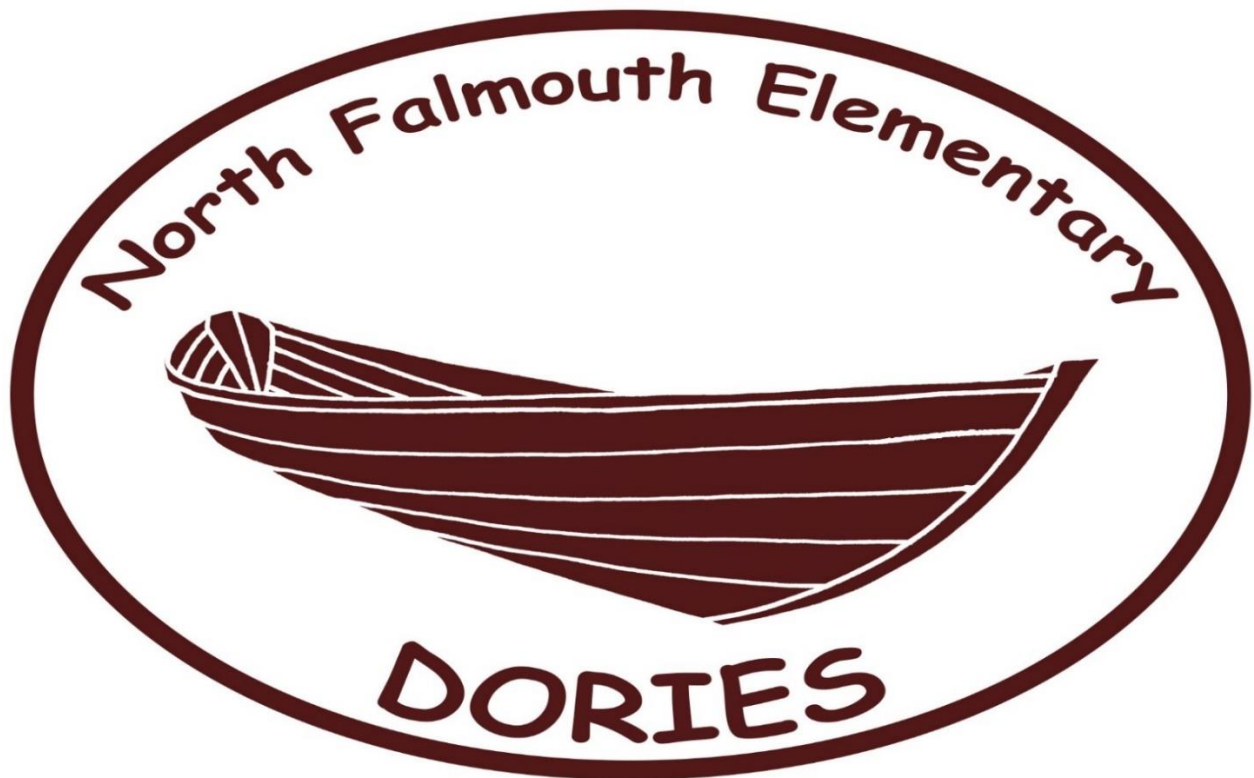

North Falmouth Elementary School 2018-19

Timothy Adams, Principal

62 Old Main Road North Falmouth, MA 02556



Work Hard. Be Nice. Have Fun!

Falmouth Public Schools

School Council Members

Timothy Adams, Principal

Amy Turner, 1st Grade Teacher

David Aubrey, Parent

Olivia Riddiford, Parent

Deborah Bradley, Community Member

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 North Falmouth Elementary School, Falmouth Public Schools, and the Commonwealth of Massachusetts.

| Indicator | NF | District | State |
|-----------------------------------|-----------|-----------|-----------|
| Number of Teachers | 27.8 | 291.7 | 73,419 |
| % Licensed in Teaching Assignment | 100.0 | 99.2 | 97.2 |
| Student/Teacher Ratio | 11.5 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 | NF | District | State |
|----------------------------------|------|----------|-------|
| Attendance Rate | 95.4 | 94 | 94.6 |
| Average No. of Days Absent | 8.1 | 10.5 | 9.3 |
| Absent 10 or More Days | 34.9 | 42.1 | 33.3 |
| Chronically Absent (10% or More) | 6.8 | 15.6 | 13.5 |

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

North Falmouth continues to encourage the involvement of all stakeholders in our school community. To begin the year, we held a New Families Orientation evening on August 30. This annual event saw over 16 parents/guardians who are new to the North Falmouth Community join us in the library to learn more about the school. Our annual Meet Your Teacher Night once again saw a continued school average of over 80% of families in attendance for each homeroom. Attendance was supported again this year through childcare provided by Falmouth High School volunteers, PTO members, and faculty.

At the classroom level, teachers greatly appreciate the level of volunteers and overall support they receive from the school community. On any given day, visitors to our school will see family members joining children for lunch and recess, along with volunteering in learning centers in classrooms. Through the acclaimed VIPS program, we also enjoy tremendous volunteer support from community members, including many retired educators.

Our first PTO meeting of the year was held on September 12. New officers have been elected to several positions and new, first-time parents are filling key roles. With a full calendar of fun events, fundraisers, and school projects, the PTO will be as active and appreciated as ever at North Falmouth throughout the entire school year.

North Falmouth will continue to look for ways to expand the level of parent and community involvement we currently enjoy. The Scientists Aligned with Schools for Sustainability in Education (SASS-E) initiative is entering its 2nd year of implementation. This program, organized by Elizabeth Unger, a parent at North Falmouth, helps to bring in scientists to the school to share their work with the 3rd and 4th grade students. Last year, we focused on educating children about sustainability the impact that humans can have on climate change. This year, our focus will shift to the “blue economy” of Cape Cod.

School Safety & Discipline

North Falmouth continues to ensure student safety, first and foremost, but establishing a school culture where all members of the community feel welcomed and valued. At the heart of this culture is the belief that the single most effective strategy for promoting positive behavior is through establishing genuine relationships between students and staff. Furthermore, we continue to teach our children to embrace the Growth Mindset to persevere and see mistakes as opportunities to learn and grow. Some of the initiatives we have undertaken in this area include:

- Use of Behavior Intervention Plans (BIP) designed in partnership with the classroom teacher, BCBA, and school psychologist.
- Following the Falmouth Public Schools policy handbook
- Weekly Front Office Team meetings (Principal, Assistant Principal, School Nurse, School Adjustment Counselor) to discuss students in need of support. This meeting includes a review of all attendance and discipline data.
- Incident Reports – all reports logged onto Power School and reviewed in all cases of progressive discipline.
- PeaceBuilders language used throughout the school
- Positive Office Referral program – Year 3
- Calmer Choice Program – Year 3. Our school adjustment counselor is now teaching this program and will help teaches implement it in their classrooms.
- School-wide lunch groups
- IST addresses both academic and behavioral concerns
- School Adjustment Counselor lessons in classes (identified through IST and grade-level meetings)
- Social Thinking curriculum – SAC and SLP
- Therapeutic Groups on presenting issues (divorce, anxiety, anger management)
- Kindergarten curriculum with PeaceBuilders (SAC developed and delivered)
- Frequent administrative presence in classrooms
- Safety Committee with active involvement from our School Liaison police officers – Year 3.

Extra-Curricular Activities

This year will see the 4th consecutive implementation of the After School Activities Program. Caryn Montella, the school's reading specialist, and Lisa Zmuda, a kindergarten teacher assistant, are serving as coordinators again this year. Offerings thus far have included:

- Band
- Chorus
- Math Olympiad
- Hip Hop Dance
- Legos
- Scratch – story creation
- Basketball
- Yoga Fun
- Adventures in Yoga
- Fitness Club

2018-2019 School Goals

| School Success Goal 1 |
|--|
| <p>North Falmouth Elementary will implement the <i>Journeys</i> core ELA program for the first year. During this first year of implementation, we will use all components of the reading program with fidelity. In addition, we will utilize as many portions of the program assessments and writing lessons as possible in order to gain familiarity and begin to blend them into existing best practices.</p> |
| Connection(s) to the Falmouth Public Schools Strategic Plan |
| <p>Teaching and Learning:</p> <ol style="list-style-type: none">1. Curriculum: Build internal capacity to either create or curate instructional units in alignment with the principles of Understanding by Design for students ages 3 – 22.2. Assessment: Sustain a system of assessments for students ages 3 – 22 to evaluate student growth, provide targeted interventions and guide teachers to improving instruction as necessary. |
| Action Steps |
| <ol style="list-style-type: none">1. August 2018: Initial professional development for staff and administration for the <i>Journeys</i> program.2. September 2018: 2nd training for staff and administration with the publisher.3. October 2018: Begin full implementation of <i>Journeys</i>.4. October 2018 - June 2019: Continually discuss and refine the implementation of <i>Journeys</i> at common planning time and staff meetings. As often as possible, staff meetings will be used for vertical teams to work on the implementation to identify strengths and weaknesses in regards to alignment with the state curriculum frameworks. Meeting times will also be devoted to identifying the components of the writing program and assessment tools that will best support student learning and what aspects of these tools can work in concert with existing best practice and/or supplant them. |

School Success Goal 2

North Falmouth Elementary will increase our ability to provide effective Tier I instruction through a focus on two high-impact strategies as identified by administrative observations completed during the 2017-18 school year with a consultant from the Cape Cod Collaborative:

- 1) Use of student voice: Teachers will intentionally build opportunities for students to authentically interact verbally and demonstrate higher order thinking skills through their responses to open-ended questioning. Teachers will also make greater use of student voice as a means of determining skill mastery beyond basic fact recall.
- 2) Differentiated Learning Centers – Teachers will design independent learning centers that allow students to demonstrate mastery at various ability levels.

Areas of particular focus for this work, as identified through the 2018 Spring MCAS data, will be the achievement of students with disabilities in both ELA and mathematics and the growth of all students in ELA.

Connection(s) to the Falmouth Public Schools Strategic Plan

Teaching and Learning:

1. Build internal capacity to either create or curate instructional units in alignment with the principles of *Understanding by Design* for students age 3-22.
2. Explore and expand course offerings, develop related curricula, and remain aligned with the changing demands and expectations of twenty-first century learning, including industry-aligned technical skill development.
3. Provide students with opportunities to participate and collaborate within strategically designed learning environments structured to meet the unique needs of academically accelerated learners.

Access, Equity, and Opportunity:

1. Align support services and instructional interventions for students in identified subgroups (e.g., socioeconomically disadvantaged, racial, and ethnic minorities, and/or LGBTQ).
2. Align service delivery minutes with state recommendations to ensure instructional equity and access for these students (i.e., students with declared learning disabilities and English Language

Learners).

Action Steps

1. Classroom observation feedback specific to the implementation of the focus strategies.
2. Common planning time meeting used to discuss the use of the focus strategies, share best practices, review student work, and complete professional development.
3. Reviews of classroom lesson plans to document the existence of the focus strategies.
4. Reflection: final common planning time meetings to focus on identifying the most effective uses of the focus strategies and document them in grade level curriculum guides.

School Success Goal 3

Continue to develop the safety protocols for North Falmouth Elementary through the development of the Medical Response Team model.

Connection(s) to the Falmouth Public Schools Strategic Plan

Community Partnerships:

1. Ensuring Student Safety and School Security: Maintain and enhance relationships with municipal, county and state agencies to continually improve safety planning, drills and implementation of additional security measures.

Action Steps

1. September 2018 – June 2019: Plan and review the work of the Medical Response Team at all scheduled Safety Committee meetings.
2. Hold 4 Medical Response Team drills to focus on convening the team, use of CPR/AED, and training with Stop the Bleed.