

U.S. Department of Education
2015 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. Jennifer Stanick

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

Official School Name Pakachoag School

(As it should appear in the official records)

School Mailing Address 110 Pakachoag Street

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

City Auburn State MA Zip Code+4 (9 digits total) 01501-3128

County Worcester County State School Code Number* 00170015

Telephone 508-832-7788 Fax 508-832-7787

Web site/URL http://www.auburn.k12.ma.us E-mail mbrunelle@auburn.k12.ma.us

Twitter Handle @APS_Super Facebook Page www.facebook.com/auburnps Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent*Dr. Maryellen Brunelle

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

E-mail: mbrunelle@auburn.k12.ma.us

Other)

District Name Auburn Tel. 508-832-7755

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. George Scobie

(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 that it is accurate.

_____ Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	46	32	78
4	47	38	85
5	46	50	96
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	0	0	0
Total Students	139	120	259

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	265
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 2 %
6 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Arabic, Urdu, Portuguese
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 45

Information for Public Schools Only - Data Provided by the State

The state has reported that 34 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %
31 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 categories.

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>3</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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. Please summarize your school mission in 25 words or less: Our school mission is to educate and prepare students for the opportunities and challenges of a changing world.

PART III – SUMMARY

Pakachoag, with approximately 259 third, fourth, and fifth grade students, is one of six schools in the Town of Auburn. The District's mission is to educate and prepare students for the opportunities and challenges of a changing world. Our Core Values are grounded in the following six beliefs: student-centered decision making, high expectations for all, all environments are safe and respectful, responding to needs based on data, equitable opportunities for all, and dedication to continuous improvement. At Pakachoag we believe that "Every day and every child is special."

Pakachoag School has been educating the children of Auburn since 1929. Parents and grandparents enter the building and fondly speak of their days as Pakachoag School students. Our school's name derivation is from the Wampanoag Indian village of Pakachoag which was one of three Wampanoag villages in the area in 1630. Our building sits atop Pakachoag Hill on Pakachoag Street and is just a stone's throw from Pakachoag Golf Course, a very special place for all residents. In 1926, Dr. Robert Goddard set off the first liquid propelled rocket from what is currently the 9th hole of the golf course. This important moment in American science is commemorated with a Registered National Historic Landmark. The Auburn Rockets proudly display their history on sports jerseys and school walls.

Although the population has grown over the years, we continue to have a small town feel. In times of trial, residents rally in support of those impacted. Not too long ago, a child needed a service dog. Town members raised the funds for the service dog and the subsequent training for the family. Currently, Pakachoag has students who have been rendered homeless due to heavy snows making their home uninhabitable. Staff and community members are making donations to the impacted families.

A culture of helping one another exists at Pakachoag. Sensitivity and empathy for others is exemplified. Our students' sense of civic responsibility is evident as they offer ideas for Community Service Learning Projects that have helped children, families, animals, and senior citizens. We have been involved with: The Heifer Project; The Pajama Project, which provides new pajamas and books to young children; The Second Chance Animal Shelter; and a greeting card campaign that provides monthly greetings to our senior citizens. Auburn Youth and Family Services' focus is on prevention and early intervention with families in need. We support them with donations of food for holiday dinner baskets, stocking stuffer gifts and summer camp scholarships for children.

Student voices are essential to our success. Their ideas have brought new initiatives to our school while enhancing existing ones. Examples include a student-run newspaper, a student representative's council, a Green Team, after school enrichment club programs that germinated from students' ideas, community service projects and Positive Behavioral Interventions and Supports incentives and activities to encourage and sustain involvement. Each September begins with teachers and students working together to agree upon classroom rules and constitutions. These collaborative documents are signed by class members, hung on their walls and referenced throughout the year. Classrooms and a school grounded in trust and cooperation, with a shared set of rules and expectations, strengthens community and enhances the academic and social fiber. Student accomplishments are evident in the classroom, on the ball fields and in social settings. Regardless of ability or background, we embrace each child's uniqueness and the gifts they bring to our days.

Our school team is proud of the work we have accomplished in narrowing the achievement gap and moving our students forward. We are also proud to be the home for one of Auburn's intensive special needs classroom. All Pakachoag students gain valuable life experiences as they work together and acknowledge one another for who they are. Our academic day incorporates co-teaching, inclusive practices, differentiated instruction, and daily intervention blocks. Our curriculum delivery grows with our students. From self-contained classrooms at third grade to changing classes for math and science in fifth grade, our students are slowly being prepared for the routine of middle school. As we teach today's lessons aligned to the Common Core State Standards, we also think ahead to their future. Thoughts for college and career readiness are evident as we host College Day and Career Talks, both events designed to strengthen the connection between the classroom lessons of today with the career opportunities of tomorrow. We are also fortunate to

be able to offer on-site before and after school childcare programs to support the schedules of working families. While at the Galaxy program, our students are afforded homework help, snack and play, all in a safe and familiar environment. Before one school year ends we take steps to ensure smooth transitions for the next. Step-Up Day is a time to meet their next teacher and visit their new building. We are committed to the success of every Pakachoag child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students at the Pakachoag School are immersed in a curriculum that is anchored in the District's focus on the three Rs: rigor, relevance and relationships. It is aligned with the Common Core State Standards and is based in research and best or promising practices. Differentiation undergirds the delivery of this curriculum, ensuring success for all learners. Employing an inclusion model supported through co-teaching allows our students on I.E.P.s to be supported in the regular education classrooms while accessing the general curriculum. In addition, data-driven decision making results in thoughtful, targeted assistance across the spectrum of learners, from our most struggling students to our highest performers.

Students at Pakachoag receive 2-2.5 hours of English Language Arts instruction daily. Houghton Mifflin is the core program but is supplemented with a variety of materials including Reading A-Z, leveled readers, the QAR program, Time for Kids, Read Naturally, and various trade books, both fiction and non-fiction. In addition, support materials such as Soar to Success, Lexia, Words their Way, and Great Leaps are available to ensure differentiation and targeted assistance. Vocabulary, fluency and comprehension are always the main focus, with reading instruction being extended through all content areas. Writing is also taught across the curriculum with a focus on the six analytical traits of writing through the Houghton Mifflin program as well as the Write Traits Program. Research skills are directly taught using the IIM method which ensures that our students learn how to pose questions, search for answers, judge and cite sources and synthesize information. Research opportunities are embedded across all content areas. Regular use of Bloom's questions by teachers and students further ensures rigor and extended thinking skills, in alignment with the CCSS, helping students move beyond the rote and literal levels.

Students receive a minimum of 75 minutes of math instruction per day. The core program has been Everyday Mathematics but is currently being modified and supplemented in order to address the Common Core State Standards. Mastering Math Facts, the Common Core Coach, Ten Marks, and teacher-created Understanding by Design (UbD) units are examples of the supplemental materials being employed. A strong focus on problem solving as it relates to the everyday application of mathematics is retained as teachers address the strands of number and operations and algebraic thinking, measurement and data, geometry, and at grade five, the number system strand. In addition, our math curriculum emphasizes the standards for mathematical practice ensuring students develop the perseverance, reasoning, and skills needed for the increasing complexity of math across the grades.

Science instructional time is 30 minutes daily at grade 3 and 45 minutes daily at grades 4 and 5. Pearson is currently the core program with units at every grade level being supplemented with the Engineering is Elementary kits ensuring an emphasis on inquiry and problem solving through a hands-on approach. Over the past several years our third graders have been working with the Broad Meadow Brook Conservation and Wildlife Sanctuary. Classroom visits from the Sanctuary staff provide students with hands-on opportunities to learn about the importance and functions of plant life as they carefully dissect flowers and even build their own flowers during a culminating art lesson. These classroom visits create experiences that develop students' curiosity while making real world connections. Grade 3 students also travel to Broad Meadow Brook and walk through the many acres of conservation land and put their classroom lessons into real time exploration. Grade 4 and grade 5 Science classes continue the hands-on learning lessons to enhance learning opportunities. Students create models of our solar system, volcanoes and simple machines. They investigate electricity, chemical changes and matter, and design structures based on their understanding of engineering and technology.

Social Studies instructional time varies by grade level similar to science. The Harcourt series is our core program with supplemental resources such as the book, Massachusetts, at grade 3. The integration of both fiction and non-fiction text allows both the social studies standards as well as the literacy standards to be met. The acquisition of foundational skills in this subject area is made possible through related video clips, use of original documents, non-fiction trade books, and classroom discussions facilitated by the teachers.

2. Other Curriculum Areas:

Students participate in one “special” (art, music or physical education) daily for 45 minutes. These curricula areas have clearly defined units of study with an integrative approach, whenever possible. Extensions of these “specials” occur during lunch time expositions by students as well as evening concerts, art shows, and dance demonstrations.

All students receive Art class instruction once a week. Basic awareness of Art History through the introduction of Master Artists and their Master Works of art begins in the early grades and runs through fifth grade. Students are introduced to artists from Eric Carle to Van Gogh and from Norman Rockwell to Seurat. Art instruction includes tying in a student project with a Master so that they may mimic the artist’s style or subject matter to better understand the works. Use of color, subject matter, style, technique and media are explained as they impact or are represented in specific works. Student portfolios are created throughout the year, and along with classroom participation, are used to assess understanding. The student and teacher work culminates in the District-wide Arts Festival in May, an opportunity for family and community members to witness the work accomplished. Every student has at least one piece of art work displayed at the festival.

Music classes are held twice a week. Students are assessed in three main areas of musicianship and student achievement. Grade three focuses on Critical Response to Music while they are learning to read basic musical notations. They complete Listening Logs in response to classroom CD presentations. They also use Music Makes Me Feel... reflective writings and or drawings. Grade four focuses on learning to play instruments. Learning to play the recorder is part of all fourth grade music classes. By fifth grade Music classes are focused on learning to read and write music. Across all grades, singing, listening, playing instruments, and participating in music-based games are used to teach essential concepts. Winter and spring concerts, as well as demonstrations at the Arts Festival, are avenues to share this learning and growth with family and friends.

Physical Education classes are held twice a week. All classes begin with yoga warm-ups and then move into the current unit of study. Whether it is a dance unit or a unit introducing a team sport, the focus is on coordination, improving cardiovascular endurance, learning and identifying the major muscles involved with movement, working together cooperatively, and learning and following game/activity rules. Students also work towards improving upon their own Physical Best Assessment scores from fall to spring. As part of the Arts Department, students also perform at the May Arts Festival.

A social/emotional curriculum is also offered at the Pakachoag School through the Steps to Respect program and our Positive Behavior Interventions and Support (PBIS) program. Our guidance counselor visits every classroom twice a month to deliver lessons pertaining to social and emotional development. Video clips and short stories are used to support lessons around friendship, making hard choices, honesty, responsibility and other character traits. These lessons are remembered via a bulletin board outside the main office. On the board, students’ writings tell how they show compassion, trustworthiness, or respect in their daily lives.

Community Assistance Resource Education (CARE), a curricula offered to grade 5 students by community resource staff including police, Auburn Youth and Family Services, and high school students, is focused on decision making skills and resiliency for our students soon to enter their adolescent years. Each of these programs includes sequential units of study, with each being closely aligned to the other. Students have an opportunity to hear about and discuss issues such as cliques, peer pressure, substance abuse, cyber safety and cyber bullying. Lessons are enhanced with visits from the Sheriff, the District Attorney’s office, and the CARE team.

Technology is integrated through all content areas with specific skill mastery being articulated by grade level in our District curriculum documents. Teachers have easy access to Epson Bright Links boards, document cameras, laptop carts, iPad carts, and the assistance of the Director of Technology who supports classroom instruction through a coaching model. Pakachoag also has a teacher leader who works as a technology facilitator for our building.

3. Instructional Methods and Interventions:

At Pakachoag, we believe that high expectations and equitable opportunities for all are essential for continuous improvement. Whether a classroom consists of struggling learners or learners requiring additional challenges, we strive to create an environment that will be enriching for them all, offering learning experiences reflective of student need based on data. Monitoring of MCAS data, D.I.B.E.L.S., DRA and district assessments and benchmarks enable us to tailor our instruction within flexible student groupings.

At Pakachoag, we practice inclusion. Our talented special education staff and classroom teachers have received training in effective co-teaching practices. This training allows us to keep students on IEPs in their classrooms with peer models rather than removing them to a small group, pull-out setting for instruction. These teaching partners use common planning time to evaluate data and prepare lessons for their students. With the addition of a special education teacher to the daily core lessons, our students benefit from having two professionals, with their own unique talents and knowledge base, accessible to them for instruction, support and intervention. Extension activities are available across the curriculum to challenge our highest performing students and encourage them to continually look deeper into a topic. Partnering classroom teachers with a reading specialist, a math coach, a special education teacher, or an instructional assistant ensures we are addressing the needs of our diverse learners.

Classroom lesson structures manifest themselves in a variety of formats. Small group or partner work may follow direct instruction. Students support one another as literacy partners and work together to improve fluency in reading as well as math fact automaticity. Student reports or assessments of learning occur via written work, Prezis, creative pieces or dramatic presentations. Allowing students to demonstrate understanding through a variety of products is staying true to the practices of differentiated instruction. The learning process and the product need to reflect student need and learning style.

During our daily intervention block, teachers, specialists, coaches, and instructional assistants address specific student needs with focused activities that are an extension of or supplement to the daily instruction. Teacher-created resources and commercial materials such as VersaTiles, Ten Marks, ReadLive, and Socrative, allow struggling students to move through the curriculum with added clarity. Before and after school academic clubs, as well as summer school, are in place to support continued growth. We monitor student progress and effectiveness of programming. This results in overall student achievement across the grade levels.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Classroom lessons at Pakachoag are created with Common Core State Standards (CCSS) as a framework. All students are assessed on these grade level skills through their participation in the state mandated Massachusetts Comprehensive Assessment System (MCAS). Students in grades three through five are tested in English Language Arts (ELA) and Mathematics, while fifth graders have an additional Science, Technology, and Engineering assessment. The MCAS tests are administered in March (ELA) and May (Math & STE). The definitions of the Performance Levels are as follows: Advanced: students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems (scoring 260-280); Proficient: students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems (scoring 240-258); Needs Improvement: students demonstrate a partial understanding of subject matter and solve some simple problems (scoring 220-238); and Warning: students demonstrate a minimal understanding of subject matter and do not solve simple problems (scoring <220). The acceptable performance levels are Proficient and Advanced.

Although it would be impossible to write a definitive statement to account for the rises and falls in scores over the years, some factors which may have contributed to the falls include: a fifth grade class size of 79 students increasing to 101 with no additional teachers hired, the loss of veteran staff as well as the move from a pull-out (for services) special education model to a full inclusion model which took adjustment time for teachers and students. As to the rises in scores, we saw needs across the grades and responded by increasing hours to the support staff day to better match that of the students. We added a district math coach, provided extensive professional development focused on writing and differentiated instruction, as well as fully implementing the co-teaching model across all grade levels with on-going training and classroom observations. We have continually used the data available to us to make the best decisions for our students.

We are very proud of our Level 1 status, demonstrating our commitment to meeting benchmarks and our efforts towards closing achievement gaps. A look at our subgroup data over the last several years shows growth across all grade levels. Grade 3 High Needs math saw a 31% increase in the number of students scoring Proficient and Above, while the same subgroup in fourth and fifth grade realized 12% and 19% increases respectively. Likewise, for students in the Low Income subgroup, ELA increases of 21%, 11% and 27% are evident. Impressively, 86% of third grade math students scored Proficient and Above on the 2014 tests. The data tables allow us to celebrate the significant gains we have accomplished over time while identifying areas requiring continued attention and analysis. We are dedicated to our goal of continuous improvement.

Both formative and summative data are essential components to regular teacher discussions concerning student work, redesigning lessons and targeted remediation. Several initiatives have been put in place over the last several years which have positively impacted classroom effectiveness. Uninterrupted learning blocks, 30-minute daily intervention blocks for all students designed to provide targeted, small group remediation and extension activities in both ELA and Math, co-teaching classrooms at each grade level with on-going professional development as well as best practices from this training shared by facilitators for non-co-teaching staff. The addition of school-wide teaching strategies such as Keys to Literacy, exit slips and white boards for on the spot assessments have all led to more effective use of our learning time.

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

Pakachoag, and the entire Auburn Public School system, is committed to data-driven decision making. MCAS results arrive in District during the summer months with teachers and the principal analyzing the data in preparation for the new school year. District-determined assessments are administered in September including DIBELS, DRA, Writing Prompts, and Math Benchmark tests. Assessments are repeated in January and May. This data is critical for teachers as they write their professional practice and student growth SMART goals and assess their own yearly progress towards the achievement of those goals.

Three times a year formal data meetings are held to discuss recent assessments and the students in need of additional supports. Classroom teachers, special education teachers, our reading specialist and the principal discuss each student while looking for trends, successes and areas to address. Plans are created with interventions identified. Additionally, teachers meet weekly during PLC time for the purpose of looking at student work, reviewing the most recent formative data and adjusting their lessons and practices accordingly. When data supports the need for additional resources, the Educator Support Team convenes to make further suggestions. It is a team approach from August to August.

Maintaining communication with stakeholders is a priority. Letters are sent home following state and district assessments explaining student progress toward meeting key standards. On Curriculum Night, the principal's presentation walks parents through the meaning of the scores, the state and district expectations, and how we prepare our students to meet them. In the fall, and throughout the year on an as-needed basis, teachers meet with parents to inform them of their child's progress. Additionally, Principal One Calls, the Superintendent's District updates and our monthly PakTalk newsletter, posted on our webpage, keeps the most current of information flowing between school and home.

Part VI School Support

1. School Climate/Culture

Pakachoag strives to build a positive community where students and staff feel safe and supported. For several years, our school district has embraced the Positive Behavioral Interventions and Support (PBIS) program for our K-8 schools. PBIS acts as the foundation upon which Pakachoag makes community decisions and promotes spirit and unity. By focusing on proactive strategies, positive language and acknowledgement of positive behavior, we create and sustain a culture of encouraging positive behavior while discouraging those that are problematic.

Our culture of assessment, review, feedback, and instruction in academics is mimicked in social skills through the PBIS program. PBIS expectations are clearly defined and reviewed. In any environment across the school day (playground, cafeteria, classroom, hallway, or bathroom) expectations are posted on wall charts and referenced regularly. In addition, teachers have access to tiered interventions and the PBIS teacher-led team for support. Training was intensive at the onset of the program and regular updates and yearly roll-outs are essential to its success. Monthly PBIS meetings are an opportunity for the Team to review school behavioral data and program updates. Student input is sought for program updates which will assist in keeping students engaged and motivated. Students suggest new incentives and share PBIS strengths and concerns.

At Pakachoag, we have created a paw punch system to recognize adherence to the positive and safe expectations. The Pakachoag Panther mascot was created and the construction paper paws, which are carried by all students, make rewarding positive behavior quick and easy. Students then trade in completed paws for rewards which include options such as homework passes, pajama day, lunch with a teacher, or extra P.E. In addition to rewards earned from paws, we also host monthly Spirit Days that promote a positive environment and build a community of smiles. Spirit Days include Crazy Hair Day, Twin Day, Fan Day, ice cream party and more.

The Character Trait of the Month program is another way that we encourage positive behaviors and recognize students for it. Posting student examples of these traits in a public space not only acknowledges their behaviors but also acts as an example for others to follow.

Pakachoag enjoys a small school, family feel. The nurturing culture and teacher recognition goes beyond the phenomenal Teacher Appreciation luncheon hosted annually by our PTO. This community of caring individuals regularly enjoys theme lunches and out-of-school gatherings. A daily bulletin shared with all teachers and staff keeps everyone informed of the upcoming events and the principal's Friday Notes bulletin brings additional attention to school-wide or individual celebrations. Our Sunshine Fund sends flowers to celebrate a birth, mourn a loss or wish a colleague quick healing. Greeting cards flourish and a coveted parking space is awarded each week. In addition, our Pakachoag Leadership Team and PBIS Team, consisting of teacher representatives, lend a voice to building-based decisions.

When students, staff and administration feel they are working in a positive, safe and respectful environment, then learning and relationships flourish. When academics are not interrupted by problem behaviors, then lessons can progress and students can take risks that will stretch their own thinking. Such is the environment that has been created and is maintained at the Pakachoag School.

2. Engaging Families and Community

At Pakachoag School we believe that a respectful community promotes positive attitudes, values and creates fine citizens. School must extend beyond the building to include the families and the community that support our programs and initiatives. It has been said in many languages, across many societies, that it takes a village to raise a child. We welcome the village and recognize that we all play a part in educating the whole child.

Pakachoag begins each school year with a Welcome Back Picnic. Families and faculty reunite after a summer break and strike up new relationships in preparation for a new year of learning. Teacher webpages keep parents informed of assignments and celebrations. Parents are invited to Curriculum Night and conferences with teachers and informational sessions with the principal regarding state-mandated testing or transitional meetings for parents new to Pakachoag. Family Math Night and Family Literacy Night bring school and home together, strengthening us as a community. Parents also regularly volunteer as Math Game Day helpers, technology class support, library volunteers and classroom book buddies.

Parents come to school as volunteers but also as invited guests. We host holiday concerts, hold Authors' Teas, educational fairs, and a fifth grade graduation. There is even an opportunity for students and parents to work together as science lab partners.

Our partnerships include our Safety Team that works with the Auburn Police and Fire departments to educate our students and faculty to help us maintain a safe and respectful learning environment for all. Collaborating with Auburn Youth and Family Services and the Sheriff and District Attorney's offices allows us to offer unique classes to our fifth graders through our C.A.R.E. program. Our Career Talks initiative has given our students a glance into a variety of career opportunities. Community guest speakers have included a neonatal pediatrician, a lawyer, a senator, a state trooper, a chef, artists, an author, and an engineer sharing their personal stories of school, learning, and work ethic. Local student athletes from the College of the Holy Cross visit with our students about school and perseverance.

Pakachoag also reaches out to the community. We visit a local senior housing facility to sing. We write letters and greeting cards to senior citizens and military personnel, participate in the Town-Wide Clean Up Day, raise funds for summer camp scholarships and fill the shelves of a local food pantry.

3. Professional Development

The Auburn Public School District prides itself on being a learning organization with a strong commitment to continuous improvement for all. The Pakachoag team embodies this commitment. Professional development is structured around District goals, building goals and individual goals, all driven by the analysis of data. Based in current research on high quality professional development, our professional development is sustained over time and supported through a job-embedded approach.

Pakachoag has had a consistent focus on Response to Intervention and Differentiating Instruction. Professional development occurs through District-based trainings but also at the school level through coaching and the creation of Professional Learning Communities (PLC). Team SMART goals and individual professional growth goals drive this work.

The Principal meets in August with each teacher to discuss professional learning goals for the year. Looking at data and discussing past observations informs the direction of the year's study. Book study is designed as well as work with district coaches, such as the math coach or literacy specialist, or, in some cases, outside coaches such as with the co-teaching training currently underway.

In addition, new teachers are provided with additional support through an assigned mentor and an accompanying first year teacher course. Peer observations are critical for all teachers but are mandatory twice a year for new teachers. The mentors also observe them and provide feedback on two other occasions.

Both State and local data indicate that our concerted professional development focus on RTI and differentiated instruction has resulted in better outcomes for students. Co-teaching training and coaching, along with the state mandated course in Sheltered English Immersion, is allowing staff to build their capacity to address the needs of diverse learners.

Due to the expansion of technology, Pakachoag staff has eagerly sought out relevant professional development. Training has been provided by consultants such as Ed Tech Teacher and then supported in

classrooms by our Director of Technology, thus ensuring sustained and job-embedded professional development. This high quality professional development has allowed teachers to embrace tools that support and engage a myriad of learning styles.

Continuous improvement through building the capacity of educators requires opportunities for teachers to interact and collaborate with one another. The Pakachoag Principal assists teachers in their practice and fosters conversations about student work; as a result, genuine communities of practice have emerged where colleagues engage in inquiry, reflection and the collaborative examination of teaching and learning.

4. School Leadership

Many of the beliefs of the Pakachoag family have been captured on our corridor walls. One such printed statement proclaims, “We believe that progress should be measured through personal achievement, not competition.” At Pakachoag, we are focused on achievement. As a Team we achieve more.

Classroom teachers and specialists work on task-specific teams. They take on leadership roles with peers, parents, and community members. The Safety Team works with Town fire and police to review protocols. Our Positive Behavior Interventions and Supports (PBIS) team, led by our guidance counselor, keeps all students, faculty, and staff on track and together as positive contributing members of a successful school community. The Educators Support Team consists of school professionals working together to evaluate student needs. They suggest interventions and monitor implementation and progress. Data meeting teams are opportunities for teachers and specialists to analyze formative and summative data. They make recommendations for targeted interventions and supports for struggling students. Weekly Professional Learning Communities (PLCs), led by grade level teacher teams, focus on units of study, weekly lesson plans, current student data and sharing of best practices all with the goal of moving their individual programs forward.

The principal, along with faculty representatives, comprise the Pakachoag Leadership Team. This smaller group allows for additional opportunities to discuss building celebrations and concerns. Curriculum, lesson plans, faculty meeting topics, data, and building community all make it to our table.

Teachers all work on district teams, as building representatives, in support of aligning current curriculum programs to the CCSS. They also provide valuable insight as members of search committees when a program may need replacing. Reviewing needs, recognizing what is working and identifying where a current program is falling short, enable us to bring the best possible programs and curriculum into our classrooms. Our students benefit from this District focus. Student-centered decision-making guides all leaders.

Students have also stepped up as leaders. Ideas for Service Learning Projects have come from children. Student leaders of the Green Team helped push recycling initiatives forward. Other students signed on as grade level leaders to meet with the principal. Areas addressed included school policy and routines, schedules, cafeteria options, interpersonal relationships and facility or building improvements. Older students act in a protective leadership role for walkers heading home after school. These student patrols monitor their lines and practice safety measures.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	86	79	76	72	74
Advanced	55	43	41	17	29
Number of students tested	83	90	88	87	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	3	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	60	77	53	50	47
Advanced	33	32	32	7	20
Number of students tested	15	22	19	14	15
2. Students receiving Special Education					
Proficient and above			20	18	9
Advanced			0	0	0
Number of students tested	6	8	10	11	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	78	78	74	78
Advanced	55	48	43	18	30
Number of students tested	76	73	81	80	88
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs Students					
Proficient and above	70	63	48	39	
Advanced	35	23	24	4	
Number of students tested	20	30	25	23	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). In 2009-2010 Massachusetts did not report on the High Needs group. Massachusetts does not report achievement results for groups smaller than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	58	72	64	54	43
Advanced	29	28	33	18	17
Number of students tested	90	85	88	94	98
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	5	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	54	58	28	38	30
Advanced	21	23	14	13	10
Number of students tested	24	26	14	16	20
2. Students receiving Special Education					
Proficient and above	9	0	8	9	7
Advanced	0	0	0	0	0
Number of students tested	11	10	13	11	14
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	57	72	61	55	42
Advanced	30	29	33	19	17
Number of students tested	74	79	81	85	93
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs Students					
Proficient and above	41	48	21	29	
Advanced	16	19	8	8	
Number of students tested	32	31	24	24	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). In 2009-2010 Massachusetts did not report on the High Needs group. Massachusetts does not report achievement results for groups smaller than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	75	70	66	62	71
Advanced	40	43	32	20	38
Number of students tested	89	92	94	101	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	4	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	61	40	37	43	47
Advanced	26	13	6	4	35
Number of students tested	23	15	16	23	17
2. Students receiving Special Education					
Proficient and above	9	13	8	0	
Advanced	0	0	0	0	
Number of students tested	11	16	12	15	9
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	69	68	62	71
Advanced	43	45	32	20	39
Number of students tested	80	84	85	93	71
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs Students					
Proficient and above	52	31	36	33	
Advanced	21	8	8	3	
Number of students tested	29	26	25	30	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). In 2009-2010 Massachusetts did not report on the High Needs group. Massachusetts does not report achievement results for groups smaller than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	74	73	79	70	77
Advanced	25	13	31	23	21
Number of students tested	83	90	88	87	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	3	5	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	64	58	50	46
Advanced	0	5	32	7	13
Number of students tested	15	22	19	14	15
2. Students receiving Special Education					
Proficient and above			20	9	9
Advanced			0	0	0
Number of students tested	6	8	10	11	11
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	75	75	80	71	80
Advanced	26	15	31	25	22
Number of students tested	76	73	81	80	88
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs Students					
Proficient and above	60	56	52	34	
Advanced	0	3	24	4	
Number of students tested	20	30	25	23	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). In 2009-2010 Massachusetts did not report on the High Needs group. Massachusetts does not report achievement results for groups smaller than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	60	77	71	69	65
Advanced	26	26	31	15	11
Number of students tested	90	84	88	93	98
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	5	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	46	65	50	33	35
Advanced	29	19	21	0	0
Number of students tested	24	26	14	15	20
2. Students receiving Special Education					
Proficient and above	0	0	8	0	7
Advanced	0	0	0	0	0
Number of students tested	11	10	13	11	14
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	62	78	71	71	66
Advanced	26	24	31	16	10
Number of students tested	74	78	81	85	93
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs Students					
Proficient and above	35	55	34	30	
Advanced	22	16	13	0	
Number of students tested	32	31	24	23	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). In 2009-2010 Massachusetts did not report on the High Needs group. Massachusetts does not report achievement results for groups smaller than 10 students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Massachusetts Comprehensive Assessment System</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	79	73	69	71	81
Advanced	31	34	17	17	35
Number of students tested	89	92	94	101	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	4	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	61	47	38	34	64
Advanced	22	27	19	4	35
Number of students tested	23	15	16	23	17
2. Students receiving Special Education					
Proficient and above	18	19	0	13	
Advanced	0	0	0	0	
Number of students tested	11	16	12	15	9
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	81	73	70	73	81
Advanced	31	33	15	15	35
Number of students tested	80	84	85	93	71
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: High Needs Students					
Proficient and above	55	34	28	33	
Advanced	17	15	16	3	
Number of students tested	29	26	25	30	
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). In 2009-2010 Massachusetts did not report on the High Needs group. Massachusetts does not report achievement results for groups smaller than 10 students.