

Gloucester Education Foundation

Annual Report 2015

"Wisdom Begins in Wonder."

- Socrates

The background features four stylized, light-colored hands reaching upwards against a warm yellow-to-orange gradient. Two speech bubbles, outlined in a dark red color, are positioned in the lower half of the image. The first speech bubble, on the left, contains the text "Asking questions...". The second speech bubble, on the right, contains the text "...finding answers".

Asking questions...

...finding answers



**Gloucester Education
Foundation**

Mission Statement

Gloucester Education Foundation drives innovation, encourages creativity, expands student opportunities and empowers educators to strengthen teaching and learning in the Gloucester Public School District.

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More than 2500 years ago, the Greek philosopher, Socrates, advocated the technique of posing queries as a way to stimulate critical thinking and discussion about important ideas. His most famous student, Plato, described what we now know as the Socratic Method: a problem can be solved by breaking it down into smaller questions, and in the process of talking about these with others, the seeker will eventually eliminate what is not valid and get at the nub of the truth – and eventually reveal the solution to the original problem.

In other words, to find answers, we first must ask the right questions and have thoughtful and meaningful dialogue about them.

Socratic teaching is the oldest and most powerful tool in education today, according to the Foundation for Critical Thinking. Stimulating a healthy curiosity about the world is central. Gloucester Education Foundation (GEF) strives to instill this curiosity in students by providing engaging programs that help them develop creative problem-solving, critical thinking, collaboration and communication skills —the 21st century skill set that will help them find answers.

In this Annual Report, you will read about some of the programs that GEF has funded this year that are inspiring students to ask important questions and get at the answers. The questions are sometimes direct and timeless (“Why do I have to learn math?”), sometimes more philosophical (“Does it matter which words I use to express my ideas?”) and sometimes pragmatic (“How can I build something useful?”), yet a real hunger for finding the answers is a common thread that runs through all of them— and it fuels GEF’s mission of driving innovation, encouraging creativity, creating opportunities for students and empowering educators.

A question that we at GEF often face is, “How can we possibly find the funding for so many wonderful programs?” The answer is straightforward. We live among caring and generous community members—individuals, organizations and businesses who understand the value of education and consistently donate their time, their efforts and their financial resources so that GEF can bring innovative and exciting programs to our children.

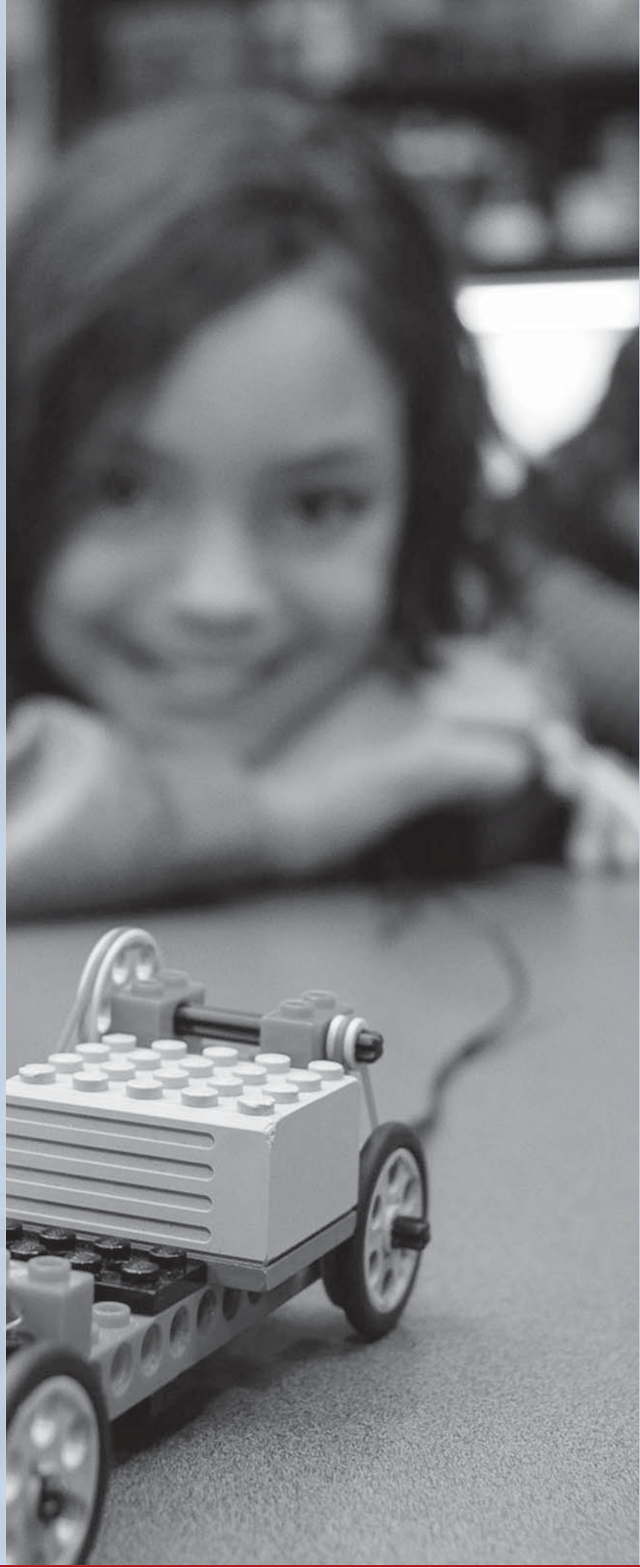
We thank you for your friendship and support. It helps our students to ask the right questions...and find the answers.



Maggie Rosa
President



Christina M. Raimo
Executive Director



Technology &
Inquiry
what is the
connection?

I would like to explain why questions are important, using technology as the lens. Gradually, the Gloucester Public School District is seeking to move toward a digital environment. This move is due to the recognition of the need for a transition from a learning ecology where paper is the dominant technology for storing and retrieving information, to a world that is predominantly digital. Our goals include the development and adoption of learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere. We see technology as the means for limitless learning opportunities for students. We are also aware of the seemingly limitless access to information due to computers and the Internet.



Dr. Richard Safier
*Superintendent,
Gloucester Public Schools*

The application of technology, however, runs second to the ability of students to inquire and ask questions about the information they encounter. With increased access to information comes a need for what many refer to as “Digital Literacy.” Students must be able to understand how to identify the validity and the value of the source and content of online information. They need to be able to identify relevant, high quality information, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information as their own. And, students must be capable of developing deep understandings of complex issues by virtue of their connectivity to the world.

Barbara Stripling, the former Director of Library Services for the New York City Department of Education, and a professor at Syracuse University, sums it up by saying that students must be able to gather information from any format and, more importantly, make sense of that information, use it and communicate it to others. She goes on to say that students must acquire the skills of digital inquiry including connecting ideas to personal interests and a desire to know, asking questions that probe beyond simple fact gathering, investigating answers from multiple perspectives, constructing new understandings, expressing the new ideas through a variety of formats and reflecting on both the process and product of learning.

The Gloucester Education Foundation has supported both endeavors—inquiry and technology. Through GEF’s gracious efforts, the District has been able to access equipment from iPads to 3-D printers. But what lies at the heart of GEF’s work is its focus on using this technology in meaningful ways—investments if you will—that stretch our children toward a greater understanding of lines of inquiry. For all of that, we are deeply appreciative.

How does GEF fulfill its mission?

ELEMENTARY

MIDDLE SCHOOL

Program	Driving Innovation	Encouraging Creativity	Expanding Student Opportunities	Empowering Educators
Dance through the Decades			✓	
Soundfields Systems			✓	✓
Elementary Theater		✓	✓	✓
Grade 5 Ballroom Dance		✓	✓	
Literacy through Theater	✓	✓	✓	
Math Olympiads	✓	✓	✓	
Heart Monitor Watches	✓		✓	✓
Afterschool Music		✓	✓	
<i>Math Investigations</i> Textbooks and Online Resources			✓	✓
Early Engineers	✓		✓	
Summer Enrichment Programs		✓	✓	
JamHub Greenroom	✓	✓	✓	✓
Science Field Studies			✓	
Countdown to Kindergarten Orientation Program			✓	✓
<i>Summer Engineering Adventure</i> at MIT	✓	✓	✓	
Birdseye-Hammond STEM Center	✓	✓	✓	✓
Gardening Science	✓		✓	
O'Maley 3-D Print Shop	✓	✓	✓	
O'Maley Theater Sound/Lighting		✓	✓	
Afterschool Programs		✓	✓	
Afterschool Music Instruction/Citywide Band		✓	✓	
Music Stands and Music Library		✓	✓	✓
Career Initiative Awards		✓		
Word Generation	✓	✓	✓	✓
Wind Turbine	✓	✓	✓	
60 iPads for Project-Based Learning	✓	✓	✓	✓
Wind Cars	✓	✓	✓	
Writing Curriculum Coordinator		✓	✓	✓
Grade 6 Seismology Unit & Seismograph	✓	✓	✓	
World Languages		✓	✓	
STEM Curriculum Grades 6-7	✓		✓	✓
STEM Center Technical Specialist	✓	✓	✓	✓
Grant Writing Support - 21st Century Community Learning Center Program - O'Maley Academy and equipment grant, Massachusetts Life Sciences Center		✓	✓	✓

Through
the programs
we have funded.

HIGH SCHOOL

Program	Driving Innovation	Encouraging Creativity	Expanding Student Opportunities	Empowering Educators
<i>Physics of Robotics</i> curriculum including <i>SailBot</i> , Robotics sailing program, and Quadcopter project	✓	✓	✓	✓
<i>Bodyworlds</i> Field Trip			✓	
Farm to Table Program	✓		✓	✓
Digital Cameras for Photography Program	✓	✓	✓	
Reinstatement of Graphics Design course		✓	✓	✓
<i>ShopBot</i> ® Digital CNC Router	✓	✓	✓	✓
Stipends for Afterschool Advisors			✓	✓
<i>Genome Gloucester</i>	✓		✓	✓
ProJet 3-D® Printer, Supplies, and Technology Support	✓	✓	✓	✓
<i>Building Learning Communities</i> Conference Participation	✓			
Quadcopter Robotic Helicopter	✓	✓	✓	
Advanced Placement Prep Classes <ul style="list-style-type: none"> English (2) Chemistry Social Studies Statistics Biology Psychology 			✓	✓
Pearson Mastering Chemistry Online Subscription			✓	✓
Dating Violence Prevention Programs			✓	
Grant-Writing Support - 21 st Century Community Learning Center Program – <i>Gloucester U</i>		✓	✓	
GHS Theater Microphones		✓	✓	
Chemistry with iPads	✓		✓	✓
Awesome Gloucester Challenge	✓	✓	✓	✓
Vernier Labquest® Equipment and AP Publications for AP and Honors Chemistry	✓		✓	✓
iMAC Digital Photo Lab	✓	✓	✓	✓

DISTRICT-WIDE

<i>Artistic Bridges</i> Visiting Artist Program		✓	✓	
Teacher Professional Development	✓			✓
Science Curriculum Specialist	✓		✓	✓
Education Forums <ul style="list-style-type: none"> 2011, 2013 2014: Access and Empowerment-Evolving Libraries in the Digital Age 	✓	✓		
Citywide Arts Festival		✓	✓	
Program Transportation			✓	✓

Programs in red are new or expanded in the 2014-2015 school year.

How are things made in the real world?

The question seems simple enough, but gaining an understanding of how an idea gets translated into a workable design can be an exciting challenge, as Gloucester students are discovering.

Last May, GEF brought an exciting new technology, 3-D printing, to the District for the first time with the purchase of an industry-standard ProJet® printer for Gloucester High School.

The technology is now an integral part of John Barry's engineering classroom. Students, including those in advanced and honors classes, are taking their ideas through the 3-D manufacturing process from start to finish and learning important principles of design and physics along the way.

Known as "additive manufacturing," 3-D printing is employed in manufacturing and other workplaces to create prototypes or single objects. There is wide variation in the size and sophistication of 3-D printers, but they all work on the same basic principle. An object is designed through 3-D modeling using a CAD (computer-aided design) program. The software scans the design and "slices" it into hundreds, even thousands, of horizontal layers in preparation for printing. The resulting file is then uploaded to the 3-D printer, which uses a material like plastic or ceramics to "build" the object, laying down the substance layer by layer on a platform. The layers are blended together, with no visible lines or demarcations, yielding a final, solid three-dimensional object.

Students have created objects with the printer, ranging from decorative switch plates to elaborate scale models of animals and human figures. 3-D printing has also made the leap to other classrooms. Physics teacher Kurt Lichtenwald has integrated this resource into his advanced robotics classes, where students use the printer to fabricate specialized components for quadcopters and other robotic devices. Students have also applied 3-D printing technology to biology and math by tackling the design and construction of an elaborate color replica of a DNA double helix.

A key feature of the program is the use of SolidWorks®, an industry-standard software program used in higher education and workplace settings. "Through the 3-D printer program, Gloucester High School students are learning how to design and create objects from start to finish," Mr. Barry notes, "and, by learning SolidWorks, they are gaining a much sought-after skill that they can transfer immediately to further engineering studies at the college level or employment."

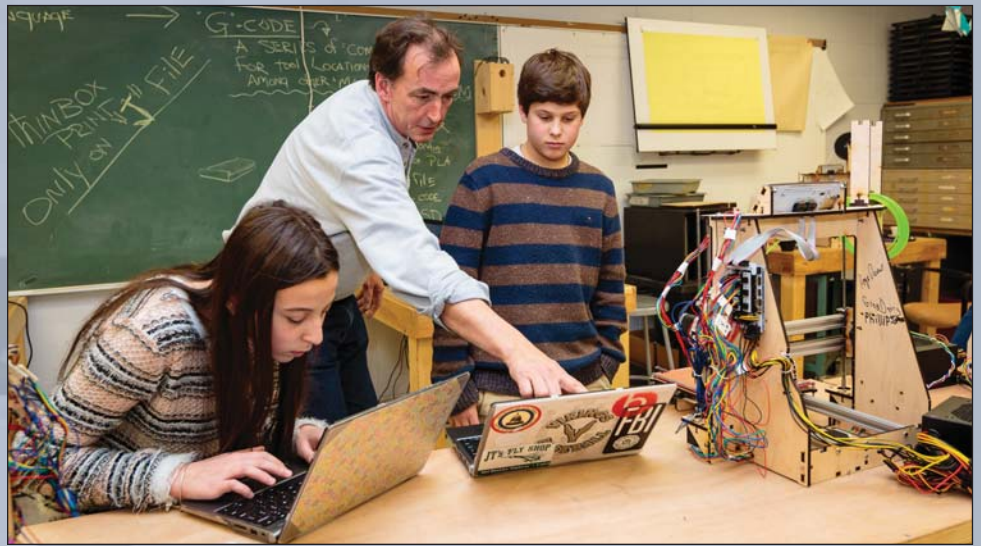
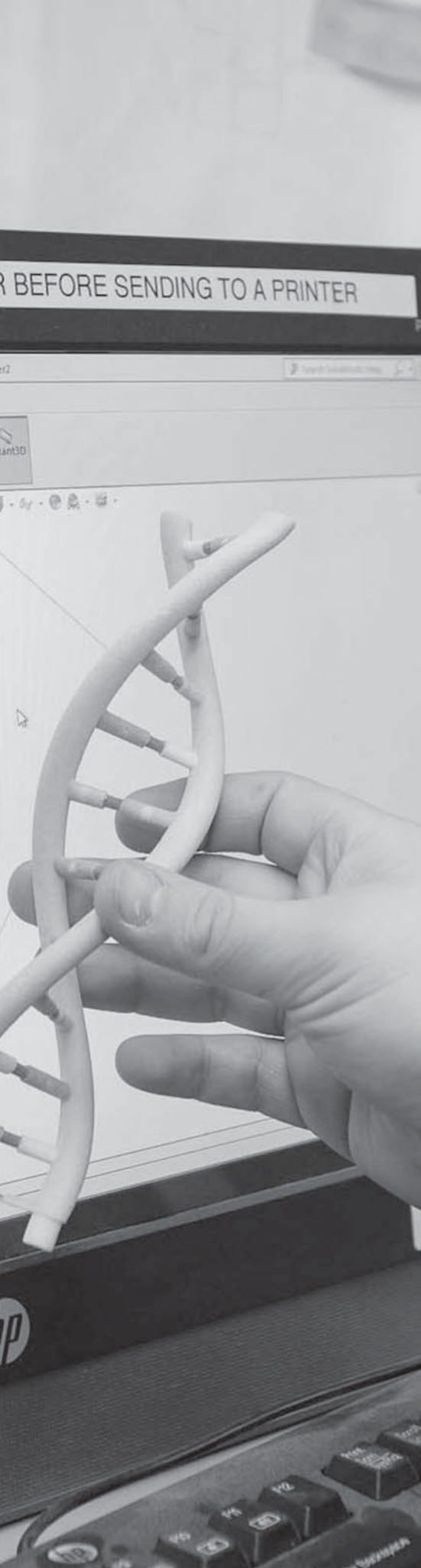
Do you think in 3-D? The answer is below.

Sculpting is to subtractive manufacturing as _____ is to additive manufacturing.



Answer: 3-D printing





Students at the O'Maley Innovation Middle School were actually the first in the District to try out 3-D printing during an innovative summer science program in 2014. Students learned how 3-D printers work from the inside out when they assembled their own printers from MakerFarm® kits and made their own objects.

The summer program was so successful that GEF funded the purchase of 24 additional kits so that every student in the eighth grade could have the experience of working with a 3-D printer in the newly-constituted "O'Maley 3-D Print Shop" in the school's Birdseye-Hammond STEM Center.

But how would we assemble them in time for student use? Grade 8 science teacher Amy Donnelly and technology specialist David Brown came up with an innovative solution: invite the community to roll up its sleeves and help.

In early October, the O'Maley library was the site of a "Make-a-Thon," where more than 50 volunteers from Gloucester and beyond assembled the printers from the MakerFarm® kits. Several enthusiastic participants wrote about their experiences on their Facebook pages and community blogs such as The Clam—and all came away inspired and with a sense of accomplishment.

And the main beneficiaries, O'Maley students, now have a unique resource, the exclusive use of a 3-D printer to master a design task. During the past year, students sharpened their skills in math and technology when they were given the assignment of fabricating a lid for a pre-made box. They needed to calculate the dimensions required for the lid to fit the box securely and were given the opportunity to be creative by designing a three-dimensional bird, frog or other adornment for the lid.

"This program has given students the chance to explore making something on their own at their own speed," explains Mr. Brown. "It may open up a future career path for some, but more importantly, right now they understand the process from start to finish of how something is designed and made—and that is the larger objective."



Is vocabulary
really
all that important?

Years ago, an eminent television journalist posed that question to a guest panel. One of the more memorable responses went something like this: If we just want to say things like “hand me the mustard” or “let’s change the tire,” a limited vocabulary will suffice. But, we may want to say more, such as “let’s figure out how to fix our economy” or “let’s heal the wounds of social injustice.” Solving more complicated issues requires better tools. And the use of carefully selected words to communicate and persuade is among the most powerful of tools.

Developing strong vocabulary skills is the focus of *Word Generation*, an innovative research-based program introduced at O’Maley Innovation Middle School last September and continued throughout the year with funding from GEF. In particular, the program addresses academic vocabulary—words that are commonly used to study and discuss academic subject matter.

Each week, students are given five new words embedded in a short paragraph about a controversial topic of current interest such as, “Why are there not more women in science?” Teachers in English/language arts, math and science classes spend the first 15 minutes of class one day each week discussing the words within the context of their subject.

In social studies, students take a position on the topic of the week and use the five words in a class debate. On Fridays, students conclude by writing a short argument taking a position on the week’s issue and incorporating the five academic words.

According to Janet “J.P.” Ware, Writing Coordinator at O’Maley, “*Word Generation* is designed to bring rigor to building students’ vocabulary, allowing them to explore how words can convey different meanings from one context to another and can be useful tools in communication and persuasion. It involves teachers and students in all academic subjects and at all grade levels. O’Maley is one of very few middle schools using the weekly *Word Generation* units across the entire school to invite cross-grade use and deepen impact.”

Students at O’Maley are learning how to choose their words wisely. A colorful “word wheel” suspended in the O’Maley Commons displays strings of bright letters spelling out words that students have mastered through the program, graphically demonstrating the all-school commitment to this initiative.

Do you have a way with words?

Following are three words that O’Maley students have worked with in the *Word Generation* program this year. Can you use each of these in the context of general English language usage, science and math? How would you use these words in a debate on the question “What is the purpose of school?”

Context Create Benefit





word

generation

will I really need
to know this
when I grow up?

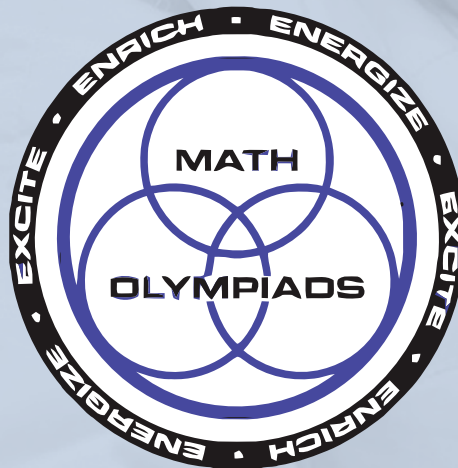
We've all heard that from our children more times than we can count! Yet, during the 2014-2015 school year, more than 70 fourth and fifth grade Gloucester students came to school early or stayed after hours to engage in something that doesn't always inspire passion — math.

Yes, you read it right. Math. And they have loved every minute of it!

Piloted previously at East Gloucester School, Math Olympiads, a national enrichment program, came to all of Gloucester's elementary schools during the past year through a GEF-funded initiative. Teams of students eagerly signed on to take part in this extracurricular program that challenges their brains (especially the left-hand side) and teaches them about teamwork and problem-solving.

At the core of the Math Olympiads in Gloucester is a math club at each school that meets weekly for an hour, usually before the start of the school day or after the closing bell. The rigorous program targets high-achieving students, who were invited to participate based on teacher recommendations and student performance on math assessments such as the MCAS exam. Each week they tackle unusual and difficult math problems, explore new concepts in depth and share strategies for problem-solving with peers. The practice sessions culminate in a series of five monthly contests. These Olympic events provide an incentive for students to intensify their study and offer a chance to demonstrate their newly-mastered skills.

"Math Olympiads serves students who are already strong achievers and pushes them to new levels of mathematical achievement, leadership, creativity, peer collaboration and problem-solving," explained program leader Janet Donovan, who teaches at Beeman and Veterans' Memorial Schools. "Achievement derives from knowledge and skills, but it is often realized through stamina and perseverance. Math Olympiads is designed to develop both."

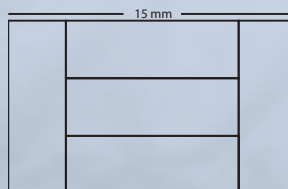


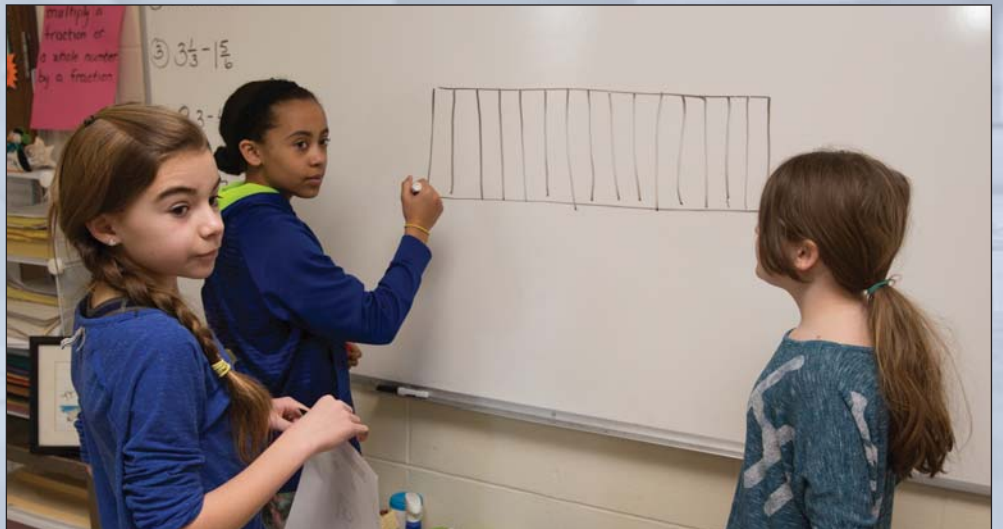
Gloucester's Math Olympians are gaining a solid understanding of the critical role that numbers play in our lives—and they will realize lifelong benefits from the discipline and commitment that being a Math Olympian requires.



How math-savvy are you? The answer is to the right.

The large rectangle shown consists of five congruent small rectangles. The longer dimension of the large rectangle is 15 mm. What is the area of one of the small rectangles?





Answer: 27 mm²

How do people who write songs get the notes just right?

Beeman Memorial School students involved in a pilot program have had the chance to explore how musical compositions come together since the school acquired several JamHub® GreenRooms with funding from GEF over the past year. These “silent music studios” allow students to “jam,” mixing real musical instrument sounds and digitally created instrumentals. Students can add live instruments available in the music room such as glockenspiels, keyboards, drums, guitars and others—and they can even sing along with the jam session to add human voice to their compositions.

With their laptops connected to the JamHub units students can work individually or in collaboration with fellow students as they compose their own original musical masterpieces. The students have become adept at using Garage Band®, a software program used by professional musicians for composing tunes.

Because students are listening through individual headphones, it is a silent “jam.” They are the only ones in the room who can hear what is being played. They can experiment freely while other students in the room can work on separate projects undisturbed.

Their teacher can listen in on an individual student’s performance to provide feedback and coaching or to multiple students working on a new composition and create a final mix that can be sent to an iTunes library or burned onto a CD.

“JamHub is a wonderful resource that allows me to understand what each student is accomplishing during a session—and it allows students to understand, on a very practical level, how notes, structures, rhythms and musical textures all combine to create music,” explained music teacher Beth Goldberg. “In order for any project to work there must be collaboration and discussion of musical goals and concepts,” she added, “and students must come together to produce their best sounds through developing listening skills. JamHub has created the environment where that can happen.”

Now students have an appreciation for the skills that go into creating their favorite recordings. And who knows—as students are mastering the concepts of music, we may discover a budding songwriter among us!



Do you know your coda from your treble clef? Try your hand at matching these musical terms. Answers to the right.

- | | |
|-------------|--|
| 1. Form | a. Musical structure of a piece of music |
| 2. Timbre | b. Volume and attacks or accents in music |
| 3. Pitch | c. The specific tone of an instrument or voice |
| 4. Melody | d. A specific note created by vibrations |
| 5. Dynamics | e. The speed of the music |
| 6. Tempo | f. The tune or main theme |



what's exercise
got to do
with learning?

Students at Veterans' Memorial school have been thinking a lot about this question as they explore the relationship between exercise and learning through a new GEF-funded pilot program.

The initiative came about after the school staff's book club read *Spark* by John Ratay, M.D., a Harvard Medical School researcher. The book discusses the connection between physical exercise and mental functioning.

GEF supplied the school with 25 Mio ALPHA® heart monitor watches, state-of-the-art devices that can accurately measure heart rates through the skin. Vets' fourth and fifth graders have been wearing these in their physical education classes. As they exercise they track their own data, which is recorded by Veterans' physical education teacher Joe Brancalone and used to measure the impact of students' activity in class. Students are able to see the connection between the numbers that show up on their watches and how they feel while in the "target zone"—when they are totally focused and performing to their maximum physical capacity.

"Research strongly suggests that sustained physical activity that keeps students in the target zone for extended periods can actually lead to the formation of new brain cells and improved mental functioning," says Veterans' principal Matt Fusco, "but traditionally, physical education teachers have only had anecdotal proof of students being in the zone—sweating and red faces are the most common indicators. This technology is giving us precise information in real time, and teaches students how to think about the data and how it relates to their own activity during periods of exercise and rest—and their goals for learning."

Students are wearing the watches in the running and walking clubs at Veterans' as well, gaining further insight into the connections between physical exercise and mental well-being—and why strong hearts can help build strong minds.

Are you smart about your heart? Answers to the right.

1. The normal resting heart rate (NOT exercising) for a child over 10 and adult is how many beats per minute?
 - a. Between 30 and 50
 - b. Between 50 and 80
 - c. Between 60 and 100
 - d. Between 100 and 120
2. Your heart rate is the same as your
 - a. Blood pressure
 - b. Pulse
 - c. Heart rhythm
 - d. Activity level
3. People who are physically active on a routine basis—athletes, for instance—often have a higher resting heart rate than those who are not as active.
 - a. True
 - b. False





Answers: 1 - c; 2 - b; 3 - b

How are donations used?

GEF FY 2015 Cash Flow

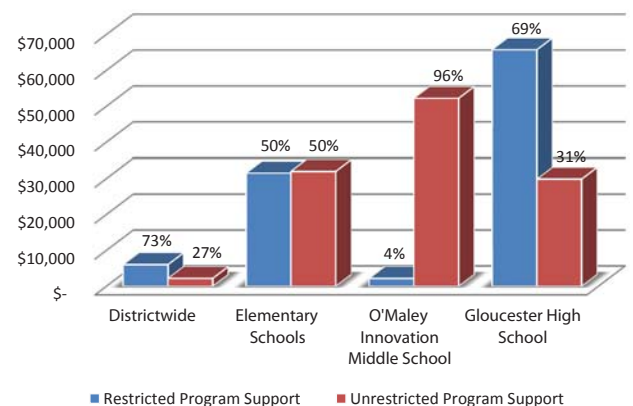
(April 1, 2014 - March 31, 2015)

FUNDS RECEIVED		
	Unrestricted Support*	\$232,035
	Restricted Support**	
	Programs	\$318,526
	Endowment & Investment	\$12,275
	Restricted Total	\$330,801
	TOTAL RECEIVED	\$562,836***
EXPENDITURES		
	Program Support	
	Arts	
	Gloucester High School	\$13,500
	O'Maley Innovation Middle School	\$10,581
	Elementary Schools	\$19,955
	Districtwide	\$7,691
	Arts Total	\$51,727
	STEM	
	Gloucester High School	\$70,530
	O'Maley Innovation Middle School	\$39,817
	Elementary Schools	\$19,033
	STEM Total	\$129,380
	Literacy	
	O'Maley Innovation Middle School	\$3,225
	Elementary Schools	\$38,920
	Literacy Total	\$42,145
	Other	
	Gloucester High School	\$11,543
	O'Maley Innovation Middle School	\$731
	Elementary Schools	\$4,607
	Districtwide	\$500
	Other Total	\$17,381
	Program Support Total	\$240,633
	Payroll	\$56,634
	Operations	\$43,507
	Transfer to GEF Endowment	\$48,775
	TOTAL EXPENDITURES	\$389,549



Pay to order of: The Gloucester Public School
 ONE HUNDRED + FOUR
 For: 2013-2014 Programs

Percentage of Restricted & Unrestricted Support by Grade Level

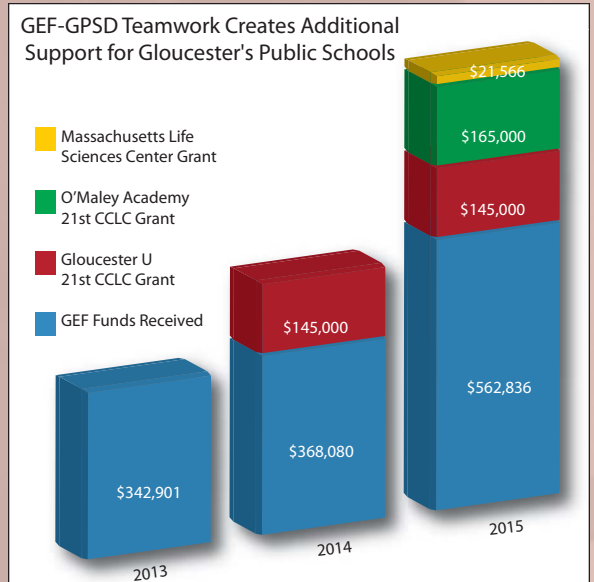




Other support GEF brings to the District

Gloucester Education Foundation helps support the District in ways you won't see reflected in our financial statements. Two years ago a collaboration between GEF and the District resulted in the award of a federally-funded 21st Century Community Learning Centers (CCLC) grant which brought an additional \$145,000 a year into the District and established *Gloucester U*, an out-of-school time program at Gloucester High School. Over the past year, this collaboration resulted in a second 21st CCLC award of \$165,000 a year for the District for *O'Maley Academy* at the O'Maley Innovation Middle School. Recently the GEF-GPSD collaboration brought in \$21,566 from the Massachusetts Life Sciences Center for the purchase of industry-standard equipment and supplies for seventh and eighth grade science at O'Maley. Altogether **the collaboration resulted in \$331,566 in additional funding** this past year.

The collaborating team was led by GEF Executive Director Tina Raimo, whose position was established thanks to a generous grant from an anonymous foundation - a gift to GEF that clearly has had significant impact.



Leave your mark on education in Gloucester

The need to support public education in Gloucester will continue into the foreseeable future. You can be part of that future by making a provision in your will or another planned gift to Gloucester Education Foundation to help ensure we continue to bring innovative programs to District schools. Your family attorney or financial advisor can provide guidance. For more information, contact GEF at 978-282-5550, or visit www.gloucestereducationfoundation.org/endowment-fund-planned-giving.

Other ways to give

GEF unveiled a new giving program in December of 2014 that gives families the opportunity to thank their children's educators and support GEF at the same time. Parents can make a donation in honor of a classroom teacher or any other individual in the school who has had a positive impact on their children's educational experiences, along with a special message to the educator. **A list of Gloucester Public School District teachers and other staff who were honored by Gloucester families this year appears at the bottom of page 18.** For more information, visit www.gloucestereducationfoundation.org/honor-a-teacher.



*Unrestricted funds may be granted at the discretion of the GEF Board of Directors to any worthy program, project or initiative.

**Restricted funds were donated to GEF for specified / targeted uses. GEF donors are welcome to designate their contributions to areas of special interest.

***\$195,000 received in 2015 will be used for designated 2016 programs.

In the interest of transparency, GEF posts complete financial statements, including IRS Form 990 and Independent Accountants' Audit, on our website as soon as they are available.

Who are our Donors?

Major Donor \$25,000+

Anonymous* (2)
Rockport National Bank Charitable Foundation*[^]
The Peter & Elizabeth Tower Foundation*

Community Leader \$10,000 - \$24,999

Applied Materials Foundation*[^]
The Belinda Fund*
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School Sponsor \$5,000 - \$9,999

The Bruce J. Anderson Foundation
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Grade Sponsor \$1,000 - \$4,999

Anonymous (2)
Ed Abell & Shilo McLeod-Abell*
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