REMOVING THE MANTLE OF MEDIOCRITY
---THE MALVERNE WAY

MALVERNE UNION FREE SCHOOL DISTRICT
FEBRUARY 4, 2016
WHO ARE WE?

• MALVERNE PUBLIC SCHOOLS - 100+ YEARS

• CULTURAL NORMS AND VALUES

• SIGNIFICANT CHANGES AND IMPROVEMENTS
INTRODUCTION

• K-12 ENROLLMENTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Black</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23%</td>
</tr>
<tr>
<td>White</td>
<td>18%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>1.5%</td>
</tr>
<tr>
<td>Pacific-Islander</td>
<td>.5%</td>
</tr>
</tbody>
</table>

• Educationally Disadvantaged - 44%
• Special Education - 16%
• ENL - 3%
### HTH MIDDLE SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents</td>
<td>46 Students</td>
<td>50 Students</td>
</tr>
<tr>
<td>Integrated Algebra</td>
<td>45 Students</td>
<td>127 Students</td>
</tr>
<tr>
<td>Living Environment</td>
<td>0 Students</td>
<td>25 Students</td>
</tr>
<tr>
<td>Earth Science</td>
<td>91 Students</td>
<td>202 Students</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91 Students</td>
<td>202 Students</td>
</tr>
<tr>
<td>Honor Roll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Regular</td>
<td>17%</td>
<td>20%</td>
</tr>
</tbody>
</table>
### MALVERNE HIGH SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents</td>
<td>82%</td>
<td>97%</td>
</tr>
<tr>
<td>Advanced Regents</td>
<td>36%</td>
<td>55%</td>
</tr>
<tr>
<td>College Attendance</td>
<td>82%</td>
<td>92%</td>
</tr>
<tr>
<td>4 Year College</td>
<td>45%</td>
<td>62%</td>
</tr>
<tr>
<td>2 year College</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>GPA for Graduates &gt;75</td>
<td>60%</td>
<td>87%</td>
</tr>
<tr>
<td>Honor Rolls</td>
<td>28%</td>
<td>48%</td>
</tr>
<tr>
<td>SAT % Taking</td>
<td>43%</td>
<td>94%</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td># of Classes Offered</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Exams Taken</td>
<td>165 Students</td>
<td>268 Students</td>
</tr>
<tr>
<td>Enrollment</td>
<td>82</td>
<td>142</td>
</tr>
<tr>
<td>Percent Scoring 3, 4, 5</td>
<td>14%</td>
<td>61%</td>
</tr>
</tbody>
</table>
ECONOMICALLY DISADVANTAGED

CLASS OF 2015

• 44% OF OUR POPULATION IS ECONOMICALLY DISADVANTAGED
• 100% OF THESE STUDENTS GRADUATED
• 42% OF THESE STUDENTS TOOK AT LEAST ONE AP CLASS
• 93% ARE ATTENDING COLLEGE (38% 2 YEAR AND 55% 4 YEAR)
WHAT DATA DID WE LOOK AT?

• SUSPENSIONS
• ASSESSMENTS
• REGENTS RESULTS
• PROGRESS REPORTS
• REPORT CARD GRADES
• ADVANCED PLACEMENT
“BIG SHIPS DON’T MAKE TIGHT TURNS”

• TIME, FOCUS AND PERSEVERANCE

• A DISTRICT WIDE TEAM EFFORT

• CULTURAL NORMS AND VALUES

• EXCELLENCE FOR ALL STUDENTS
REMOVING THE MANTLE OF MediOCrITY

- REORGANIZATION OF THE SCHOOLS - UNITY AND EQUITY
- MAJOR IMPROVEMENTS TO SCHOOL FACILITIES AND GROUNDS
- EXTENSION OF STUDENT LEARNING TIME
- EXPANSION OF CO-CURRICULAR CLUBS/STUDENT ACTIVITIES
- EXPANSION OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM
- RAISING THE PASSING SCORE IN ELEMENTARY SCHOOLS
- INSTRUCTIONAL PLANS FOR ACADEMICALLY AT RISK STUDENTS
- SUMMER READING PROGRAM
IMPROVEMENTS – EXCELLENCE FOR ALL

• IMPROVEMENTS – EXCELLENCE FOR ALL
  ✓ HIGH SCHOOL AND MIDDLE SCHOOL STUDENTS WORKING WITH OUR ELEMENTARY STUDENTS
  • TEACHER MENTORS, PEER MENTORS
  • HOMEWORK CENTER/PEER TUTORING
  ✓ SAT INITIATIVE - K-12
  • EXPANSION OF ACADEMIC COURSE ELECTIVES
  • PARTNERSHIPS WITH COLLEGES/UNIVERSITIES
  ✓ ONGOING RECOGNITION OF STUDENT ACHIEVEMENT/EFFORT
BEHAVIORAL NORMS

✓ CHARACTER EDUCATION
✓ DEVELOPING THEIR "DREAMS"
• CURRICULUM WRITING FOR OUR DARE TO DREAM PROGRAM
✓ DECREASING SUSPENSIONS
✓ SUPPORTING STUDENTS
✓ SUMMER AT-RISK PROGRAMS
✓ BEHAVIORAL PLANS IN ALL BUILDINGS - "DISCIPLINE WITH DIGNITY" PHILOSOPHY
• INCREASE IN SCHOOL CLUB INVOLVEMENT AND LEADERSHIP
• INCREASE IN STUDENTS PARTICIPATING IN COMMUNITY SERVICE
• TEEN ISSUE CLASSES
TEACHERS

✓ PROFESSIONAL DEVELOPMENT FOR TEACHERS
• TEACHER LEADERS
• TEACHING TEAMS
• TURNKEY TRAINING
• NATIONAL BOARD CERTIFIED TEACHERS
SYSTEMIC CULTURAL NORMS IN 2008

• Mediocrity: “I’m not failing anything”
• Student Disinterest in School
• Disrespect for Peers/Teachers
• Insubordination/Fighting
• Disregard for School Rules
• Lack of School Spirit
PROJECT D.R.E.A.M

Project DREAM - K-12 initiative

WHY?
• “I am doing good…I am not failing anything.”
• Change culture of complacency and mediocrity
• Develop a shared purpose (Learn Well, Stay Safe, Participate, Graduate)
• Embrace concept of College and Career Readiness

HOW?
• Middle School DREAM teams
• Heterogeneous groupings
• Teambuilding and team branding
• Focus on academic goals
• Focus on social/emotional needs

“EXCELLENCE IS ENGAGING ALL STUDENTS IN ALL CLASSROOMS IN MASTERING RIGOROUS ACADEMIC CONTENT.”
A New Approach:

- Discipline is Teaching:
  
  “Punishment tames man, but does not make them better”

  - Nietzsche

- Treating the **cause** rather than the **symptoms**: 
CONTINUUM OF ACADEMIC IMPROVEMENT

PROACTIVE

Celebrate Success
Identify At-Risk Students
Transition from Middle School

RESPONSIVE

Sharing Accountability
Analyze the Data
Student Support Programs

INTERVENTIONS

Summer Programs & Planning
Network of Support

Malverne High School’s Most Improved Students

At-Risk Students
RELATIONSHIPS

EXPECTATIONS

FOCUS ON EFFORT
INCREASED ENROLLMENT IN AP

A commitment to the research:

“Even students who scored only a 1 or 2 on their AP exam still outperformed students with no AP experience- higher first and fourth year GPA, higher retention to the second year, and institutional selectivity.”

Hargrove, Godin and Dodd, 2008
INCREASED ENROLLMENT IN AP

- Additional Support
- Removing Barriers
- Senior Teacher Leadership &
  Hiring the “Right” Teachers
SAT – K-12 INITIATIVE

WHY?
• Increase number of students sitting for SAT
• Increase performance on PSAT and SAT
• Embrace culture and concept of College and Careers
• Increase academic rigor K-12

HOW?
• Building Committees
• Building level programs (Amazing Words, “Its all Greek to Me”, Vocabulary@ MS)
• Critical Vocabulary of Common Core (All staff)
• SAT, ACT review sessions
• Grades 9-11 sat for PSAT
Parent Support/Communication - K-12 Initiative

WHY?
• Perception & Branding - Telling our District's Story
• Sharing our success

HOW?
• Malverne School District Pride Newsletter
• Principal Newsletters
• Twitter, Facebook, YouTube, District Website, Malverne App
• Parent Academy, Parent Portal, Awards & Contests
ANY QUESTIONS?

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