

PORTERS POINT SCHOOL

2015-2016 Annual School Report

Student Enrollment and Demographics:

| Grade Level | Students | Classrooms | Average class size |
|--------------|---------------------|----------------------|--------------------|
| Kindergarten | 87 students | 4 classrooms | 22 |
| Grade 1 | 70 students | 3 classrooms | 23 |
| Grade 2 | 96 students | 5 classrooms | 19 |
| Total | 253 students | 12 classrooms | |

| Demographics | Number of students | Percentage |
|---|--------------------|------------|
| Students receiving Special Education instruction/504 accommodations | 43 | 17% |
| Students qualifying for subsidized meals | 83 | 35% |
| English Language Learners | 7 | 3% |



The average daily attendance at Porters Point School has been above 96% for three consecutive school years.



Teacher Information:

- 100% of the teachers at PPS are “Highly Qualified,” meaning that they have 1) a bachelor’s degree, 2) full state certification, and 3) proven knowledge of the subject area(s) which they teach.
- PPS teachers give back to their profession by mentoring student teachers from UVM and St. Michael’s College.

| Teaching staff | Number of teachers | % with Masters degrees | % with Level II Licenses |
|--------------------|--------------------|------------------------|--------------------------|
| Classroom teachers | 12 | 66% | 83% |
| Special Education | 3 | 100% | 100% |
| Unified Arts | 4 | 75% | 100% |
| Guidance | 1 | 100% | 100% |
| Title 1 Reading | 1 | 100% | 100% |
| Total | 21 | 76% | 91% |



Technology in the classroom:

Classrooms are equipped with 10 devices for student use - a combination of Chromebooks (some touch screen) and iPads. Teachers use a desktop computer that is connected to an interactive board or projector and a laptop or iPad so they can be mobile during instruction. Teachers and students use this technology each day.

Health Information:

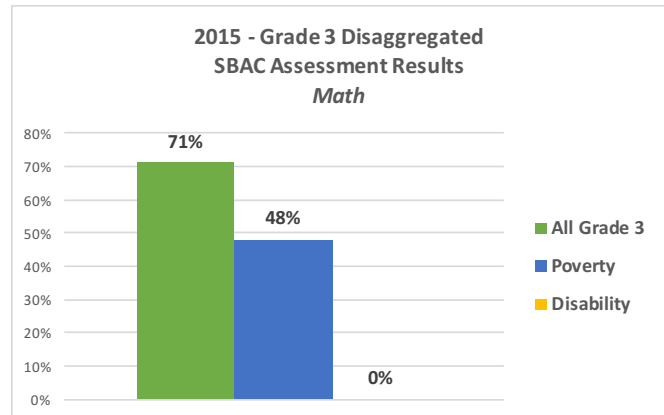
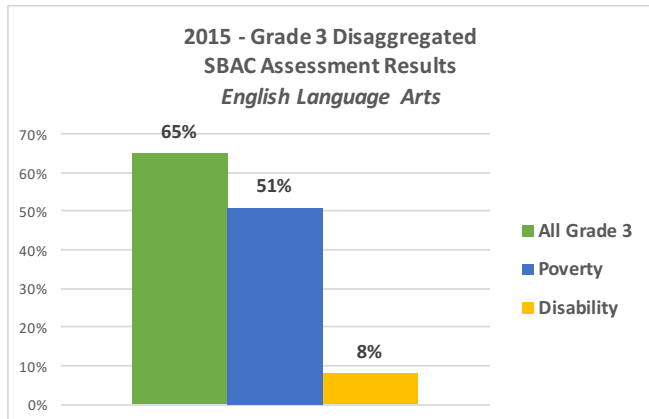
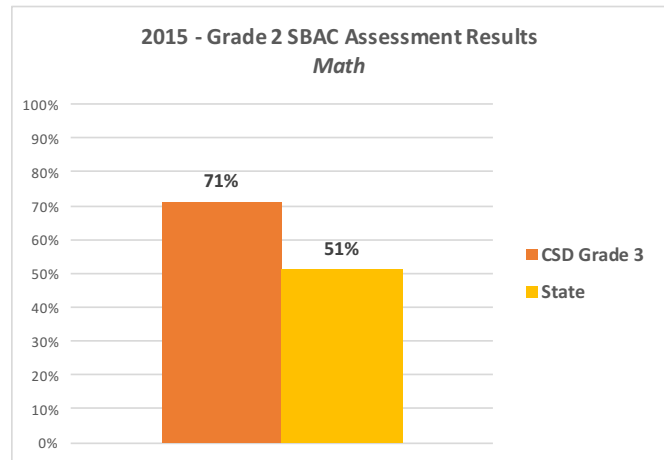
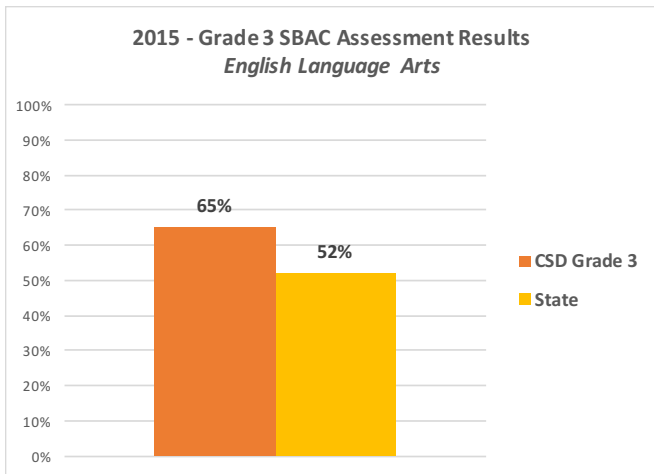
Parent and Community Involvement:

- Porters Point School has an active PTO that meets on the 2nd Tuesday of each month at 6:00 p.m.
- Many parents and guardians volunteer regularly in the library or in classrooms.
- This year we have Four Winds volunteers for every classroom at PPS!
- The PPS Leadership Team created a family survey for feedback in March 2015.
- Activities that bring PPS families to school include:
 - Welcome Back Barbecue (PTO)
 - Open House
 - Halloween Parade
 - Home-School Conferences
 - December Sing-Along
 - Family Ice Skating (PTO)
 - Walk to School Day
 - Project-Based Learning
 - All School Celebration - end of year

| | 2015-16 (to date) | 2014-15 |
|--|------------------------|---------|
| Students requiring prescription meds at school | 1 | 2 |
| Chronic health conditions | 46 | 53 |
| Initial screening for vision and hearing | 158 (K & 1 to date) | 162 |
| Second vision and hearing screening required | N/A | 41 |
| Students requiring additional hearing/sight evaluation | N/A | 9 |
| Number of Child Protection Team (CPT) meetings held | 2 | 12 |

Student Progress Toward 100% Proficiency:

In the spring of 2014, all Vermont students were testing using a new statewide assessment program developed by the Smarter Balanced Assessment Consortium. These new assessments in English Language Arts (ELA) and Math replace the New England Common Assessment Program (NECAP) assessments given to students across the state since 2005. The following graphs show how grade 3 students in Colchester performed on both ELA and Math assessments compared to all grade 3 students in Vermont.



Instruction in English Language Arts:

Teachers at PPS use the workshop model to deliver a short (15 minute) mini-lesson focused on a identified learning intention linked to the Common Core State Standards.

Afterward, students are released to a variety of small group and independent reading activities that reinforce the lesson focus as well as basic reading and word study skills. Students meet with the teacher in guided reading groups for reading instruction and reinforcement of the learning intention. The group comes back together to share out and summarize the day's learning.

Instruction in Math:

In response to declining student math scores at PPS, the focus of building-based professional development in 2014-15 was improving math instruction. Teachers worked with Loree Silvis to learn how to teach students basic numeracy skills.

Our August 2015 inservice data review showed a *dramatic* increase in the percentage of students meeting grade level expectations on the local math fact test in all grade levels. The "on grade level" performance of students in poverty was almost identical to the performance of all students. We continue to utilize these strategies along with the EveryDay Math core program lessons.

Continuous Improvement Plan:

PPS developed a Continuous Improvement Plan last year to support our work toward the goal of having all learners meet grade-level expectations. The 3-year plan focuses on PPS staff incorporating essential practices that inform our instruction in three main areas: Reading, Math, and Social-Emotional Learning. The Leadership Team, Grade Level Teams, and the Positive Behavior Intervention and Support (PBIS) Team identifies data points for study, continuously monitors the data to identify areas that need attention, and moves forward to identify changes in instructional practices or new interventions to address the concern. Decisions about instruction and intervention are based on best-practice and research-based practices whenever possible.

Improvement in our student learning and social-emotional data over time is our measure of success. Teams study local benchmark assessment data and collect additional data as needed. Current data points include the following:

Reading:

- Letter and Letter/Sound identification - Kindergarten,
- Fountas and Pinnell Benchmark assessment, Fry Sight Words - Grades 1 & 2

Math:

- Math fact fluency - all grades

Social-Emotional:

- SWIS student behavior data - all grades
- PPS Family Survey - all grades and whole school assessment of building



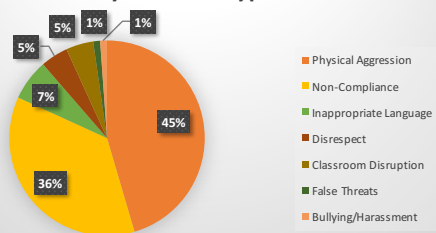
Student Behavior Data:

At PPS, we use the PBIS (Positive Behavior Interventions and Supports) framework to prevent student misbehavior and support high academic achievement and positive social behavior outcomes for all students. This continuum of support provides students with explicit instruction about our school behavior expectations in all parts of the school, including the classroom and non-classroom areas like the bus, hallways, cafeteria, and the playground.

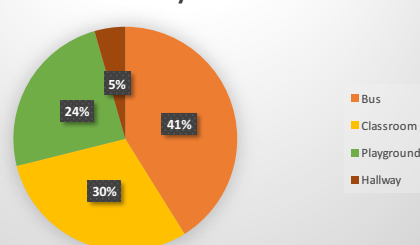
A key component of PBIS is acknowledging students for demonstrating behavior that meets our school expectations. We use a fuzz ball - called a "warm fuzzy" at PPS - as a symbol of positive behavior. We couple this with concrete, specific, and positive feedback about what the child did to deserve the warm fuzzy, making it more likely that the student will know how to behave at other times and in other school settings.

Another important feature of PBIS for our school is our weekly all-school meeting where we have an opportunity to reinforce the message of positive behavior. Classrooms bring all their warm fuzzies to the meeting where they are poured into bins in the cafeteria. When a bin gets filled, students earn an all-school celebration for all their hard work. These practices contribute to the positive climate in our building.

2014-15 - Percentage of Major Referrals by Behavior Type



2014-15 - Percentage of Major Referrals by Location



The data reported here reflects 171 Major Behavior Referrals in 2014-15.

Behavior improved throughout the year with an overall decrease in the number of Major referrals per month from August 2014 to June 2015.