

# East Falmouth Elementary School 2018-19

Dr. Justine Dale, Principal

33 Davisville Road East Falmouth, MA 02536



***“Excellence, Effort and Excitement.” Our elementary school is a school that has been known to ‘hug you’. Come work and learn with us to experience it!”***

***Dr. Justine M. Dale Principal***

# School Council Members

Dr. Justine Dale, Principal

Matthew Kinsella, Third Grade Teacher

Mary Lou Botelho, Community Affiliate

Jennifer Maclone, Parent

## Teacher Data

Falmouth Public Schools is proud to hire highly qualified, skilled, and passionate educators to work with our 3,300 students. Our teachers work daily to support the various academic, behavioral and social-emotional needs of our diverse student population. As such, Falmouth Public Schools actively works to recruit, hire, and retain a teaching staff that will provide the students of Falmouth the education they deserve.

The table below provides information related to the faculty of East Falmouth Elementary School, Falmouth Public Schools, and the Commonwealth of Massachusetts.

Indicator	EF	District	State
Number of Teachers	33.2	291.7	73,419
% Licensed in Teaching Assignment	100.0	99.2	97.2
Student/Teacher Ratio	10.6 to 1	11.6 to 1	13.0 to 1

## Student Attendance

Falmouth Public Schools strongly emphasizes the importance of being present and on time to school unless it is medically necessary for a student to be absent. There is a direct correlation between students with frequent absences and those students in need of academic remediation. If parents/guardians are having difficulty getting their child to school, please contact your child's principal for support.

Descriptor	EF	District	State
Attendance Rate	94.3	94.0	94.6
Average No. of Days Absent	9.8	10.5	9.3
Absent 10 or More Days	39.1	42.1	33.3
Chronically Absent (10% or More)	14.4	15.6	13.5

## Title I Status

East Falmouth Elementary School operates a schoolwide Title I program. Schoolwide Title I programs provide all students with access to supplemental education services to help narrow achievement gaps and to provide support to students demonstrating need. The supports we put in place for students are designed to provide opportunities for all students to meet the challenging State academic standards, particularly those most at-risk of not meeting those standards. Our Title I staff are specially trained and certified to provide targeted research-based interventions to support student growth. In addition, our program is designed to increase the amount and quality of learning time, and provide an enriched and accelerated curriculum during the school day. To help identify which students are in need of academic support, our students are assessed each fall, winter, and spring to determine areas of need. Parents/Guardians of students receiving academic support through our Title I program receive additional information including our Title I program brochure, our Parent/Guardian Compact, and an end-of-year survey to help us monitor our program and make adjustments based on your feedback. Additionally, families of students who are receiving supplemental services will be invited to an evening Title I Literacy event in the Fall.

# Professional Development

Falmouth Public Schools understands the importance of providing its teachers with frequent, relevant, and high quality professional development to improve teaching practices and student achievement. We strive to provide opportunities that are both practical and meaningful. The Massachusetts Department of Elementary and Secondary Education has provided guidance related to high quality professional development. Below are the ten standards we strive to meet during each of our training sessions:

- High quality professional development has clear goals and objectives relevant to desired student outcomes.
- High quality professional development aligns with state, district, school, and/or educator goals or priorities.
- High quality professional development is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
- High quality professional development is assessed to ensure that it is meeting the targeted goals and objectives.
- High quality professional development promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
- High quality professional development advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
- High quality professional development models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
- High quality professional development makes use of relevant resources to ensure that the identified goals and objectives are met.
- High quality professional development is taught or facilitated by a professional who is knowledgeable about the identified objectives.
- High quality professional development sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

The Offices of Teaching and Learning, Digital Learning, Student Services, and Human Resources have developed a professional development program designed to prepare our educators to meet the needs -- academic, behavioral and social/emotional -- of our students. The areas identified for professional development come from the analysis of a variety of data:

- Student achievement and growth data
- Data collected from educator evaluation
- Trainings related to state mandates
- Data from conversations with administrators and educators

Throughout the academic year, various professional development sessions will be offered to educators to help them meet the academic, behavioral, and social/emotional needs of our diverse learners. The following list of professional development opportunities is being planned for educators during the 2018-2019 school year:

- Differentiating Instruction to Meet the Needs of Academically Accelerated Learners
- Differentiation in Grades 5 - 6
- Vertical Alignment in Response to Updated Frameworks
- Strategies for Responding to Student's Needs
- Developing Trauma Sensitive Classrooms
- Implementation of the new *Journeys* Reading Program in Grades K-4
- Effective Assessment of Student Growth and Grading
- Fostering Inclusive Practices
- Revitalizing Instruction for Students and Educators (RISE)
- Structured English Immersion Professional Learning Communities
- Writing and Implementing Behavioral Support Plans
- Understanding Disabilities Beyond the Label
- Safety Care
- Specialized Lateral Programming Curriculum
- Unpacking Cultural Proficiency
- Meaningful and Innovative Health and Physical Education
- Enhancement of Parental Involvement

Creating parent partnerships through the mindset of parents as “partners” rather than consumers. Actively seek out talented and skilled parents to participate in classrooms, the PTO, our enrichment programs and the School Council. Participation beyond chaperoning will be sought after including using talented parents as academic supports within the classrooms when possible and feasible.

Improvements in our communications to parents in order to involve them in all aspects of the school have extended well beyond the monthly or weekly newsletters. Our school Facebook continues to be a positive connection for home and school. Using the Blackboard platform, the Peek at the Week email communication is provided to all parents who have shared their email addresses. Additionally, we use Connect Ed telephone calls to reach families regarding important messages.

With the Cape Cod Coalition we have continued the Grandparents Raising Children Support Group for Falmouth in our building.

The Nurturing Fathers Support Group may also be available to provide an interactive thirteen-week class to provide an opportunity to enhance fatherhood skills.

We have a number of curriculum nights that involve parents and students in subject specific content. For example, our Title I staff do an outreach to all Title I families sharing literacy strategies for reading at home. Our first grade teachers have made it a Smart Goal to coordinate a First Grade Parent /Math Night to share strategies for supporting number sense at home.

Our PTO includes active parents and staff who provide an excellent array of activities for all students and families K-grade 4. (Celebrity Scoop, Spooky Spaghetti Supper, June Jog, Veterans Day/Honor Tree celebration, etc.).

Our Specialists and Teachers support and provide chorus concerts, band concerts, Art Show, Field Day, Craft Fair annually.

Our VIPs coordinator has arranged for a variety of parents to assist in classrooms as requested.

Our Project Rise mentors are active and our FHS interns and volunteers have increased to over a dozen members.

We provided Child Care for parents in order to improve the numbers who were able to attend the Meet Your Teacher night and at each PTO meeting.

## School Safety & Discipline

The increase from a half-time to a full-time School Adjustment Counselor is appreciated this year as this resource will support the various academic, social and behavioral needs of our students in the District's Connect Program housed at East Falmouth Elementary School.

Our use of PowerSchool to log discipline issues is known and shared as appropriate with students, staff and families to address any patterns that might surface.

Our Instructional Support Group process helps identify accommodations and or support needed to involve our diverse learners.

Our School Motto, "Excellent, Effort and Excitement" embraces the expectations that we, like the Patriots, are "Expected to Do Your Job". We celebrate excellence through our Wall of Achievement, our Golden Book, Golden Dustpan and our Exceptional Effort and Academic Excellence awards at our Community Meetings.

Our Peace Builders Monthly themes and activities along with the reciting of the pledge daily, supports our belief in being kind and respectful and is enhanced by the sharing of the Golden Book entries at our Community Meetings.

### Facility:

This summer many improvements to the physical plant were seen. The refurbishing of two classrooms supplying each with new cabinetry, counters and sinks. A number of classroom location changes over the summer has now created hallways that are primary and or intermediate. New stage curtains and new lockers have improved the cosmetic look of our spaces as well. We are currently expecting new cafeteria tables to arrive soon.

Further improvements to our outside alarm notification systems such as lights and horns as been made as we currently explore other "blind" spots with our outdoor cameras that surround the building and make those improvements throughout the year.

A courtyard privacy gate has been installed to protect the safety of students who will soon be using our outdoor FEF grant assisted learning space. The main structure, purchased through fundraising and grant writing of our amazing PTO was installed and we are currently awaiting the next steps to be implemented to complete the outside learning facility.

## Extra Curricular Activities

Extra-curricular activities are both supported and coordinated at the building level-by a PTO volunteer. The classes through our (5-6 week) Enrichment Program are financially supported by our PTO. These activities are held in the morning and/or afternoon and include a variety of options (i.e. chess, coding, STEM, gym games, flag football, foreign languages, Zumba, Arts and Crafts, Cardiosport, etc.)

Our School continues a partnership with Martha's Vineyard Savings Bank for those students, staff and families interested in beginning a banking habit. Banking occurs weekly on Wednesdays.

We have a before school band and a chorus program taught by our Music teacher.

We have a wide array of field trips that are provided to our students ranging from the Boston Museum of Science, Ziterion Theater, Heritage Gardens, Young People's Concert, Army Corp of Engineers, Ocean Quest, Fire Department, Woods Hold Aquarium, Long Pond Estuary, Wounded Warriors, etc.

## 2018-2019 School Goals

<b>School Success Goal 1</b>
<p>East Falmouth School will identify and progress monitor individual student's mathematical competencies in all grades with a special emphasis on students in grade 4 who showed, on one measure (gr. 3 MCAS 2018) that 71%, were either partially meeting (56%) or not meeting (15%) expectations.</p>
<b>Connection(s) to the Falmouth Public Schools Strategic Plan</b>
<p>Teaching and Learning Strategic Initiative 2</p> <ul style="list-style-type: none"><li>• Sustain a system of assessment for students ages 3-22 to evaluate student growth, provide targeted interventions and guide teachers to improving instruction as necessary.</li></ul> <p>Teaching and Learning Strategic Initiative 4</p> <ul style="list-style-type: none"><li>• Provide students with opportunities to participate and collaborate within strategically designed learning environments structured to meet the unique needs of academically accelerated learners.</li></ul> <p>Access, Equity and Opportunity Strategic Initiative 2</p> <ul style="list-style-type: none"><li>• Align support services and instructional interventions for students in identified subgroups.</li></ul>
<b>Action Steps</b>
<ol style="list-style-type: none"><li>1. Assessment: a.) using our current screener assessment tool (a Math) we will hold grade level data meetings no less than three times yearly to identify students who are struggling. B.) review of MCAS to determine areas of weakness among all students and within subgroups will be done by grade levels during common planning 1X monthly. C.) Investigate and secure a progress monitoring programs and/or additional screeners that can be utilized to support a more diagnostic/prescriptive teaching and learning process.</li><li>2. Curriculum: a.) using common planning sessions weekly teachers will discuss student daily performance, home supports, and need for additional interventions. B.) EF representation will be secured on a District Level mathematics focus group. C.) Interventions that assist in differentiation will be explored. D) Teachers will be encouraged to enlist volunteers to support math instruction (i.e. parents, FHS interns, etc.)</li><li>3. Accelerated Learning: a third cohort of teachers will participate in the professional development for addressing the needs of accelerated learners.</li></ol>

4. Communication: Utilize a variety of communication tools to partner with parents and to share important academic progress more frequently.
5. Consider a school wide math incentive program.

## School Success Goal 2

East Falmouth School will implement a newly adopted Literacy Program with fidelity to the learning objectives and to determine the components of the comprehensive program that best meet the needs of our students.

### Connection(s) to the Falmouth Public Schools Strategic Plan

Access, Equity and Opportunity Strategic Initiative 2

- Align support services and instructional interventions for students in identified subgroups.

Community Partnerships Strategic Initiative 1

- Support families with circumstances that result in challenges.

### Action Steps

1. Teachers and administration will participate in district wide professional development throughout the year.
2. Administration will work with grade level leaders on a monthly basis to discuss implementation.
3. Grade level leaders will meet at the District Level to communicate with the Office of Teaching and Learning regarding implementation, needs, and challenges.
4. Observations during the literacy block of each grade level will occur at least twice weekly by administration
5. Literacy knowledge and practices will be shared with parents regarding our literacy program and our Title I services at multiple times throughout the year. (Meet Your Teacher Night, Parent Teacher conferences, Title I Literacy Night, School Wide Reading Program Incentive)

### School Success Goal 3

East Falmouth School will continue to improve upon our school's safety and security measures to enhance the teaching and learning environment.

#### Connection(s) to the Falmouth Public Schools Strategic Plan

Community Partnerships:

1. Expanding Access to External Resources Support families with circumstances that result in challenges (e.g., military affiliation; transience, homelessness, and membership in groups identified in the Strategic initiatives for Access Equity and Opportunity
2. Ensuring Student Safety & School Security Maintain and enhance relationships with municipal, county and state agencies to continually improve safety planning, drills and implementation of additional security measures.
3. Communication Establish a comprehensive communication plan for effective communication with all stakeholders.

#### Action Steps

1. ALICE training will be introduced and slowly rolled out to staff members.
2. Office representation on the District's Safety Team will be secured and communications will transfer to the school-based team.
3. Physical plant improvements of additional outside emergency notification systems in areas not currently addressed (i.e. front of building, court yard) Fall, 2018.
4. Court Yard entrance gate will be secured in such a way to allow for airflow within the building without compromising student safety (by end of October).
5. Legal communications will be closely monitored to ensure that all stakeholders are kept informed. (Weekly review at Office Management Meetings)
6. Attendance of students will be marked excused when appropriate documentation is submitted.
7. Chronic absenteeism will be monitored and addressed in order to improve upon the overall attendance record of our school.

