become avid readers, to utilize rich vocabulary in all academic areas, and to think like mathematicians.

Students demonstrate the love of learning by participating in academic and artistic contests outside of school. Students have been recognized, at the local and state level, for writing original narratives or poems at the Young Author's Contest, for writing essays for the American Legion Americanism contest, and students have shown their artistic abilities using various mediums of art such as drawing and photography. The participation, which is voluntary, shows an intrinsic love of learning.

Staff members at OCES are committed to common goals of instruction and plan lessons in reading, writing, math, science and social studies, which incorporate learning targets and success criteria. There is constant evaluation of data and discussions of differentiating instruction to provide enrichment and intervention opportunities to support and challenge the needs of all learners. Grade levels use vertical articulation to create a seamless transition from the first day a child enters the building, to the last day of 4th grade.

Parents and volunteers are an integral part of OCES. The Parent Teacher Association (PTA) originated in 1953 and has worked diligently to support our school. The PTA has enabled many projects within the school: building the Early Childhood playground, purchasing materials of instruction, and installing 13

smart boards for classrooms. With the PTA's extensive fundraising efforts, they are also able to offset the expense of field trips, which extends learning outside of the traditional classroom setting. This outpouring of support provides all students the opportunity to enjoy diversity and culture through first-hand experiences.

Dating back to the early 1900s, successful, confident, and accomplished students have emerged from the doors of Ocean City Elementary. The high quality of education provided has produced students who use academic knowledge in a positive way to create a better world. We believe that families send their children to OCES knowing that we will always provide them with a bright future and a "home away from home."

# PART IV – CURRICULUM AND INSTRUCTION

## 1. Core Curriculum:

### 1a. Reading/English language arts:

Ocean City Elementary School uses a variety of top-rated curriculum programs to support the teaching and learning around Maryland's College and Career Ready Standards (MCCRS). These resources, which have been carefully selected by Worcester County curriculum teams, have been fully implemented only after careful analysis of effectiveness from piloted classrooms. Worcester County Public Schools (WCPS) is committed to making sure students engage in rigorous high-quality instructional programs in all areas of curriculum.

Providing children with an effective comprehensive literacy program that enables students to master 21st century literacy skills and become independent readers and writers is the foundation of WCPS English Language Arts (ELA) curriculum. Primary grade students acquire foundational skills through explicit instruction using a systemic phonics program and apply these foundational skills during independent reading. Phonics benchmark assessments are given periodically to assess students and data is analyzed to see which students need additional instruction. A Readers' Workshop model is used during independent reading time, allowing teachers to conference with students and to set individual learning goals to move students forward along the Independent Reading Level Assessment (IRLA) framework. Students in kindergarten through second grade are assessed using the IRLA while third and fourth grade students are assessed using the Jerry Johns Basic Reading Inventory. All primary students at OCES receive writing instruction through a Writer's Workshop model. Lucy Calkins Units of Study are used in each grade level to build writing skills. Students independently write for twenty to thirty minutes a day while teachers' conference with students to provide clear targeted writing goals. Teachers utilize writing checklists, rubrics, and conference notes to determine writing goals. Each grade level uses developed UBD units to support meaningful instruction around authentic literature and utilizes nonfiction to build content knowledge while addressing informational standards. UBD units contain Performance Based Tasks (PBTs) that encompasses project-based learning and assess multiple literature, informational, writing, speaking and listening standards. Throughout UBD units, teachers collect formative assessment data and discuss student performance at grade level Professional Learning Communities (PLCs) to determine next steps for teaching and learning.

### 1b. Mathematics:

The vision for WCPS mathematics curriculum is that all students will learn mathematics at high levels with conceptual understanding when presented with powerful learning experiences that encourage student engagement and ownership. Teachers use formative assessments purposefully to drive and differentiate instruction so all students can meet the demands of MCCRS. WCPS mathematics curriculum is aligned to MCCRS and the eight standards of mathematical practice are embedded in all lessons. The curriculum progresses through the developmental stages of concrete, representational, and abstract to ensure that conceptual understanding, procedural fluency, and application are taught with equal intensity. Lessons provide opportunities to apply learning across real problems, open investigations, and enrichment activities. WCPS uses the Main Lesson Menu Lesson Instructional Framework. Through Math Menu, teachers provide differentiated instruction to students through a variety of personally tailored activities based on assessment data. Math Menu is a workshop model for differentiating math instruction to meet the needs of all students. Each grade level provides students with enrichment or remediation opportunities on a daily basis, which helps to strengthen students' mathematics foundation for that grade level.

### 1c. Science:

WCPS provides students with high quality research-based science instruction that fosters curiosity and equips students with necessary skills to problem solve and develop a deeper understanding of their world beyond the science classroom. WCPS's science curriculum aligns with the Next Generation Science Standards and focuses on helping children continually build on and revise their knowledge and abilities,

starting from their curiosity about what they see around them and their initial conceptions about how the world works. The curriculum is arranged to progress from elementary to high school so students have multiple opportunities to build on the knowledge and skills gained during each grade, by revisiting important concepts and expanding their understanding of connections across and between the physical sciences, life sciences, earth and space sciences, and engineering design.

In K-2, students form connections between concepts and skills such as understanding relationships between objects, planning and carrying out investigations, and constructing explanations. In grades 3-4, students begin to form deeper connections between concepts and skills previously learned in grades K–2, such as evaluating methods for collecting data, revising models based on evidence, and analyzing data to make sense of phenomena. Science kits support hands-on experiments and purposeful field trips are provided to bring science alive to students. WCPS also has a partnership with Atlantic General Hospital (AGH) to teach Health Literacy to students. This unique partnership started with OCES grade 2 teachers in 2013. OCES's grade 2 teachers, with the guidance of representatives from AGH and WCPS supervisors, created lessons around the newly created Health Literacy Standards and taught the lessons to their students.  OCES was the first school in Maryland to teach Health Literacy lessons. These lessons provide students with the tools and skills they need to make decisions around their own health.  During the 2017 – 2018 school year, an Integrated Health Literacy Program was fully implemented in grades 1 – 8 in all WCPS.

**1d.  Social studies/history/civic learning and engagement**

WCPS provides a comprehensive social studies program that incorporates the National Council for Social Studies and Maryland State Standards for Social Studies. The program is balanced between history, geography, economics, and political science-government. Kindergarten to third grade, students progressively learn about families, neighborhoods, towns and communities including Worcester County history, geography and government. Contemporary Maryland and regions of the United States are studied in fourth grade. A cross-curricular approach has been used in Social Studies to either build content knowledge or to reinforce content knowledge. Our fourth grade students learn about contemporary Maryland in Social Studies, and then, these students learn about famous Marylanders in a reading UBD unit. Taking this cross-curricular approach allows students to gain content knowledge and then connect this knowledge in another curriculum area. Third and fourth grade students complete various PBTs throughout the year, which allows teachers to measure student learning on Social Studies content.  To enrich learning, WCPS highlights specific groups each month, such as Black History Month, Irish History Month, and Women's History Month by providing lessons, special activities and guests to support student learning.

**1e.  For secondary schools:**


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

OCES provides preschool for three and four-year old students. The early childhood program at OCES follows the standards defined by Maryland State Department of Education. These standards represent the learning goals for language and literacy, mathematics, social studies, science, physical education, fine arts and social foundations.  These standards are addressed through various activities such as interactive read alouds, math and writing stations, and structured play centers. Teachers use the Early Learning Assessment to track individual student's growth and differentiate learning opportunities for students to ensure that all children are on the path for kindergarten readiness. In September 2018, 79% of OCES kindergarten students demonstrated readiness on the KRA, which is a reflection of success with our early childhood programs.

**2.  Other Curriculum Areas:**

All students at OCES participate in art, music, and physical education. All grade levels, prekindergarten through fourth grade have art and media one time per week. Prekindergarten students have physical education (PE) once a week, while kindergarten through fourth grade students have music and PE two or three times a week.

WCPS offers an art curriculum from prekindergarten to senior high school, which includes the content and methods of inquiry, derived from the four interrelated visual art artistic processes of creating, presenting, responding and connecting. The program at each grade level is sequential, balanced, and comprehensive in the kinds of experiences and opportunities offered to students. OCES students learn how to generate and develop artistic ideas using elements such as line, shape, form, color, and space. Literature or informational pieces of text are used as a springboard to introduce or reinforce such artistic elements. Students are given opportunities to draw and paint two-dimensional pieces or to create three-dimensional clay sculptures. Student artwork is thoughtfully displayed throughout the halls of Ocean City to celebrate the artistic work.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. Students are taught that being physically literate means knowing, learning and committing to all the components of healthy, physical activities. Every PE lesson includes PE as well as nutritional standards. OCES students participate in several school-wide PE events that support the components of a healthy, physical lifestyle. Every month students participate in an All Children Exercise Simultaneously (ACES) walk for thirty minutes and a two-minute Jump Wave in their classroom. A Jump Rope for Heart fundraiser for the American Heart Association raises over $25,000 each year. OCES students, grades 2 – 4, go to the Ocean City Boardwalk for a five-mile walk. Field Day is a fun event where students get to be physically active, display team-building skills and promote sportsmanship. And, the year ends with a fun fitness day where students participate in physical activities and are reminded to exercise over the summer. Additionally, the PE department provides physical activity events for staff members throughout the year. This is a time of team building.

All OCES students are involved in a balanced, sequential music program involving singing, moving, listening, playing, describing, creating, responding, and evaluating. Students become acquainted with the many facets of music, both in and outside the classroom. From kindergarten to fourth grade, students learn beat and rhythm with the complexity of the skills increasing as they move through grade levels. When they reach fourth grade, students begin learning key boarding and begin creating musical pieces through the Garage Band application. Students in grades one through four engage in an evening grade-level performance that allows them to sing, move, create and perform for families and friends. For the last 3 decades, a singing performance group called the OC Stars has performed for school and community. This choral group consists of about 120 students who willingly give up their recess for two days each week to practice for performances. The OC Stars are always invited to sing at the opening ceremony for the Ocean City Springfest, Winterfest of Lights ceremony and various nursing homes. OC Stars has become a community icon.

The library media program ensures that all students and staff are effective users of ideas and information and to encourage students to enjoy reading. The goal of the library media curriculum is to develop students as independent, lifelong users of information. OCES media schedule includes both open media and lessons for all students. These lessons are at times linked to grade level standards and other times promote authors or focus on a particular event in history (e.g. African American Month). OCES has a Classic Reading Challenge for third and fourth grade students. Participating students read classic novels, take a quiz to assess comprehension, and accumulate points throughout the year. At the conclusion of the year, the data is pulled to see which students have read the most classic novels, and they are awarded a certificate, a Kindle, and a gift card to buy books. Two events that are sponsored by our media have proven to be "a coming together of families." WCPS Tech Fest, where students showcase their photography and technology skills, and school wide book fairs, where the love of reading is promoted, have brought community together in a unique way.

3.  **Special Populations:**

Ocean City Elementary School (OCES) is committed to meeting the needs of all students, and we utilize multiple approaches and practices to address those needs.

Teachers capitalize on students' strengths (academic background, life experiences and cultural) and use this knowledge in ways to support the learning of each diverse group of students. At the beginning of the year, teachers receive a data binder that has data along with work samples, on each student. Teachers use this

information and data to prepare for the needs of their students and incorporate the knowledge they have in the planning of their lessons. From day one, teachers use a variety of strategies such as time, space, structure and materials in order to differentiate for individual learning strengths and needs. For English Learners (EL), strategies and approaches specific to the needs of these learners are embedded into classroom routines and instruction as well as into school-wide norms. Realia, a strategy for EL students, has been embraced throughout the school. Equally, visual and hands on learning strategies are a part of daily instruction, and teachers continually provide targeted and flexible supports for all students.

Along with classroom strategies and approaches to differentiation, various county curriculum programs include a differentiated component that ensures students have opportunities to work at their level or above. The 100 Book Reading Challenge allows students to read on or above their level for at least half hour a day. The math curriculum includes opportunities for students to participate in using and practicing math skills in real life situations through Menu Math. The Menu Math framework includes discipline specific approaches designed to meet the needs of diverse learners from conceptual understanding, to procedural skills, to application.

The school takes a collaborative instructional approach with our special populations such as our English Learners (EL), SPED population and above grade level students. There is an intentional focus on placing these students in a classroom that is conducive to making them successful.  The general education teacher, EL teacher and SPED teacher have schedules that allow them to collaboratively plan and co-teach using the team-teaching model. OCES utilizes Professional Learning Communities and Response to Intervention teams (RTI) to look at data of diverse groups to plan for next steps. Teachers together determine the area of focus of the interventions/enrichment opportunities based on data from assessments such as a researched based universal diagnostic tool (IReady), interims, 100 Book IRLA goals, and classroom formative assessments. Time is built into the schedule of all classroom teachers to provide focused tiered instruction based on needs of students. PLC teams, after analyzing data, decide on the most effective intervention and enrichment opportunities for all students. Although this intervention time is focused on reading standards, students who need more support in math, receive targeted instruction as part of Menu Math, as well as, small group instruction from the Math Resource teacher.

The ultimate goal of Ocean City Elementary School is for all learners, regardless of their diverse needs, to be presented with and exposed to high levels of tier 1 teaching.

# PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Ocean City Elementary School students are encouraged to take responsibility for their learning, to be responsible citizens, and to persevere through challenges. The school motto is "I have a curious mind, a caring heart and the courage to never give up." Throughout the year, teachers lead classroom discussions and students write about what the motto means. Students are recognized for "Living the OCES Motto" on the morning announcements. Examples include: helping a classmate, seeking to learn more (on their own), and working hard to grasp a concept that is difficult for them.

Staff, students, and parents work together to develop programs and initiatives that reflect the needs and values of our school community. After conducting a climate survey with students and families, staff and parents collaborated to develop the "Stand Up, Speak Up" anti-bullying program. The program's goal is to empower students with strategies to confront bullying. Each month, a character trait is focused on, such as kindness, empathy, tolerance, respect and courage. Students present the Word of the Month on morning announcements and discuss its definition and present a scenario. Teachers use literature, role playing, journal writing, and other activities to stimulate dialogue in the classroom and to teach students practical, safe ways to deal with bullies.

OCES focuses on the whole child and builds relationships with students, motivating them to grow in constructive ways. The OCES positive behavior program, Star Citizens, recognizes students who exemplify the 5 Cs which include choice, caring, character, courtesy and citizenship. Students are recognized for going beyond the high-behavioral expectations that are the norm at the school and for demonstrating the five Cs. Students of the Month are treated to a luncheon with administration and the counselor and share why they were chosen from his/her classroom. Through the Buddy Reader program, older students act as mentors to younger students. Quarterly assemblies celebrate students' academic, behavioral, athletic, musical and artistic achievements.

The OCES Principal recognizes the importance of supporting teachers and staff members. Grade level classroom teachers, resource teachers and EL teachers share daily common planning time, allowing them to collaborate and discuss student needs. Teachers meet weekly in professional learning communities with the Curriculum Resource Teacher, the Instructional Coach and administrators. Faculty and staff gather together for after school fitness activities, social committee events and holiday parties. A "Shout Out" board in the teacher workroom is filled with notes from staff members expressing appreciation for their colleagues. At Ocean City Elementary School, we consider ourselves a family and work to maintain positive relationships among staff.

2. **Engaging Families and Community:**

Engaging families and the community is a priority at Ocean City Elementary School. Families are invited to many events throughout the school year, including music programs, awards assemblies, holiday celebrations, biography presentations and end of the year festivities. A picnic at the start of the school year for the families of English Learners welcomes them to our school. Communication is maximized with families through student agendas, class Dojo or Remind, automated phone messages, the school website, and a monthly calendar and newsletter. OCES has many active volunteers including parents, grandparents and retired community members.

The OCES PTA encourages family and community involvement in our school and provides financial support. PTA family events include a Harvest Festival, Family Bingo Nights, holiday parades and Dine-Around-Town evenings. The OCES PTA raises tens of thousands of dollars every year. One of the biggest events is the OCES Golf Tournament which draws large sponsorships from local businesses and participation from community members. The funds raised enable the purchasing of technology and materials that directly benefit students.

OCES has partnerships with local businesses and organizations including the Ocean City/Berlin Optimists, The Kiwanis Club, Rack Room Shoes, the VFW, and several area churches. In return, it is our responsibility to support our community. Staff members contribute generously to the annual United Way Campaign and participate in Casual Days to benefit Breast Cancer Awareness, Relay for Life, Autism Awareness, the Worcester County Humane Society, the American Heart Association, The Worcester County Teacher Scholarship Fund and the Worcester County Education Foundation. Teaching students the importance of contributing to our community is vital. During the annual food drive to benefit the Maryland Food Bank, students are encouraged to make a sacrifice. Students may sacrifice a snack at lunch time or a treat when shopping. Students may complete "sacrifice notes" stating the items they purchased, why they chose those foods, and what they gave up in order to buy them. Each day a student reads a sacrifice note on the morning announcements. It's important for students to connect with the people they are helping and to think about how they can best affect change for someone else. Even the most economically disadvantaged students find something they can sacrifice. OCES students generously contribute to the Worcester County Humane Society, the pajama drive, the Salvation Army and Valentines for Veterans, and this year's Fitness Jump raised more than $30,000 for the American Heart Association!

Ocean City Elementary School is committed to creating partnerships with families and the community to ensure student success.

### 3. Professional Development:

Professional Development (PD) is a key element in the success of all students. At Ocean City Elementary School (OCES), the PD offered is designed around the instructional focus of core curricular areas, specifically those found in the instructional school improvement plans, the school's focus around rigor, and on the teacher evaluation and planning tool: 5 Dimensions of Teaching and Learning. OCES uses an analyzed approach towards Professional Development.

It is a collaborative effort among administration and teachers to develop PDs. School improvement plans, student data, county initiatives and staff needs drive PD focuses that will ultimately result in student achievement. Based on particular PD, administration, literacy and math coaches (county or school level), or lead teachers present. These learning opportunities are differentiated for each grade level through a specifically designed block session, where grade levels meet at designated times with the presenter to review and learn about instructional strategies and approaches to use in the classroom to better meet the needs of all students, from those that need remediation to those that need enriching. One PD focused on how to incorporate rigor in Origo math lessons. This PD, under the direction of a math coach, helped teachers navigate through Origo math lessons, keeping the structure of the lessons, but being able to enhance and heighten the types of questioning and the student tasks with rigor. This will be an on-going PD, where teachers will continue to obtain the professional development needed in order to implement a more rigorous curriculum.

Countywide PD provides another opportunity for staff to obtain professional development. The county PD is based on new programs that have been implemented: 100 Book Reading Challenge, newly developed UBD units, Wilson Fundations, as well as, existing programs from each discipline. Meetings with county supervisors, allows for all teachers to collaborate with one another on programs that are being used. During this time, teachers are able to work together, with help from program consultants, to reflect upon the fidelity of the programs, to visit each other's classrooms and teach together using collaborated lessons, and to examine student work to come to a common understanding on rubrics and student outcomes. All professional development days allow teachers the opportunity to self-reflect for continual growth. School and staff improvement are continual priorities when developing professional development.

### 4. School Leadership:

The Leadership Team consists of the principal, assistant principal, school counselor, bookkeeper, curriculum resource teacher, literacy coach, math resource teacher and school improvement team leaders. This team works to support, encourage and meet the needs of our staff in leading the way to our school's success. We all share the same philosophy and vision for our school. "All students can learn and be

successful. It is our job to provide all students with a well-rounded, rigorous curriculum and to provide learning opportunities for every single student. We encourage our students to live by our motto: 'I have a curious mind, a caring heart and the courage to never give up.'"

The leadership team strives to collaborate, to communicate and to build strong relationships among stakeholders and strives to move people towards the vision. This team works together to develop a school environment that conveys trust, support and risk taking (thinking outside the box).

The principal and vice principal have a shared vision in leading the school. They have an "open door policy" that encourages teachers, staff, parents and students to share and discuss areas of concern or successes. The principal and vice principal rely on the leadership team to be honest and committed to helping the school grow and achieve. This collaborative approach to leadership includes developing future leaders, having an expectation of excellence, and encouraging reflective practices. These kinds of approaches toward leadership have motivated staff to be more innovative in their teaching practices. Teaching has become more student centered as students are talking more, taking ownership of their learning, and sharing their thinking. Discourse, risk taking and divergent thinking are strong components of classroom norms. Students are encouraged to take leadership roles and to independently practice and use school-wide norms. Every day, students are recognized for showing leadership, showing courage, and for their persevering attitudes towards learning and towards taking care of each other and their school. The collaborative and caring approach to leadership has helped Ocean City Elementary School grow into a school that is developing students who are successful in learning as well as successful in being a well rounded, caring and curious individual.

# Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Ocean City Elementary School, the most influential practice that has impacted student academic success, is the teacher observation tool, 5 Dimensions of Teaching and Learning. This framework defines teaching and learning through 5 dimensions: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment, and Classroom Environment & Culture.  Within the framework, there are 5 indicators aligned with each dimension. Ocean City Elementary School has embraced 5D as their framework for planning, for instruction and for student learning.

When teachers plan, they use the rubric to guide every part of the lesson. The "Purpose" dimension guides teachers to base lessons on standards and to align learning targets (LT) and success criteria (SC) to the standards. Teachers plan to communicate the LT and SC throughout the lesson and, they have students included in explaining and using LT and SC for their learning. The "Student Engagement" dimension leads teachers to ask high-level questions, have students take ownership of learning, and increase student talk as locus of control moves toward students. The framework, through the Curriculum & Pedagogy dimension, outlines for teachers how to align high-level tasks with the purpose of the unit, address students' level of challenge, and provides a deep look at scaffolding where students begin to use and transfer scaffolds to other tasks. The Assessment dimension provides practices centered on quality assessments tasks, how the assessments are used to drive instruction, and student self assessment during a lesson and over time. Finally, the framework provides teachers with approaches that help them create a classroom environment that has high-level norms and learning routines that support collaboration among students, student status and student independence and ownership.

The practice of using the 5D framework school wide, has moved Ocean City Elementary School from classrooms that were predominantly teacher led classrooms to more student centered classrooms. Now, when walking through classrooms at OCES, students are actively involved in their learning, assessing their own learning, engaged in their learning, taking ownership of their learning, setting personal goals around their learning, and most importantly, enjoying their learning.

Teachers use the tool to reflect on their practices and to improve instruction.  One teacher commented, "the 5D Framework has made me grow as a teacher.  It's not about "me" becoming a distinguished teacher.  It's about my "students" becoming distinguished learners.  This framework is what I call a "living and breathing" tool that has brought new life to my classroom!"