

Memorial SIP Progress Report Whole Child

FY16 Accomplishments:

•STUDENT AMBASSADORS

- Community Service (school/town and beyond!)

•SPECIALIST AND SCHEDULE REORGANIZATION (Implemented)

- Foreign Language program expanded to begin in grade 1
- PE/Wellness Class expanded to twice a week in grade K

•CULTURAL PROFICIENCY– Japanese Exchange

•MINDFULNESS

- Research conducted
- Decision: District-wide, Coordinated Approach

•PLAYGROUND IMPROVEMENTS

- 2 New Ga Ga Pits Installed (Thank you PTO)
- Swings Repaired/Replaced

•OUTDOOR SPACE IMPROVEMENTS

- 2 New Garden Spaces
- Outdoor Classroom Space (in progress)
- Funds Secured for New Bike Rack (Thank you MB&P Committee)

Memorial SIP Progress Report Student Achievement

FY16 Accomplishments

- MATHEMATICS Response to Intervention (RtI)
 - AIMSweb Math Implemented– M-Comp. (Computation) and M-Cap (Concepts and Application)
- MATHEMATICS CURRICULUM ALIGNMENT
- MCAS ANALYSIS/ACTION PLANNING
- Teacher Assistance Team Reorganization
- Library/Technology Cross Curricular Map (K-5) Developed
- Grade 1 Foreign Language Scope and Sequence Created

Memorial SIP Progress Report Climate

FY16 Accomplishments

- SCHOOL-WIDE MEETINGS
 - Honesty/Acceptance/Effort/Respect/Responsibility/Thoughtfulness
- PTO-Sponsored Enrichment – Examples:
 - *Academic*
 - “Top Secret Science”
 - “Potato Hill Poetry”
 - “Sound of Science” MOS
 - “Gloucester Maritime”
 - *Character Education*
 - “Zen Ties”
 - “Helen Keller Comes to Life”
 - “K-Rob BMX”
 - *Cultural Enrichment*
 - “Monarch Butterflies Story Teller
 - Tanglewood Marionettes

Memorial SIP Progress Report Community Partnerships

FY16 Accomplishments

•COMMUNICATION

- Principal's Weekly Newsletter
- Facebook/Twitter/Blog/Website

•STAKEHOLDER INPUT

- Staff/Parent Survey

•ME Elementary Winter Concert and M-E Spring Art Show

•MBTSPD/MBTSFD

- ALICE Training
 - Initial training for all district staff (Morrison/Willis)
 - Scenario Training for all schools (Morrison/Willis/MBTSPD/EPD/MBTSFD/EFD)
 - Future Collaborative Planning

Memorial SIP Progress Report Resources

FY16 Accomplishments

- **MATH EXPLORERS STAFF REORGANIZATION**

- Building Needs Assessed, staff reorganized to create position
- Pilot program in development stages
- “Seek to find students who have a particular interest/passion in mathematics, problem solving, and technology/engineering to work on flexible, collaborative problem solving projects throughout the school year.”

- **LONG-TERM VISION:** Full-time staff to offer “Math Explorers” and “Explorations in Literacy” to students who have particular interests in these areas.

- **FACILITES**

- SRTS Project Complete and In-use

Memorial SIP Progress Report FY 17 Outlook

Overarching Goals FY17

- *Growth Mindset philosophy adoption PK-5*
- *Investigate options for a coordinated approach to mindfulness, social competency, Anti-bullying, core values, etc.*
- *Outdoor Classroom – project expansion*
 - *Whiteboard, Zen garden, butterfly garden*
- *Communication – Streamlined and website integration*
- *Food Service – Balance nutrition/taste/finances*
- *Science Alignment*
- *Investigate Know Atom expansion to lower grades*
- *Investigate/evaluate writing program effectiveness*
- *Analyze Time on Learning and Unstructured Physical Activity Time*
- *Safety and Security – evacuation protocols/drills*
- *Math fact supplementation – K-5 approach*
- *Teacher Assistance Team (TAT) adjustments and improvements*
- *MSBA Project*

Areas of Concern

- *Foot Bridge and Light Repair*
- *Building State of Repair*
- *Additional Reading Specialist/Math Specialist Positions*



Essex SIP Progress Report Whole Child

- Each specialist has identified a few digital tools that will support student learning. PTO has recently purchased another Ipad cart for EES and specialists now have access to it to support their instructional practices.
- Two years ago, a “Gaga Pit” was installed by a group of parent volunteers. The PE teacher taught every class the rules and expectations around the pit and students have really enjoyed this new game.
- Teachers have been providing a minimum of one movement break per day, but it should be noted that many teachers are doing this throughout the day. Teachers are also looking for ways to embed movement during instruction.
- Two years ago, the PTO funded juggling scarves for each student and numerous teachers are providing juggling breaks over the course of the day. (note: PTO funded Circus Smirkus where students learned how to juggle!
- The staff at EES continues to implement school wide expectations that were developed two years ago. This includes the recess monitors. Two new monitors have met with the principal to revise some of the expectations. This past year we did as whole school event with stations set up!

Essex SIP Progress Report Student Achievement

- Team leaders lead MCAS analysis discussion. Edwin Analytics provides reports on detailed levels of MCAS data. Teachers are able to review these reports and discuss areas of strength and weakness. They can also “drill down” on individual students to gain a deeper understanding of their academic performance.
- Teachers discuss curriculum and teaching adjustments based on this data.
- Teachers have been engaged in ongoing discussion on the topic of meeting the needs of high achieving students. They have been sharing ideas and artifacts with colleagues at various meetings.
- STEM cart has been “stocked” with enrichment materials for teachers and parent volunteers to use with students.
- WIN has supported struggling learners. The data shows this. The focus this year has shifted to include meeting the needs of high achieving students.
- Teachers no longer meet with WIN groups, but rather work with the remaining students in their classroom. They target the needs of these students during WIN time.

Essex SIP Progress Report Climate

- Conducted fire and lockdown drills. Continue to develop practices for lock down that might occur during lunch/recess.
- Staff practiced an off site evacuation to the church and met to discuss what reunification with parents might look like in a real event.
- School-wide expectations were implemented in the fall and will be revisited annually.
- Three teachers attended level 2 Responsive Classroom training.
- New Gaga Pit was installed and rules and expectations were clearly taught for every class during PE before the students could begin to use it at recess.
- PBIS (Positive Behavior Interventions and Supports) committee was formed and met routinely to develop an action plan for implementation at EES. This group attended a training with an expert in the field and developed an action plan to share with parents and staff by year end. Last year we piloted PBIS and conducted approximately 12 groups each round to meet the social-emotional needs of our students. We will continue with this pilot over the course of this next year.



Essex SIP Progress Report Community Partnerships

- Parent survey was developed and the School Council decided to administer it every other year, with a short check-in with parents on the in-between year. The full survey was administered in 2016 and results were used to determine goal for 2017 SIP.
- Parent volunteers supported introducing the Gaga pit to students.
- School Council determined that a Parent Volunteer Coordinator was no longer necessary now that teachers are reaching out to volunteers on their own. (Teachers are using Sign-up Genius and various other tools.)
- EES Communication Committee was formed with the intent of providing recommendations for efficient mechanisms for communication to the School Council, and subsequently the parents and staff at EES. The decision was made to systematize the use of our teacher webpages and encourage parents to use this as their first line of communication.



Essex SIP Progress Report Resources

- Teachers have attended numerous trainings on Promethean boards.
- All teachers have been involved in Guided Math trainings. They are currently introducing a Pre-test prior to each new unit to inform their instruction. Some students are receiving enrichment opportunities in math based on their Pre-test scores.
- Three teachers attended a Guided Math workshop and returned to EES to share new understandings at a faculty meeting. This was well received by teachers.
- RTI practices have been refined to allow for teachers to work with students who are not in a WIN group.
- TAs participated in professional development on Visualizing and Verbalizing. This is an intervention that we have been using at EES for reading comprehension.
- We have continued to support a balanced literacy model of instruction with training in; Reciprocal Teaching, Literature Circles, Strategy Groups, Orton Gillingham, Visualizing and Verbalizing, and a study group reviewing phonics best practices.
- Reading Specialist is running a study group to vertically align our phonics curriculum and spelling instruction in grades K-3.
- We conducted a literacy audit and developed a three year plan for Professional Development to support our school based goals in literacy.



Essex SIP Progress Report FY 17 Outlook

Overarching Goals FY17

Top 3-5

- *Continue to pilot and evaluate a whole school P.B.I.S. model.*
- *In collaboration with the school psychologist, the specialists will pilot PBIS with one grade level to provide Tier one support.*
- *Develop a cohesive k-5 approach to balanced literacy derived from the Literacy Audit that was conducted this year.*
- *Continue to support the differentiation of instruction through the workshop models in Reading, Writing, and Math.*
- *Pilot the recommendations from the district-wide Homework Study Group and provide feedback to central office administrators.*

Areas of Concern (if any)

- Meeting the social-emotional needs of all students as the demands continue to increase.



