

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Sean M. Murphy

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

Official School Name Coastal Ridge Elementary School

(As it should appear in the official records)

School Mailing Address 1 Coastal Ridge Drive

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

City York State ME Zip Code+4 (9 digits total) 03909-5801

County York County State School Code Number* _____

Telephone 207-363-1800 Fax 207-363-1816

Web site/URL http://cres.yorkschoools.org E-mail smurphy@yorkschoools.org

Twitter Handle _____ Facebook Page _____ 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. Debra Dunn

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

E-mail: ddunn@yorkschoools.org

Other)

District Name York Schools Tel. 207-363-3403

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. Tim Fitzgerald

(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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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. 8 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	30	24	54
3	66	61	127
4	64	69	133
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	0	0	0
Total Students	160	154	314

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % Two or more races
- 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1	314
(5) Total transferred students in row (3) divided by total students in row (4)	0.073
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Chinese, Bulgarian, Spanish
8. Students eligible for free/reduced-priced meals: 31 %
 Total number students who qualify: 97

Information for Public Schools Only - Data Provided by the State

The state has reported that 31 % 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 %
37 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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>11</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</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	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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	96%	96%	96%	96%	94%
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: CRES provides its children with an engaging, enriching educational experience. We develop partnerships that facilitate learning, foster responsible citizenship, and inspire children to excel.

PART III – SUMMARY

Coastal Ridge Elementary is an intermediate elementary school, and as such, we recognize our need to support students in a manner that is developmentally appropriate for young learners yet pushes them to meet high academic expectations. Curricula and instruction are aligned with State of Maine standards, and we maintain high expectations for ourselves to serve students and families to the best of our abilities. We take pride in being a "Responsive School" that builds a cohesive learning community on the whole and in individual "Responsive Classrooms". Our mission communicates our priorities:

The mission of Coastal Ridge Elementary School is to provide children with an engaging and enriching educational experience. We strive to develop partnerships that facilitate learning, to foster responsible citizenship, and to inspire children to excel.

Accredited through the New England Association of Schools & Colleges, CRES has been recognized as a school that meets high standards in every respect. The faculty and staff believe in continuous improvement in serving students' varying needs, and we enjoy working collaboratively in this endeavor. We employ research based programs and positive behavior supports for instruction and discipline. With inclusive, heterogeneous classrooms that average 18 students in size, we promote hands-on, interdisciplinary learning.

Coastal Ridge is worthy of Blue Ribbon status not only because of its exemplary student achievement on local and state assessments since 2006, but also because of its annual growth and improved scores each year. CRES has been recognized as a high performing school by the State of Maine for its performance in mathematics and ELA on the Maine Educational Assessment and subsequently the New England Comprehensive Assessment Program. We take pride in scoring at or near the top of the state each year. Locally, we utilize the NWEA and the STAR computer-based, adaptive assessments to inform our instruction in math and ELA in the fall, winter, and spring in an effort to serve individual students' needs. We analyze the data as a component of our Response to Intervention model that allows us to differentiate for students who may not initially meet standards. We also use the Fountas & Pinnell Benchmark Assessment to inform our literacy workshop model.

CRES is also worthy of Blue Ribbon status because of its proud tradition of meeting the State of Maine's Guiding Principles that focus on social and behavioral growth. The students at CRES are intimately involved in the daily operations of the school. They actually came up with the "Coastal Ridge" name, provided input on the design of the playground, designed the school flag, and wrote the school song. Additionally, they produce monthly live news broadcasts, participate in school-wide assemblies, and lead daily announcements and The Pledge of Allegiance. CRES guides each child in developing relationships and fostering responsible citizenship. Every student also takes part in service learning projects that impact the greater community. These interdisciplinary projects afford our children opportunities to solve problems, think creatively, communicate through a variety of media, and demonstrate leadership. Additionally, the school offers all students Odyssey of the Mind, science fairs, drama performances, Horizons enrichment programs, Kid's Cabinet, Civil Rights Team, Read Across America, and other enrichment activities. Even outside the school day, staff offer "Wake Up and Read" in the library, "Wake Up and Walk" on the track, and "Wake Up and Breathe", a morning yoga session in the gym.

We are privileged to have remarkable support from the community on a daily basis. Parents volunteer often in classrooms and throughout the school day participating in our RtI model, instructing students, supporting teachers, and assisting office staff. Volunteers help organize events such as: Immigration Day, Jump Rope for Heart, Olympic Day, Scholastic, and the variety show, to name a few. High school students act as "student listeners"; community members act as mentors; 4th graders visit an elder care facility biweekly and local law enforcement officials teach D.A.R.E. programs and assist in safety drills. Not only do townspeople and families support the school through the budget process, but there is also a mutually enjoyable interaction between all ages of townspeople and the young students at CRES.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Each content area of the CRES curriculum is aligned to the State of Maine’s 2007 Learning Results or “Parameters for Essential Instruction” which include the Common Core State Standards. Curriculum is differentiated to meet every student’s specific needs, and teachers work earnestly to create hands-on, interactive lessons in a collaborative format. The Director of Curriculum and teachers who serve on content-specific K-12 curriculum teams review the scope and sequence of each respective content area and align it not only to meet the state standards but also to reflect York’s high standards for best practice within that discipline for learning.

In ELA, representatives from Coastal Ridge have analyzed the curriculum requirements in reading, writing, research, language, listening and speaking, and media to ensure the school’s curriculum meets Maine’s guidelines. We have devised a scope and sequence and from this, teachers designate specific genres in reading and writing for grades K-4 to align the curriculum vertically for a balanced curriculum that is more specific than the state level requirements for grade spans K-2 and individual grades from 3 and 4. Teachers within Coastal Ridge then map the curriculum of their specific grade to determine pacing and resources such as anchor texts for the upcoming year.

The ELA curriculum is based on the Lucy Calkins Units of Study for Reading and Writing. Teachers have been encouraged to supplement these resources when appropriate to individualize further. Classroom teachers, Title 1 reading specialists, special education teachers, librarians, and enrichment teachers cooperate to meet student needs. Together, the teachers craft reading and writing workshop models. Teachers level their classroom libraries, structure their instructional groupings and rotations, confer with children during independent reading and writing, and present their mini-lessons in a manner that is reflective of these two models.

Coastal Ridge began using the University of Chicago Everyday Math program almost 20 years ago. It is based on research findings that mathematics is meaningful to children when it is varied, rich, and rooted in real world problems and applications. The program includes many tools and suggestions to assist teachers as they differentiate instruction to meet children’s diverse needs.

In order to teach to students’ unique abilities, teachers identify Maine’s standards in math that apply to the curriculum and assess student ability related to that standard. Teachers analyze the student performance on those standards both individually and in teacher cohorts called professional learning communities, based on the work of Dufour and Eaker. Teachers will then differentiate instruction to enrich students’ individual math program. Teachers consider many conditions as they teach students in whole groups, small groups, and one-on-one. Teachers use smaller instructional spaces called tutorials during systematic intervention times of reteaching twice weekly. At other times, the CRES talented and gifted program called Horizons assembles students who qualify for enrichment. The highest performing 5% of students receive individualized educational plans that may include further enrichment such as web-based instruction using the Aleks math feature or independent projects with guidance from the Horizons teacher.

In science, Maine addresses curriculum in a grade span format for grades K-2 and 3-5. This grouping requires educators in York to meet several times to work in unison to address the standards vertically to ensure comprehensive coverage of content. 2nd grade focuses on diversity in habitats; land, water and wind; and solids, liquids, and gases. 3rd grade studies the human body; earth, moon, and sun; and ecosystems. Finally, the 4th grade curriculum consists of geology and physics. A large number of field trips and visits from organizations enhance our students’ educational experience. It should be noted that the York Schools are currently working on aligning grade level learning objectives with the Next Gen Science Standards.

The science curriculum is also representative of how interpersonal relationships are essential to learning as the school facilitates partnerships with community members. Numerous visitors from many agencies instruct students on curriculum topics as they demonstrate their expertise: the local power company, York Water District, the Chewonki Foundation, local artists, Seacoast Science Center, Starlab, York Center for Wildlife, and others.

Lastly, the social studies curriculum begins with a local focus for children in understanding their local government, town history, and civics and then expands to the state level in 3rd grade and to a national level in 4th grade. The integrated nature of social studies supports historical fiction in each grade, nonfiction literature and literary skills, as well as informational texts through current events. A number of field trips support the social studies content and give perspective to the classroom studies.

2. Other Curriculum Areas:

Each child at Coastal Ridge has a unified arts class each day which lasts fifty-five minutes and is scheduled at the same time across the week: library, computer, art, physical education, and music. This regularity in schedule is important philosophically to our school in that we believe students thrive on routines. We also believe that the children should have two morning educational blocks of core curriculum, so the daily unified arts class is scheduled accordingly.

Through art, students reinforce their understanding of science. 2nd graders work with sunflowers in the art room during their diversity in habitat science unit and then create related artwork. They also complete an autumn leaf project in art that reinforces their understanding of the fall science unit. Children mold ceramic models of coastal life. 3rd graders create skeletal models using various types of pasta such as elbow pasta for ribs or rigatoni for the femur, and they build Maine animal puppets with paper mache.

In the visual and performing arts, CRES has matched our curriculum to meet the Maine Learning Results in disciplinary literacy; creation, performance, and expression; creative problem solving; aesthetics and criticism, and VPA connections. The school has maintained regular classes in music and art, but homerooms have also increased the number of plays the students perform each year. Each child performs in a musical that supports content in the core curriculum while also developing Maine Guiding Principles and public performance standards.

Coastal Ridge allots additional time to Physical Education so that students may learn about health with the PE setting and understand the many aspects of the Maine Parameters for Essential Instruction in health during an hour class each week. Children continuously revisit the 3 components of physical fitness within the active PE environment: flexibility, cardiovascular health, and muscular development. Although the daily lunch and recess are not considered part of the PE program, students are encouraged to participate in a daily mile program and 5-2-1-0 effort during the midday in support of the PE curriculum as daily fitness components. Children also chart their fitness goals and write reflections on their progress. Students also have culminating activities such as the 2nd grade PE Showcase, 3rd grade field day, and 4th grade Olympic Day.

Children use computers or devices throughout the week, but they also have a designated time when the homeroom teacher takes the class to the computer lab. Each child logs in and completes a Type To Learn 4 lesson to begin the period. Then, the teacher guides them in using the technology to build on the core curriculum from the homeroom. For example, 3rd graders create collaborative Keynote presentations on their research projects from the social studies and live commercials with a green screen for their science unit on Maine industry and wildlife.

When the children attend their weekly library class, they return books they have checked out and search for new texts. At least one of these texts must be at their instructional reading level, which the homeroom teacher has communicated to librarians. Then the librarians lead a lesson on multimedia research or use Common Sense Media to teach about digital citizenship. Lastly, the librarians read a Maine Chickadee Award winning book aloud.

Throughout the unified arts classes, the homeroom core curriculum is integrated or supported. Through this integration, the entire learning program is strengthened through reinforcement through a child's day.

3. Instructional Methods and Interventions:

Students at CRES are grouped heterogeneously into seven classrooms of approximately nineteen students using a custom computer program. Following the inclusive philosophy of the school, teachers welcome students with various needs into their homeroom instruction, although there are cases which require specialized instruction outside the homerooms. The heterogeneity within the classes requires teachers to differentiate their instruction to meet the diverse needs of their learners.

The Everyday Mathematics program allows teachers to instruct a variety of learners with activities labeled “differentiation options” for every lesson, including learning extensions, games, and online activities. The writing workshop curriculum allows teachers to introduce writing mini-lessons and then allow independent growth at a differentiated pace and level. Each child has a writing journal, and each teacher confers with individuals regarding their respective skills. Similarly, in the reading workshop curriculum, teachers guide children with mini-lessons around reading strategies for understanding, but students learn at their respective levels with differentiated texts. Teachers meet weekly with small groups of students who are not meeting learning standards as part of the school’s RtI model. However, students spend the majority of their time learning in a differentiated homeroom setting.

Students with individualized education plans (IEPs) may work with a reading teacher on a specialized reading program such as the Wilson Reading System or literacy lessons similar to Reading Recovery. In other cases, students with low incidence disabilities may benefit from language instruction or social skill building with the speech therapist or teacher of students with autism. SMARTboards, dictation software, online activities, ipads, therapeutic swings, as well as a number of additional resources are used to assist students based on needs.

CRES also employs a Horizons teacher who serves the needs of students who may be traditionally labeled as talented and gifted using the Schoolwide Enrichment Model (SEM). Tier I instruction in Horizons may consist of informal enrichment activities after school or during the lunch/ recess block in foreign language, chess, Greek mythology, or word puzzles. Horizons allows for ability-based instruction once a week for students who qualify for tier II instruction in reading, writing, and math. The top 5% of students benefit from Tier III instruction, which resembles an IEP and may employ the Aleks online math subscription.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The expectation at CRES is that the students in grades 3 and 4 score at or near the top in Maine when compared to the 340 other elementary schools. We also expect our students to achieve at higher levels as they grow through the grades, and there is an upward trend in the data that confirms this, not only in the past five years but even more significantly in the past eight years.

At times, the number of students who score proficient and above may be consistent from one year to the next, but the number of students who score proficient with distinction is a larger portion of the sum in more recent years. This trend is most notable in our 4th grade math scores and less distinct but still present in other scores. The data shows that students in the free and reduced subgroup have similar trends, and their scores are slightly lower but similar to the wider population. Students receiving special education present lower scores which is concerning, but the fact that students in both of our subgroups score at the proficient with distinction level supports our philosophy that every child can learn and succeed. This inspires our differentiated intervention model.

We take deliberate measures to support students who are not meeting the state standards. We analyze data from common grade level assessments or assessments such as NWEA and STAR which provide instant data. Teachers work in PLCs during common planning times to discuss the data for student weaknesses as well as trends from one teacher's class to another. We have a formal process of reteaching as part of our current Response to Intervention model. Teachers group students across classrooms according to similar abilities on specific state standards. Coverage is provided to these teachers by other staff members so the students can be instructed in smaller groupings.

Another feature that stands out when analyzing the school-wide data is the increasing percentage of SES students in the school population, which may be a reflection of the recent economic downturn. From 2009 to 2014, the population of SES students rose steadily from 12%, 12.7%, 15%, 17% and finally to 18%.

While it may be difficult to attribute performance to specific strategies, we firmly believe that our differentiated model plays a large role. Perhaps the consistent growth in SES students to exceed in math and reading reflects our concern for every child regardless of ability. Our workshop models in writing and reading serve every student at his or her level and nurture them with sound, effective instruction with research based programs. We have studied mathematics data that clearly points to writing and reading as powerful factors in student success on math assessments, and we believe in the importance of providing the student body with a balanced instructional program across numerous disciplines.

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

Using assessment results at CRES is one component of a cyclical process that affects daily instruction. This process consists of mapping curriculum, targeting instruction, and analyzing assessments. That cycle is repeated throughout the year as teachers identify essential state standards for focus that will then incorporate the peripheral standards. Groups of teachers focus on these essential standards as they map the curriculum and work together to align their instruction. Then, students are assessed on their learning, and the assessments are analyzed to gauge how instruction should be adjusted for the students' needs. CRES has followed this cycle, based on Rick Dufour and Bob Eaker's professional learning community model, since 2007. Coastal Ridge's PLC model has evolved to address Response to Intervention requirements from the State of Maine in recent years.

To elaborate, the school utilizes universal screening assessments that allow teachers to pinpoint student ability on skills required in Maine's curriculum standards "Parameters of Essential Instruction". 2nd, 3rd, and 4th graders are invited to meet with their teachers at the end of August to work through a Fountas & Pinnell reading assessment, which is administered specifically by the child's homeroom teacher in a 1:1 session. This builds a positive relationship between teacher and student before the year begins but also

allows teachers to identify very specific fluency, accuracy, and comprehension levels of a student's reading ability. From that point, teachers begin building a differentiated reading workshop model for the year.

Using the data from the universal screening assessments in the fall, teachers map their grade level curriculum to focus on prioritized academic standards for reading and math while incorporating peripheral standards in those content areas. Teachers call these "essential outcomes" and work collectively by grade level to share data and resources to support students. Reteaching takes place during intervention times. Data is monitored in these reteaching sessions so teachers are able to track progress of students and to determine if and when more intense measures are taken to support a child, such as Title 1 instruction, a referral for special education, an academic plan, or alternatives.

In November and April, students lead a conference with their parents and teachers to reflect on personal growth. Parents are also informed about school and student performance not only through these conferences, but also on report cards each trimester and on standardized tests in the spring.

Part VI School Support

1. School Climate/Culture

The positive climate at Coastal Ridge has been recognized as exceptional by the New England Association of Schools & Colleges after our most recent decennial review in 2009. The staff truly supports each other in a collaborative effort to guide all 317 students. We maintain a professional philosophy that "each is working his or her best", which leads to a mentality of selfless support.

CRES is fortunate to have numerous teacher leaders on the faculty who work together in a professional learning community model and are exceptional role models for children and parents. They enjoy collaborating during common planning time, observing each other with guest teacher coverage, and planning RtI instruction across classrooms to group students creatively. The majority of teachers have earned advanced degrees, and they seek opportunities to learn more about their craft through conferences and instructional coaching models. Grade level teachers meet weekly to plan, and the entire staff meets on a regular basis to share tech tips, present collaborative projects, and discuss programming. For new teachers, a mentoring system exists, and teachers are paired effectively for one on one support.

The culture is also bolstered by the ingrained Responsive Classroom model that we use as a social/emotional program to give us a common language and common expectations for children. We hold morning meetings daily and school assemblies every two weeks. Students have created a school flag, a civil rights pledge, classroom constitutions, norms for behavior, live broadcasts, and a daily Pledge of Allegiance. Teachers are encouraged to pause daily activities using non-verbal signals to gain students attention and to ask the children to reflect on their behavior. Children are commended on announcements through "bright spots" and reflect on their progress during student-led conferences with teacher and parent as listeners. Much of our social/emotional work is grounded in research from the Northeast Education Foundation, John Hattie, Carol Dweck, and Rick DuFour.

Often, the teachers at CRES work with teachers throughout the district. The 2nd grade teachers meet with 2nd grade teachers from another elementary school in the district twice a month and remain in constant communication about student groupings, curriculum decisions, and other practices. Almost every teacher sits on a district curriculum team that meets several times a year with representatives in a K-12 curriculum model. During professional development days the art, music, and P.E. teachers have visited other schools, districts, museums, and galleries to share best practices and build curriculum in those disciplines. Not to be overlooked, support staff are also encouraged to attend regional trainings related to their daily work in addition to attending all professional staff inservice days. We support our philosophy that we are fifty-three educators for 317 students by treating each other with respect and working together to maximizing our abilities cooperatively. The end result is an exciting, upward surge of high expectations that each internalizes to contribute positively to our mission.

2. Engaging Families and Community

Faculty work hard to make the transition to CRES smooth for both parents and students. In June of the previous year, several orientation tours are provided to families. Summer activities take place at the school. Then in August, teachers host informal open houses that allow casual, comfortable conversations before Labor Day. Teachers also conduct a 1:1 reading assessment to get to know their students individually before school begins. This proactivity allows children and parents to begin the year with confidence.

York is a close-knit town, and CRES takes pride in developing strong partnerships that facilitate learning. Parents are constantly present in classrooms and halls of the school, and they enjoy knowing how the children are guided through the instructional day. One may often see parents participating in instruction as part of a differentiated RtI model, attend writing celebrations, support teacher duties, attend field trips, and organize classroom events using "Sign-up Genius". Because of the frequent communication and interaction between parents and school staff, parents are close partners in educating their children.

Throughout the year, teachers and staff communicate regularly with families during school-wide events like Open House, weekly newsletter emails, websites, and student-led conferences. The school sends a group email to the entire school community each Wednesday, and students take hard copies home the same day. If there is an urgent message to send to parents, CRES utilizes an instantaneous voice messaging system.

The school benefits from a group of parents who support numerous learning opportunities: they join their children on Tuesday mornings for voluntary yoga before school, Wednesday morning for voluntary silent reading in the library, and Friday mornings to walk the track on the playground. They oversee school-wide volunteering and the organization of activities such as: Ice Cream Social, the fall cookout, Snowball dance, Variety Show, and Science Fair.

CRES maintains numerous community relationships as well. Each week, parents take a small group of 4th graders to chat and play games with local senior citizens. Each Thursday, a group of senior citizens reads with 2nd graders. The school organizes numerous food drives, clothing drives, and student-led benefits for charitable organizations such as SPCA, Habitat for Humanity, or Cellphones for Soldiers. Community mentors and "high school listeners" spend time weekly with students on an individual basis. Additionally, each classroom also participates in a service learning activity to connect with the community. Some recent examples include a class greeting soldiers at Pease Air Force Base, rehabilitation of New England Cottontail habitat, and an exploration of the York River Watershed. Lastly, agencies such as the York Fire Department and York Police Department work closely with the students as part of the annual curriculum.

3. Professional Development

The school district of York has a balanced, systematic approach to professional development. The quality of Coastal Ridge's teachers and staff is critical to our students' success, and it is widely viewed as the greatest factor in our students' achievement.

Teachers are encouraged to enroll in graduate courses and are reimbursed for their expenses. CRES also has a budget of approximately \$6,500 for conferences and workshops. Locally, York schedules 7 inservice days for professional collaboration each year, and the district conducts the York Summer Institute each June, a voluntary 4 day professional development camp.

All educators at CRES are required to attend Responsive Classroom training, which usually involves a week-long seminar in the summer. This monetary and philosophical commitment has had direct and positive benefits for all students. There is consistency at CRES which permeates every room and affects every employee, with student achievement as our ultimate goal. All new hires are assigned an experienced mentor to facilitate the transition into our educational culture. Additionally, groups of teachers are encouraged to observe others within the building and are supplied whole day substitutes so teachers may have in depth peer observation.

Indicative of the philosophy for continuous improvement, a group of approximately fifteen faculty read professional texts purchased by the school and meet monthly to discuss them over dinner. Typically, the principal also purchases texts for staff members interested in professional reading during the summer. Also in late summer, teachers are invited to be reimbursed for their time to analyze data from the NECAP assessment and make curriculum changes that may positively impact teacher instruction or student performance.

In 2011-2012, Coastal Ridge hired a professor from the University of New Hampshire to work with staff throughout the year in reading comprehension. This professor led full day in-services, modeled lessons in classrooms, and guided work performed by the school throughout the year. Additionally in 2011-2012, the principal increased the professional development line 7% to begin more instructional coaching at the school based on Jim Knight's work at the University of Kansas within the Kansas Coaching Project. This eventually led to the hire of a Literacy Coach in 2014 who works with teachers K-4 on their literacy

instruction. The ongoing commitment to professional development is critical to our students' achievement, as demonstrated by our data.

4. School Leadership

The Coastal Ridge community holds an expectation that each adult must be a positive role model for the students, and as a result, the climate at CRES is overwhelmingly positive. This exuberant, optimistic culture motivates students. We recognize the fragile nature of our climate, and we take careful measures to nourish it. While curriculum, instruction, and assessment are critical, it is the unique climate at Coastal Ridge that defines our school.

Coastal Ridge functions as a collaborative community in which all constituents play a role in creating an engaging and enriching educational experience for the children. A number of groups meet to discuss how the adults are serving the students, and they report to the principal who gathers and disseminates information to guide collaborative decision making.

Teams of teachers work in groups of 3 or 4 to group students for enrichment and reteaching based on assessment analysis. Grade level teachers meet weekly to discuss and map curriculum for consistency between PLCs. Representatives from grade levels and the unified arts serve on the CRES Leadership Team which meets bi-weekly with the principal to discuss school-wide procedures that affect grade levels, such as the design of inclusion services for students with individualized education plans or the transition to standards based report cards distributed electronically to parents. Additionally, the faculty and staff meet monthly with fixed agenda items such as technology tips, a sharing of teacher projects, and service learning updates.

Teachers at CRES also meet once monthly with the faculty at the other elementary school in town to discuss curriculum. For example, the two elementary schools have focused on aligning reading comprehension strategies through the grades to design a thorough scaffold of reading strategies that assist students in comprehending various texts. Teachers at CRES also meet several times a year in district-wide K-12 teams that are constructed to review specific disciplines such as ELA, math, science, visual performing arts, or social studies.

The principal meets with several groups to gather information for the CRES staff or Leadership Team. He meets monthly with the district administrative team to discuss state and local issues and with building principals and the Director of Curriculum to discuss curriculum, instruction, and assessment.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	80	84	84	86	80
Proficient with distinction	34	31	39	38	23
Number of students tested	123	124	137	124	145
Percent of total students tested	99	96	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	77	71	71	65
Proficient with distinction	29	32	33	36	20
Number of students tested	21	22	24	14	20
2. Students receiving Special Education					
Proficient and above	50	53	40	86	55
Proficient with distinction	10	7	0	14	3
Number of students tested	10	15	20	14	29
3. English Language Learner Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with distinction					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
9. White Students					
Proficient and above	79	86	83	86	82
Proficient with distinction	35	32	41	39	24
Number of students tested	117	119	127	120	138
10. Two or More Races identified Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
11. Other 1: subgroup includes each student that meets one or more of following: disability, Free and Reduced Lunch, African-American, Native American, Hispanic					
Proficient and above					
Proficient with distinction					
Number of students tested	0				
12. Other 2: Other 2					
Proficient and above					
Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	89	93	82	86	86
Proficient with distinction	42	40	42	33	26
Number of students tested	129	133	123	151	136
Percent of total students tested	96	98	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	76	78	73	76	88
Proficient with distinction	28	22	27	29	24
Number of students tested	25	23	15	21	17
2. Students receiving Special Education					
Proficient and above	47	73	53	72	56
Proficient with distinction	7	13	18	14	13
Number of students tested	15	15	17	29	16
3. English Language Learner Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Proficient with distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
9. White Students					
Proficient and above	89	93	82	87	85
Proficient with distinction	42	40	44	34	28
Number of students tested	123	126	119	143	129
10. Two or More Races identified Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	89	78	81	87	76
Proficient with distinction	30	16	24	26	14
Number of students tested	128	121	138	124	145
Percent of total students tested	99	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	71	76	63	79	70
Proficient with distinction	14	19	17	36	10
Number of students tested	21	21	24	14	20
2. Students receiving Special Education					
Proficient and above	70	50	40	43	45
Proficient with distinction	10	0	0	7	3
Number of students tested	10	12	20	14	29
3. English Language Learner Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Proficient with distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
9. White Students					
Proficient and above	89	80	80	88	80
Proficient with distinction	32	17	24	27	15
Number of students tested	117	116	128	120	138
10. Two or More Races identified Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	85	89	93	83	82
Proficient with distinction	25	29	32	38	18
Number of students tested	127	133	123	151	136
Percent of total students tested	96	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	3	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	76	74	93	76	76
Proficient with distinction	12	13	20	19	18
Number of students tested	25	23	15	21	17
2. Students receiving Special Education					
Proficient and above	31	47	77	55	50
Proficient with distinction	0	0	6	10	6
Number of students tested	13	15	17	29	16
3. English Language Learner Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Proficient with distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
9. White Students					
Proficient and above	85	89	93	85	81
Proficient with distinction	26	29	32	39	18
Number of students tested	121	126	119	143	129
10. Two or More Races identified Students					
Proficient and above					
Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with distinction					
Number of students tested					

NOTES: