

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Ms. Gail M. Briere (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 46 Eldredge Park Way (If address is P.O. Box, also include street address)

Orleans MA 02653-3344 City State Zip Code+4 (9 digits total)

Tel. (508) 255-0380 Fax (508) 255-7943

Website/URL_ www.nausetschools.org Email briereg@nausetschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. Michael Gradone (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orleans Tel. (508) 255-8800

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

(Superintendent's Signature) Date

Name of School Board Mrs. Pamela Jordan (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

President/Chairperson I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

| | |
|---------|---------------------|
| 1 | Elementary schools |
| 0 | Middle schools |
| 0 | Junior high schools |
| 0 | High schools |
| 1 TOTAL | |

2. District Per Pupil Expenditure: \$12,803 in 2002 \$10,699 in 2001
 Average State Per Pupil Expenditure: Figure not available in 2002 \$ 7,561 in 2001

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 4 Number of years the principal has been in her/his position at this school.
 N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| K | 17 | 18 | 35 | | 7 | | | |
| 1 | 20 | 18 | 28 | | 8 | | | |
| 2 | 26 | 10 | 36 | | 9 | | | |
| 3 | 20 | 23 | 43 | | 10 | | | |
| 4 | 21 | 17 | 38 | | 11 | | | |
| 5 | 24 | 16 | 40 | | 12 | | | |
| 6 | | | 230 | | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | | |

6. Racial/ethnic composition of the students in the school: 96% White
 1% Black or African American
 2% Hispanic or Latino
 1% Asian/Pacific Islander
 0% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|-----|--|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 3 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 3 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 6 |
| (4) | Total number of students in the school as of October 1 | 229 |
| (5) | Subtotal in row (3) divided by total in row (4) | .02 |
| (6) | Amount in row (5) multiplied by 100 | 2% |

8. Limited English Proficient students in the school: .4%
 1.0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 11.3%
 26 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18.3%
 42 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | | | |
|---|-----------------------|----|---------------------------------------|
| 2 | Autism | 1 | Orthopedic Impairment |
| 0 | Deafness | 1 | Other Health Impaired |
| 0 | Deaf-Blindness | 31 | Specific Learning Disability |
| 0 | Hearing Impairment | 6 | Speech or Language Impairment |
| 0 | Mental Retardation | 0 | Traumatic Brain Injury |
| 2 | Multiple Disabilities | 0 | Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | 1 | 0 |
| Classroom teachers | 15 | 0 |
| Special resource teachers/specialists | 8 | 10 |
| Paraprofessionals | 12 | 3 |
| Support staff | 6 | 2 |
| Total number | 42 | 15 |

12. Student-“classroom teacher” ratio: 15:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 94% | 90% | 92% | 93% | 93% |
| Daily teacher attendance | 94% | 94% | 88% | 95% | 96% |
| Teacher turnover rate | 3% | 0% | 0% | 0% | 0% |
| Student dropout rate | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate | N/A | N/A | N/A | N/A | N/A |

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Orleans Elementary School is located in Orleans Massachusetts on Cape Cod. The town has a population of 6,885 winter residents and a population of 20,655 summer residents. It is an ocean side community; the primary industry is tourism. Orleans Elementary School is one of seven schools comprising the greater Nauset Regional School District. Because Orleans Elementary is the only school in Orleans, its own school committee also governs it. The school benefits from a veteran team of teachers; the majority of staff members have been in the school at least nine years. The mission of the Orleans Elementary School is to educate all students to the highest levels of academic excellence, social responsibility, and cultural awareness, attainable by each.

Orleans Elementary is a good example of how district initiatives and support can facilitate and sustain school-level improvement initiatives. The district's Strategic Plan and Mission Statement, which names improved student achievement as its highest priority, guide the school's improvement efforts. Some initiatives are district-driven and some school-based, but faculty always play an integral part in the planning process. Structural changes, including professional development councils and a longer work year and workday, were all negotiated with teachers.

The Orleans Elementary School increased its overall average scaled score on the state mandated assessment, the Massachusetts Comprehensive Assessment System, by eleven points between 1998-2002. Overall, the school increased the percentage of students scoring in the Proficient/Advanced Performance Levels from 42.5% to 74.5%, and decreased the percentage of its students scoring in the Warning Performance Level from 4% to 2%.

During the 2001-2002 school year, the Massachusetts Department of Education selected Orleans Elementary School to serve as a Compass School based on the school's success in exceeding improvement expectations of performance on the Massachusetts Comprehensive Assessment System. The purpose of the Exemplary Schools Program is to recognize and celebrate improvement in Massachusetts schools, and to disseminate information and encourage networking and sharing of good ideas, effective practices, and models for success.

Orleans Elementary School's success can be attributed to a dedicated staff, focused leadership, collaborative decision-making, and strong community support. The culture of the school is positive and fosters the belief that all children can learn. As a result of this conviction; all staff work to that end. Orleans teachers volunteer and participate in a multitude of professional development opportunities far beyond what is required by the work year agreement. The goal of professional development in the district is to refine practices in three areas: instructional strategies, epistemology as it shapes classroom practice, and personal understanding of the subject matter as it shapes classroom practice.

The school and the district regularly work together to rethink and plan the work required of continuing the improvement of student achievement. The principal of Orleans Elementary recognizes the importance of examining the organization of the school district and school and adjusting the traditional "systems" to accommodate the challenges presented by the Education Reform Act of 1993.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Massachusetts Comprehensive Assessment System - Results in English Language Arts

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|--|------------------|------------------|------------------|------------------|------------------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| School Mean Scaled Scores All Students | 251 | 252 | 239 | 239 | 235 |
| Percent of students | | | | | |
| Advanced | 31 | 13 | 0 | 2 | 0 |
| Proficient | 49 | 79 | 51 | 41 | 32 |
| Needs Improvement | 20 | 6 | 45 | 58 | 66 |
| Warning | 0 | 2 | 4 | 0 | 2 |
| Number of Students Tested | 35 | 47 | 53 | 59 | 65 |
| SUBGROUP SCORES | | | | | |
| 1. Number/Percentage/Reason for Exclusion | 1/ Medical | | | | |
| STATE SCORES | | | | | |
| State Mean Scaled Scores All Students | 239 | 239 | 231 | 231 | 230 |
| Percent of Students | | | | | |
| Advanced | 8 | 7 | 1 | 0 | 1 |
| Proficient | 46 | 44 | 19 | 20 | 19 |
| Needs Improvement | 37 | 38 | 67 | 67 | 66 |
| Warning | 10 | 11 | 12 | 13 | 15 |
| Number of Students Tested | 75,094 | 75,665 | 76,311 | 76,114 | 74,452 |

English Language Arts General Performance Level Definitions

| Performance Level | Description |
|--------------------------|---|
| Advanced | 260-280 Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems. |
| Proficient | 240-259 Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. |
| Needs Improvement | 220-239 Students at this level demonstrate a partial understanding of subject matter and solve some simple problems. |
| Warning | 200-219 Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems. |

The Orleans Elementary School increased its average scaled score on the English Language Arts test by 16 points from 1998 to 2002 moving from a Needs Improvement Performance Level to a Proficient Performance Level. The school increased the percentage of students scoring in the Proficient/Advanced Performance Levels from 32% to 80%, and decreased the percentage of its students scoring in the Warning Performance Level from 2% to 0%.

1. Massachusetts Comprehensive Assessment System - Results in Mathematics

| | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 | 1997-1998 |
|---|---------------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| School Mean Scaled Scores All Students | 249 | 253 | 252 | 251 | 243 |
| Percent of students | | | | | |
| Advanced | 33 | 40 | 42 | 41 | 22 |
| Proficient | 36 | 36 | 40 | 31 | 31 |
| Needs Improvement | 31 | 21 | 15 | 24 | 42 |
| Warning | 0 | 2 | 4 | 5 | 6 |
| Number of Students Tested | 36 | 47 | 53 | 59 | 65 |
| SUBGROUP SCORES | | | | | |
| 1. Number/Percentage/Reason for Exclusion | 1/ Medical | | | | |
| STATE SCORES | | | | | |
| State Mean Scaled Scores All Students | 236 | 235 | 235 | 235 | 234 |
| Percent of Students | | | | | |
| Advanced | 12 | 10 | 12 | 13 | 11 |
| Proficient | 27 | 24 | 28 | 24 | 23 |
| Needs Improvement | 42 | 46 | 42 | 44 | 44 |
| Warning | 19 | 19 | 18 | 19 | 23 |
| Number of Students Tested | 75,855 | 76,770 | 77,592 | 76,981 | 75,235 |

Mathematics General Performance Level Definitions

| Performance Level | Description |
|-------------------|---|
| Advanced | 260-280 Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems. |
| Proficient | 240-259 Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems. |
| Needs Improvement | 220-239 Students at this level demonstrate a partial understanding of subject matter and solve some simple problems. |
| Warning | 200-219 Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems. |

The Orleans Elementary School increased its average scaled score on the Mathematics test by 6 points from 1998 to 2002 maintaining a Proficient Performance Level. The school increased the percentage of students scoring in the Proficient/Advanced Performance Levels from 53% to 69%, and decreased the percentage of its students scoring in the Warning Performance Level from 6% to 0%.

2. Describe how the school uses assessment data to understand and improve student and school performance.

The entire staff, including all specialists, dedicates a scheduled professional development day to analyze how the Orleans curriculum and instructional program aligns to the MCAS test items which assess the *Massachusetts Curriculum Frameworks*. The teachers participate in the following activities:

- ✓ In grade level teams, teachers identify the test items for which less than 80% of the students responded correctly.
- ✓ The teachers then work in these teams to answer the identified questions in order to experience what learning standard (content knowledge and critical thinking skills) and what test taking strategies are required.
- ✓ Each grade level, including specialists, then determine what aspect of the learning standard and/or test taking strategy they can integrate into their curriculum and instruction.
- ✓ This form of analysis promotes instructional responsibility at all grade levels and subject areas for students to reach proficiency in the learning standards by the benchmark, Grade 4 MCAS assessment.

In addition, Individual Student Success Plans are written for all students who score in the Warning category. The individual student results are analyzed question by question by the Child Study Team. A plan is then developed to address weaknesses in performance of particular learning standards.

Grades K-2 students are assessed 3 times a year in reading. The Kindergarten and grade 1 students are assessed in phonemic awareness through the Dynamic Indicators of Early Literacy Skills and the grades 1 and 2 students are assessed using the Early Literacy Benchmark Assessments. The teachers submit their student results to the principal, the ELA coordinator, and the assistant superintendent. Grade level teams meet after each administration to discuss student performance and develop intervention/instructional plans for students at risk.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Progress Reports are distributed at scheduled parent conferences twice a year; the final progress report is mailed home to parents in June. The purpose of the parent conference is to discuss student's academic progress and social development, share portfolio work, and identify goals for the subsequent term.

A periodic newsletter entitled, a *Special Report for Parents of Elementary School Students, REACHING HIGHER* is sent home to all parents. The Mass Insight Education and Research Institute produce the newsletter, under a grant from the Massachusetts Department of Education. The document reports news about the state's efforts to improve schools and raise student achievement.

Individual student results on the MCAS are mailed home to parents from the school. In addition, the school offered forums to educate the community and parents about the state assessment and the school performance results. Parents were encouraged to set up individual conferences regarding their child's results.

Individual Student Success Plans are developed for each student who scores at the Warning level on the MCAS. The Child Study Team, which consists of the student's classroom teacher, school psychologist, building principal, and appropriate specialists develop the plan to address learning standards needing remediation. The Individual Student Success Plan requires parental approval, home support, and periodic updates by the classroom teacher.

The principal presents the school and state assessment results to the School Committee, School Council, Parent Teacher Committee and staff. The presentations include analysis and recommendations for improving student achievement. The school results are made public through the local and state newspapers. Information articles are written to inform the community.

4. Describe how the school will share its successes with other schools.

- ✓ Conduct on-site visits for schools to observe standards-based teaching.
- ✓ Share through a web site support for 1) standards-based instruction, 2) data analysis, and 3) curriculum alignment. Provide a listserv to enable teachers and principals to network with districts across the nation and form chat rooms where appropriate.
- ✓ Conduct two one-day conferences for teachers to provide instruction to teachers in meeting the needs of diverse learners through standards-based education.
- ✓ Conduct two one-day conferences for principals and curriculum developers on aligning curriculum to the state learning standards, mapping curriculum and developing grade level benchmarks and support in the classroom implementation of the curriculum.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum and show how all students are engaged with significant content, based on high standards.

The state of Massachusetts under the Education Reform Act of 1993 has developed high standards through articulated Learning Standards published in eight documents, entitled the *Massachusetts Curriculum Frameworks*. There is a Curriculum Framework for each of the following subjects: English Language Arts, Mathematics, Science and Technology Engineering, History and Social Science, Foreign Language, Fine Arts, Building Resilience, and Computer Technology. The grade levels are tested using a state criterion referenced test, the Massachusetts Comprehensive Assessment System. The following grades are tested in the spring of each year:

| | |
|----------|--|
| Grade 3 | Reading |
| Grade 4 | English Language Arts and Mathematics |
| Grade 5 | Science and Technology Engineering |
| Grade 6 | Mathematics |
| Grade 7 | English Language Arts |
| Grade 8 | English Language Arts, Mathematics, Science and Technology, Engineering |
| Grade 10 | English Language Arts, Mathematics |

Grade 10 students must pass the Massachusetts Comprehensive Assessment System in English Language Arts and Mathematics to be eligible for a state certified high school diploma. The passing score for graduation determination is 220 in a scale of 200-280. The test is rigorous in the area of critical thinking skills and the content knowledge detailed in the *Massachusetts Curriculum Frameworks*. The tests include multiple-choice responses to multi-step questions, short answers, open response questions, and a long composition prompt in the English Language Arts assessments.

Orleans Elementary School has aligned all subject area curriculums to the *Massachusetts Curriculum Frameworks* and Learning Standards. In addition, Orleans has developed grade level benchmarks in the subject areas of English Language Arts, Mathematics, Science and Technology Engineering, History and Social Science, Fine Arts, Physical Education, and Computer Technology. Effective 2002-2003, students in grades one and two participate in a Spanish program 60 minutes per week. Plans are in place to expand the program to subsequent grades over a three-year period. The program takes place during the school day.

The state’s challenge in the Education Reform Act of 1993 is to have all students reach high expectations. This challenge has been adopted as the Orleans mission: *To educate all students to the highest levels of academic excellence, social responsibility and cultural awareness attainable by each.*

Teachers have embraced this mission:

- ✓ by serving on curriculum committees that aligned the Orleans curriculums with the state Learning Standards,
- ✓ by developing grade level benchmarks for each of the state Learning Standards,
- ✓ by participating in 8 full days of professional development per year that is focused on the district mission, and
- ✓ by planning instruction that articulately identifies and assesses the appropriate Learning Standards and Benchmarks.

To further support the mission statement, the negotiated Supervision and Evaluation process clearly defines the expectation that all students will achieve high standards and the process reflects the principles of effective teaching to this end.

2. Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

The school currently uses the *Open Court Reading*, from SRA/McGraw-Hill, as it has for the past 27 years. The *Open Court Reading Program* has proven to be successful for the students and it meets the criteria established by the Massachusetts Department of Education. *Open Court Reading* is a research-based program founded on educational philosophies and rooted in scientific research and practical classroom experience. The program provides systematic, sequential instruction in phonics and rich literature for students to experience. Test results repeatedly prove its effectiveness.

The K-2 Early Literacy Program is scheduled for 120 minutes of uninterrupted instruction in reading, writing, and oral communication. Within this time period, students receive individualized and small group instruction that is based on information ascertained from DIBELS and the grades 1 and 2 Literacy Benchmarks Assessment. Classroom teachers, Title I, Special Education teachers, Speech and Language Pathologists, and trained educational assistants provide direct instructional services.

Instruction focuses on the five essential components of effective reading instruction: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.

3. Describe one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The *Massachusetts Mathematics Curriculum Frameworks* that is aligned with the *National Council Teachers of Mathematics Learning Standards* set the expectation that instruction and assessment focus more attention on the development of mathematical thinking and reasoning along with an understanding of mathematical ideas that went beyond arithmetic.

The adoption of the *Massachusetts Mathematics Curriculum Frameworks* required teachers to shift learning mathematics from the process of absorbing facts and practicing procedures to the process of developing one’s knowledge of facts and procedures in relation to a set of important, underlying mathematical ideas.

Orleans Elementary School adopted the Investigations Mathematics Program developed by TERC under a grant from the National Science Foundation in 1999. Its four major goals are:

- ✓ to offer all students meaningful mathematical problems,
- ✓ to emphasize depth in mathematical thinking rather than superficial exposure to a series of fragmented topics,
- ✓ to communicate mathematics content and pedagogy to teachers, and
- ✓ to substantially expand the pool of mathematically literate students.

4. Describe the different instructional methods the school uses to improve student learning.

Different instructional methods are offered to improve student learning through the following mechanisms:

- ✓ Grade Level Standards-Based Instructional Unit Planning and Implementation, and Interdisciplinary Standards-Based Instructional Unit Planning and Implementation that:
 - discovers and acknowledges what they already know,
 - provides a balance of skill building and meaning making activities,
 - offers options for students to demonstrate mastery in a wide variety of ways;
- ✓ Deployment of specialist staff, i.e. Title I, Basic Skills, and Special Education teachers to share instructional responsibilities within classrooms;
- ✓ Team teaching instructional technology model;
- ✓ Inclusion Discovery Bound Program (all grades 3-5 students);
- ✓ Pull-out *Student Teacher Enrichment Program* (selected students in grades 4 and 5);

- ✓ Policy in place for reduced class sizes
 - Grades K-3 maximum 17
 - Grades 4-5 maximum 20

After School Opportunities:

- ✓ After School Massachusetts Comprehensive Assessment System Academy
- ✓ Destination Imagination
- ✓ Winter Enrichment Program

5. Describe the school's professional development program and its impact on improving student achievement.

- ✓ Three monthly meetings for the purpose of curriculum alignment, collaborative instructional planning, analyzing student assessment results, develop action plans for the implementation of the state mandated School Improvement Plan
- ✓ Eight professional development days are offered each year. The eight days must meet the district mission, the school's goals, and the teacher's individual professional development plan required by the state for relicensure.
 - Four days of the professional development days are scheduled within the school year and designed to support the district mission and school goals. The days are coordinated with the Assistant Superintendent and the District Professional Development Council.
 - The additional four days are FLEX DAYS that are designed by teams of teachers or by individual teachers. These are work days included in teachers' salaries, but must be conducted outside of the school day (weekends, summer, vacations). The team or individual teacher must submit a proposal detailing the work they will be conducting during their FLEX DAYS. Principal approval is required.
- ✓ A Summer Institute for teachers and educational assistants is offered each year. Teachers participate in seminars and graduate courses that are offered by in-district teachers and adjunct professors from Fitchburg, Framingham, Bridgewater and Salem State Colleges.
- ✓ Upon the adoption of a new program or initiative, a release model is used to ensure that all teachers receive the training. Principals and Central Office Administration participate in the training so that they can support teachers in the implementation phase.
- ✓ Orleans has a formal mentor program to support new teachers for their first two years of employment.
- ✓ Teachers and administrators participate in regional and local conferences sponsored by education organizations and state registered professional development providers.

**See Indicators of Academic Success PART IV (pages 7-8) for documentation of student achievement.