



DAVIS HILL ELEMENTARY SCHOOL  
**School Improvement Plan**  
**2010 – 2013**

Mark Aucoin  
**Principal**

Jay Norton  
**Assistant Principal**

May 2010



The Mission of Davis Hill School is to improve the acquisition of knowledge, the appreciation and tolerance for differences and diversity, and the development of the skills for learning. Students who leave Davis Hill at the end of fifth grade will be able to read, write and compute to a high standard; will be able to make personal decisions which reflect ethical behavior and a clear understanding of their own and other's self worth and dignity; and will be prepared to further pursue their life's goals.

**SCHOOL COUNCIL MEMBERSHIP  
&  
MEETINGS 2009 - 2010**

Mark Aucoin, Principal, *Chair*  
Robert Carter, *Member of  
WRSD School Committee*  
Wendy Scott, *Parent*  
Steve Alzamora, *Parent*  
Melanie Amaral, *Parent*  
Officer Greg Sculthorpe,  
*Community Representative*  
Bridget Grensavitch, *Teacher*

Jay Norton, *Assistant Principal*  
Linda Prouty, *Teacher*  
Nancy Erali, *Teacher*  
Christine Howell, *Teacher*  
John McGlaston, *School Psychologist*  
Robin Pratt, *Parent*  
Carol Flionis, *Parent*  
Steven Vincent, *Teacher*  
Lois Johansen, *Parent Advisory Council Representative*

**Scheduled Meeting Dates**

October 2, 2009  
November 13, 2009  
December 2, 2009  
January 6, 2010

February 3, 2010  
March 3, 2010  
April 7, 2010  
May 5, 2010  
June 2, 2010

## School Improvement Plan Update for 2010

Our previous Davis Hill School Improvement Plan has been inserted into this framework to allow careful observation of attainment of goals. It includes data and professional development for staff that relates to the district's Math Pacing Guide. Additions and revisions to the 2010-2011 goals section starts on page 11. Comments about progress in the goals section will be included next year in parenthesis.

Several pages of the previous improvement plan have been elaborated in this edition. The method of presenting previous goals has been changed to reflect a better concentration on data driven goals. A new section on demographic information has been included with three years of information.

On pages 8 and 9, there are charts detailing our current MCAS and AYP scores. There are projected scores for the next two years. The projected scores serve as a means to view how Davis Hill will strive to meet the goal of No Child Left Behind, to have 100% of our student's proficient, by 2014.

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## DESCRIPTIVE DATA – DEMOGRAPHICS FOR DAVIS HILL

### DEMOGRAPHICS / OCTOBER 1 REPORT 2007/2008 – 2008/2009 – 2009/2010 Comparisons

#### Enrollment by Race/Ethnicity

	All Students #	Native Am. %	Asian/ Black %	Hispanic %	Asian %	White %
Davis Hill School Oct. 1, 2007	495	0.2	0.4	2.0	2.0	95.0
Davis Hill School Oct. 1, 2008	512	0.2	0.6	1.2	0.8	95.7
Davis Hill School Oct. 1, 2009	511	0.1	2.0	0.2	1.9	91.7

#### Free & Reduced Lunch

	All Students #	Free & Reduced #	Free & Reduced %
Davis Hill School Oct. 1, 2007	495	19	4.0
Davis Hill School Oct. 1, 2008	512	25	5.0
Davis Hill School Oct. 1, 2009	511	17	3.2

	All Students #	1 <sup>st</sup> Language was not English #	1 <sup>st</sup> Language was not English %
Davis Hill School Oct. 1, 2007	495	5	1.0
Davis Hill School Oct. 1, 2008	512	11	2.2
Davis Hill School Oct. 1, 2009	511	7	1.3

## DESCRIPTIVE DATA – ATTENDANCE FOR DAVIS HILL

### Davis Hill School October 1 Report Distribution by Grade

<u>Grade</u>	<u>Number of Students 2007-2008</u>	<u>Number of Students 2008-2009</u>	<u>Number of Students 2009-2010</u>
<b>Kindergarten</b>	<b>75</b>	<b>73</b>	<b>85</b>
<b>Grade 1</b>	<b>71</b>	<b>80</b>	<b>80</b>
<b>Grade 2</b>	<b>85</b>	<b>75</b>	<b>87</b>
<b>Grade 3</b>	<b>79</b>	<b>90</b>	<b>86</b>
<b>Grade 4</b>	<b>87</b>	<b>77</b>	<b>102</b>
<b>Grade 5</b>	<b>74</b>	<b>96</b>	<b>83</b>
<b>TOTALS</b>	<b>495</b>	<b>512</b>	<b>511</b>
<b>ADA</b>	<b>98.6%</b>	<b>98.3%</b>	<b>97.1%</b>

## DESCRIPTIVE DATA – SPECIAL EDUCATION

### Davis Hill School Students Receiving Special Education School Year 2007-2008 2008-2009 2009-2010

<u>Grade</u>	<u>Number of Students</u> <u>2007/2008</u>			<u>Students with Ed. Plans</u> <u>2007/2008</u>			<u>%</u> <u>2007/2008</u>		
	<u>2007/2008</u>	<u>2007/2008</u>	<u>2007/2008</u>	<u>2007/2008</u>	<u>2007/2008</u>	<u>2007/2008</u>	<u>2008/2009</u>	<u>2008/2009</u>	<u>2008/2009</u>
<b>TOTAL</b>	<b>49</b>	<b>60</b>	<b>12.7%</b>	<b>512</b>	<b>55</b>	<b>12.5%</b>	<b>511</b>	<b>69</b>	<b>11.2%</b>

## **MCAS Adequate Yearly Progress**

The State is now looking at MCAS in terms of Adequate Yearly Progress for the tested population as a whole and for each of eight subgroups. They use a calculated score, the Composite Performance Index (CPI), the increase in the CPI, percent participation, and percent attendance to determine if the school (Aggregate) or a particular subgroup meets the target Adequate Yearly Progress (AYP).

Davis Hill made Adequate Yearly Progress as a school (Aggregate), but did not meet the goal in three subgroups. Our School Improvement Plan goals are designed to improve instruction and learning for all groups, with targeted attention paid to the subgroups that are under-performing. At the core of our plan is the need of a focus on professional development to improve instruction through our Literacy Initiative. It is strongly believed that through this initiative, all students will benefit.

The charts on the next two pages indicate the levels of growth that are necessary for Davis Hill to reach the goal of all children being proficient by 2014 in ELA and Math. Sections in the graph that are empty reflect the fact that there are not sufficient numbers of students in those areas to be reported.

# Davis Hill School Improvement Targets For ELA

<b>Student Group</b>	<b><u>2009 CPI</u></b> <b><u>Cycle IV</u></b>	<b><u>Improvement Needed for 2010 CPI</u></b> <b><u>Cycle V</u></b>	<b><u>Target 2010 CPI</u></b> <b><u>Cycle V</u></b>
Aggregate	90.6	2.0	92.6
Lim. English Prof.	-	-	-
Spec. Ed.	64.7	5.3	70.0
Low Income			
Afr.Amer./Black	-	-	-
Asian or Pacif.Isl.	-	-	-
Hispanic	-	-	-
Native American	-	-	-
White	91.6	2.4	93.0

<b><u>Improvement Needed for 2011 CPI</u></b> <b><u>IV</u></b>	<b><u>Target 2011 CPI</u></b> <b><u>IV</u></b>
2.0	94.6
5.0	75.0
-	-
-	-
-	-
-	-
2.0	95.0

# Davis Hill School Improvement Targets For Math

<u>Student Group</u>	<u>2009</u>	<u>Improvement</u>	<u>Target</u>	<u>Improvement</u>	<u>Target</u>
	<u>CPI</u>	<u>Needed for</u>	<u>2010</u>	<u>Needed for</u>	<u>2011</u>
	<u>Cycle</u>	<u>2010</u>	<u>Cycle V</u>	<u>2011</u>	<u>Cycle V</u>
	<u>IV</u>	<u>CPI</u>		<u>V</u>	<u>V</u>
Aggregate	91.2	2.7	94.0	2.0	96.0
Lim. English Prof.	-	-	-	-	-
Spec. Ed.	69.9	6.1	75.0	5.0	80.0
Low Income	-	-	-	-	-
Afr.Amer./Black	-	-	-	-	-
Asian or Pacif.Isl.	-	-	-	-	-
Hispanic	-	-	-	-	-
Native American	-	-	-	-	-
White	92.5	3.5	95.0	2.0	97.0

**Theme I: SCHOOL CULTURE and CLIMATE**  
**Goal 1: Unify the community around the vision, mission, core values and goals.**

### Success Measures

1. The mission and core values of each school reflect a direct relationship to the District vision, mission, and core values.
2. Mission and core values are posted in school buildings, well known by students, and distributed to parents in PK-12 communications.
3. Mission and core values are embedded in PK-12 school practices and classroom instruction.
4. Parents, residents and officials are aware of the vision, mission and core values.
5. Copies of the Goals and strategies are made available to the community at large.
6. Mechanisms exist to answer concerns.

**Responsible Parties**  
 Community Outreach Subcommittee  
 Building Principals

Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. The vision statement for Davis Hill will be published in the local newspaper, <i>The Landmark</i> , along with other identifying information prior to the start of the 2010-2011 school year.	Mark Aucoin	Response to Survey	Maintained for the startup of the current year and will continue for next year.

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9. Mission and core values are embedded in PK-12 school practices and classroom instruction.
10. Parents, residents and officials are aware of the vision, mission and core values.
11. Copies of the Goals and strategies are made available to the community at large.
12. Mechanisms exist to answer concerns.

**Responsible Parties**  
 Community Outreach Subcommittee  
 Building Principals

Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. A large copy of our school's vision statement will be on display in the main foyer and on file in the main office.	Mark Aucoin	Survey	Not yet accomplished

**Theme I: SCHOOL CULTURE and CLIMATE**  
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### Success Measures

- 13. The mission and core values of each school reflect a direct relationship to the District vision, mission, and core values.
- 14. Mission and core values are posted in school buildings, well known by students, and distributed to parents in PK-12 communications.
- 15. Mission and core values are embedded in PK-12 school practices and classroom instruction.
- 16. Parents, residents and officials are aware of the vision, mission and core values.
- 17. Copies of the Goals and strategies are made available to the community at large.
- 18. Mechanisms exist to answer concerns.

**Responsible Parties**  
 Community Outreach Subcommittee  
 Building Principals

Action Statements			
Action	Person Responsible	Indicator of Success	Status
3. A copy of Davis Hill's goals and strategies will be available in the main office and on our school's web site. They are also included in our student handbook to all parents on the first day of school and are part of a welcoming packet for new parents.	Mark Aucoin	Survey of Parents	On going and updated by the principal.

**Theme I: SCHOOL CULTURE and CLIMATE**

**Goal 2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.**

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Decrease the levels of truanancies, suspensions and expulsions.</li> <li>2. Decrease levels of disrespectful interpersonal infractions as measured by a decrease in the number of office referrals.</li> <li>3. Decrease levels of vandalism and theft as measured by the number of incidents.</li> <li>4. Results of school climate survey.</li> </ol>	<p><b>Responsible Parties</b> <b>Building Principals</b></p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. Post signs directing visitors to the main office need to be on all doors. Implement a system by which all adults in the building have a badge identifying themselves as “approved visitors”.</p>	<p>Mark Aucoin</p>	<p>Do the names on the roster agree with both CORI’d individuals and those actually in the building.</p>	<p>All visitors at Davis Hill wear visitor badges that are checked with a list of approved CORI’d volunteers.</p>

**Theme I: SCHOOL CULTURE and CLIMATE**

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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>2. Provide teachers, staff and families with strategies for maintaining school environment in which all members are treated with respect (Staff meetings, grade level team meetings and PTO meetings have all focused on creating a respectful community of learners)</p>	<p>Mark Aucoin</p>	<p>Decrease in discipline issues and increase in school attendance.</p>	<p>Study groups with the Responsive Classroom guidelines planned for 2010-2011</p> <p>We wrote a grant to send teachers from each grade to a summer institute on the Responsive Classroom philosophy for both the initial training and for RCII</p>

**Theme I: SCHOOL CULTURE and CLIMATE**

**Goal 3: Strengthen partnerships among staff, students, parents and community members that support teaching and learning.**

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Areas for partnerships are identified.</li> <li>2. Participation of parents and community members as volunteers in the schools increases steadily and is welcomed.</li> <li>3. Parents report positive interaction between faculty and students and a mechanism exists to evaluate and remediate any concerns.</li> </ol>	<p><b>Responsible Parties</b></p> <p>Community Outreach Subcommittee Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. Examine the possibility of offering additional enrichment programs. This may be by committee or survey.</p>	<p>Mark Aucoin Jay Norton</p>	<p>Survey Test Scores</p>	<p>Included in the 2010-2011 parent survey and a sub group has been formed through our School Council.</p>

**Theme I: SCHOOL CULTURE and CLIMATE**

**Goal 3: Strengthen partnerships among staff, students, parents and community members that support teaching and learning.**

<p><b>Success Measures</b></p> <p>4. Areas for partnerships are identified.</p> <p>5. Participation of parents and community members as volunteers in the schools increases steadily and is welcomed.</p> <p>6. Parents report positive interaction between faculty and students and a mechanism exists to evaluate and remediate any concerns.</p>	<p><b>Responsible Parties</b></p> <p>Community Outreach Subcommittee Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>2. Continuation of the Principal's Coffee on the night of PTA meetings.</p>	<p>Mark Aucoin</p>	<p>Continues to be successful from the comments of the participants.</p>	<p>Ongoing</p>

**Theme I: SCHOOL CULTURE and CLIMATE**

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<p><b>Success Measures</b></p> <p>7. Areas for partnerships are identified.</p> <p>8. Participation of parents and community members as volunteers in the schools increases steadily and is welcomed.</p> <p>9. Parents report positive interaction between faculty and students and a mechanism exists to evaluate and remediate any concerns.</p>	<p><b>Responsible Parties</b></p> <p>Community Outreach Subcommittee Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>3. Implement an open house the week before school starts that will be run by administration.</p>	<p>Mark Aucoin</p>	<p>Multitude of positive comments about the event from all ages</p>	<p>Will continue this practice in August of 2010. We have solicited comments from the staff about parents in their rooms and have accommodated many of their concerns.</p>

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**

**Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.**

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. 90% of students score in proficient or advanced levels</li> <li>2. Subgroups of students meet Adequate Yearly Progress (AYP).</li> <li>3. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures.</li> <li>4. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers.</li> <li>5. The efficacy and practicality of full-day kindergarten is explored.</li> </ol>	<p><b>Responsible Parties</b></p> <p>Education Subcommittee Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. Increase the percent of students in proficient and advanced MCAS categories throughout grades 3, 4 and 5.</p>	<p>Mark Aucoin Jay Norton Teachers</p>	<p>Data from this year’s test and the charts at the beginning of this improvement plan</p>	<p>Ongoing identification of at-risk students. We have provided more small group and one on one attention to individual students.</p>

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**

**Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.**

<p><b>Success Measures</b></p> <ul style="list-style-type: none"> <li>6. 90% of students score in proficient or advanced levels</li> <li>7. Subgroups of students meet Adequate Yearly Progress (AYP).</li> <li>8. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures.</li> <li>9. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers.</li> <li>10. The efficacy and practicality of full-day kindergarten is explored.</li> </ul>	<p><b>Responsible Parties</b></p> <p>Education Subcommittee Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>2. Continue to promote the use of flexible skills groups and differentiating instruction in order to meet the needs of all students. Change the grade level ability grouping in fourth grade to a self contained classroom with differentiated, small group instruction. Use flexible grouping to the greatest extend practical, not whole class instruction for math</p>	<p>Mark Aucoin Jay Norton</p>	<p>Increased test scores in DIBELS and DRA over Three years period beginning in 09/10</p>	<p>As of 3/09 we have seen a significant increase in the performance of our special education students on the DIBLES.</p>

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**

**Goal 4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.**

<p><b>Success Measures</b></p> <p>11. 90% of students score in proficient or advanced levels</p> <p>12. Subgroups of students meet Adequate Yearly Progress (AYP).</p> <p>13. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures.</p> <p>14. Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers.</p> <p>15. The efficacy and practicality of full-day kindergarten is explored.</p>	<p><b>Responsible Parties</b></p> <p>Education Subcommittee</p> <p>Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>3. Focus on problem solving and test taking strategies such as identifying multiple steps, modeling thinking aloud, sharing problem solving strategies and applying skills</p>	<p>Mark Aucoin Jay Norton Teachers</p>	<p>MCAS and DIBELS/ DRA test results</p>	<p>Ongoing at all grade levels in many different forms.</p>

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**  
**Goal 5: Develop programs to increase equitable educational opportunities to all students in the District.**

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Paths for progress are articulated in individual school improvement 3-year plans.</li> <li>2. Student academic performance at the high school is similar regardless of feeder schools in the District.</li> <li>3. Implement programs to remediate identified problems.</li> </ol>	<p><b>Responsible Parties</b></p> <p>Education Subcommittee  Central Office</p> <p style="text-align: center;"><b>Selected Principals</b></p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
Continue to work to lower class sizes at all levels.	Mark Aucoin	Data	Ongoing

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**

*Goal 6: Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach.*

<p><b>Success Measures</b></p> <p>1. Students will meet approved standards as measured by the District-wide assessment program.          Number of students requiring remedial interventions will decrease.          Program improvement mapping is evident at all levels.</p>	<p><b>Responsible Parties</b></p> <p>Education Subcommittee          Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. Analyze MCAS, DIBELS and DRA test results and identify areas in need of improvement .Target areas in need of improvement by aligning instruction with the Curriculum Benchmarks. .</p>	<p>Mark Aucoin            Jay Norton</p>	<p>Increase in the percents as indicated on the pages preceding this section</p>	<p>Ongoing assessments demonstrate a positive increase in scores for those children identified by IEP's.</p>

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**

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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>2. Continue to implement instructional methods in support of the goals for the Literacy Initiative. Continued Utilization of supplementary literacy materials such as use of book room.</p>	<p>Mark Aucoin            Jay Norton            Literacy Coaches</p>	<p>Test Scores over time on the DIBELS and the DRA</p>	<p>Ongoing, use of staff meetings and professional development days have had a positive impact on our teachers. Test scores will have be evaluated at the end of this year for comparison.</p>

**Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT**

*Goal 6: Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach.*

<p><b>Success Measures</b></p> <p>1. Students will meet approved standards as measured by the District-wide assessment program.          Number of students requiring remedial interventions will decrease.          Program improvement mapping is evident at all levels.</p>	<p><b>Responsible Parties</b></p> <p>Education Subcommittee          Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>3. Continue to support the implementation of the Pacing Guide within the structure of the Everyday Math program at all grade levels Use mathematics vocabulary throughout the day, across the curriculum – including specialists.</p>	<p>Mark Aucoin            Jay Norton            Teachers</p>	<p>Math test score by everyday math tests and MCAS</p>	<p>On going.            Through classroom observations by administration, all teachers are becoming better focused with Every Day Math. Professional Development Day in March is dedicated to Every Day Math.</p>

**Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD**

**Goal 7: Enhance the District’s capacity to identify and respond to students at risk.**

<p style="text-align: center;"><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. An inventory of currently available programs and practices is annually evaluated and made available to administrators, teachers, staff, parents and students.</li> <li>2. Professional development programs are in place to help awareness of staff.</li> <li>3. Sufficient resources and/or staffing are available to help at-risk students in a timely manner.</li> <li>4. Agencies and partnerships have been identified and staff has been properly educated in making referrals.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<ol style="list-style-type: none"> <li>1. Continue to provide opportunities for drill and practice of math facts to supplement Everyday Math. Use technology, home incentive programs, mental math, and Everyday Math Games.</li> </ol>	Mark Aucoin Jay Norton	Everyday Math Test Scores	In Progress. We have two classroom identified as model classrooms for Every Day Math. The strategies being used are shared at staff and grade level meetings.

**Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD**

**Goal 7: Enhance the District’s capacity to identify and respond to students at risk.**

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. An inventory of currently available programs and practices is annually evaluated and made available to administrators, teachers, staff, parents and students.</li> <li>2. Professional development programs are in place to help awareness of staff.</li> <li>3. Sufficient resources and/or staffing are available to help at-risk students in a timely manner.</li> <li>4. Agencies and partnerships have been identified and staff has been properly educated in making referrals.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>2. Focus on problem solving and test taking strategies such as identifying multiple steps, modeling thinking aloud, sharing problem solving strategies and applying skills</p>	<p>Mark Aucoin Jay Norton</p>	<p>Improved MCAS and Every Day math scores.</p>	<p>Each grade level has examined the frameworks along with individual students scores to pinpoint specific weaknesses and identify strategies that have been incorporated to daily math lessons.</p>

**Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD**

*Goal 8: Promote/provide programs and practices that enhance the social/emotional well being of all students.*

<p style="text-align: center;"><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Survey students, parents, caregivers and school staff to gather baseline data which will be used for program planning.</li> <li>2. Student attendance will increase as the result of specific school-based and District-wide actions.</li> <li>3. Programs and practices that enhance student social emotional well-being will result in a decrease in disciplinary referrals.</li> <li>4. Processes will be in place to identify at risk students and a variety of programs will be made available to address individual and group needs.</li> </ol>	<p><b>Responsible Parties</b>                  Education Subcommittee                  Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
1. Provide the staff of Davis Hill, with information regarding the concepts of the Responsive Classroom Model. Provide voluntary opportunities for staff to visit a school that promotes the responsive classroom approach.	Mark Aucoin	After completion of training there will be an increase in supports for kids in need and for structures for our school and classrooms.	If budget allows we will provide professional development training on Responsive Classroom.

**Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT**

*Goal 9: Create more opportunities for collaboration and mentoring.*

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>All newly hired teachers will (a) participate in District and school-based orientations, trainings, and induction programs; and (b) annually rate the District’s staff orientation, mentoring, and induction programs.</li> <li>Time will be provided for opportunities for teachers to collaborate at subject and/or grade levels.</li> </ol>	<p><b>Responsible Parties</b></p> <p>Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. Investigate models for in-house professional development such as peer observations, study groups and teacher-designed workshops.</p>	<p>Mark Aucoin Phyllis Jaillett Annie Saches Deb Vickstrom Chuck Skillings</p>	<p>Completion of Book Study groups</p>	<p>Ongoing collaboration between classrooms at each grade level with observations being done each week.</p>

**Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT**

*Goal 10: Develop more professional development opportunities within the District and make available more programs outside the school district. Professional development opportunities will be focused and targeted.*

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Elevated rates of Professional Development Points (PDP) accumulation on a voluntary basis, in addition to those required.</li> <li>2. NEASC recommendations pertaining to curriculum, instruction and assessment have been addressed.</li> <li>3. Enrollment in PDP programs is promoted/coordinated on a frequent and ongoing basis. Staff awareness of programs is increased.</li> <li>4. Needs identified by the staff are being met as indicated by survey results.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. Provide ongoing, effective literacy training for Educational Assistants.</p>	<p>Mark Aucoin Kelly Gangi</p>	<p>Support of reading initiative by educational assistants during the literacy block.</p>	<p>Our educational assistants are anxious to learn more and participate in staff development days.</p>

**Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT**

*Goal 10: Develop more professional development opportunities within the District and make available more programs outside the school district. Professional development opportunities will be focused and targeted.*

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Elevated rates of Professional Development Points (PDP) accumulation on a voluntary basis, in addition to those required.</li> <li>2. NEASC recommendations pertaining to curriculum, instruction and assessment have been addressed.</li> <li>3. Enrollment in PDP programs is promoted/coordinated on a frequent and ongoing basis. Staff awareness of programs is increased.</li> <li>4. Needs identified by the staff are being met as indicated by survey results.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>2. Where appropriate, all classroom teachers will be trained in DRA. (Directed Reading Assessments)</p>	<p>District Office Kelley Gangi Literacy Coaches</p>	<p>Proficient administration of the DRA at all grade levels.</p>	<p>Completed.</p>

**Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT**

*Goal 10: Develop more professional development opportunities within the District and make available more programs outside the school district. Professional development opportunities will be focused and targeted.*

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Elevated rates of Professional Development Points (PDP) accumulation on a voluntary basis, in addition to those required.</li> <li>2. NEASC recommendations pertaining to curriculum, instruction and assessment have been addressed.</li> <li>3. Enrollment in PDP programs is promoted/coordinated on a frequent and ongoing basis. Staff awareness of programs is increased.</li> <li>4. Needs identified by the staff are being met as indicated by survey results.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>3. Provide professional development on Differentiated Instruction.</p>	<p>Mark Aucoin</p>	<p>Improvement of test scores.</p>	<p>Ongoing through district offered professional development in literacy and school based professional development in Every Day Math.</p>

**Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES**

*Goal 13: Identify and plan for the use of technology and media that will enhance education and/or increase the efficiency of administration.*

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Professional development programs in instructional technology are offered.</li> <li>2. All District students and personnel are familiar with and can use the current applications.</li> <li>3. Resources for installation and maintenance of technology are sufficient and sustainable.</li> <li>4. Applications used by students support self-directed/independent learning in differentiated instruction.</li> <li>5. Increase access to data for faculty, parents and administration.</li> <li>6. Library resources and professional staffing are provided for students that enrich reading and research experiences outside the classroom.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
1. Develop a plan for updating current classroom technology to reflect best practices with computers.	Mark Aucoin James McFadden	Incorporation of new technology aligned with frameworks and assessments.	Smartboards are not on the 2010-2011 budget due to cut backs

**Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT**

*Goal 18: Improve communication with staff, students, parents and the community.*

<p style="text-align: center;"><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Technology is integrated as a tool to support administrative capabilities in communications (i.e. notification systems, e-newsletters, annual performance measured by implementation and use of integrated software and/or web-based applications.</li> <li>2. All major decisions are communicated to staff, students, parents and the community.</li> </ol>	<p><b>Responsible Parties</b> Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. The website will be maintained and updated on a regular basis. The minutes of both the School Council and PTA meetings will be posted on the Davis Hill web site. Major decisions regarding Davis Hill School are communicated first to the staff, and then to the School Council, and then to parents.</p>	<p>Mark Aucoin Jay Norton James McFadden</p>	<p>Positive survey feedback in April.</p>	<p>Surveys are all due on March 7<sup>th</sup>.</p>

**Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT**

*Goal 18: Improve communication with staff, students, parents and the community.*

<p style="text-align: center;"><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Technology is integrated as a tool to support administrative capabilities in communications (i.e. notification systems, e-newsletters, annual performance measured by implementation and use of integrated software and/or web-based applications.</li> <li>2. All major decisions are communicated to staff, students, parents and the community.</li> </ol>	<p><b>Responsible Parties</b> Building Principals</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
2. Continuation and expansion of a monthly principal's newsletter.	Mark Aucoin	Responses from survey given to all families in March.	Surveys were due on March 7 <sup>th</sup> . They will be checked and the percent of agreement or non-agreement to the questions will be published in the April Newsletter.

**Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT**

*Goal 18: Improve communication with staff, students, parents and the community.*

<p style="text-align: center;"><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. Technology is integrated as a tool to support administrative capabilities in communications (i.e. notification systems, e-newsletters, annual performance measured by implementation and use of integrated software and/or web-based applications.</li> <li>2. All major decisions are communicated to staff, students, parents and the community.</li> </ol>	<p><b>Responsible Parties</b> Building Principals</p>
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<b>Action Statements</b>			
Action	Person Responsible	Indicator of Success	Status
3. Establishment of a weekly back-pack mail system for all office-generated/ school-wide communication,	Mark Aucoin	Survey responses which are due on March 7 <sup>th</sup> .	Ongoing

**Theme VIII: EDUCATIONAL FUNDING**

*Goal 19: Seek financial efficiencies and maximize the cost effectiveness of programs and services while meeting improvement goals.*

<p><b>Success Measures</b></p> <ol style="list-style-type: none"> <li>1. More products and services are purchased on a bulk basis.</li> <li>2. Strategy for District-wide provision of trade services is negotiated.</li> <li>3. Savings are realized in targeted budget areas over a three year period.</li> </ol>	<p><b>Responsible Parties</b> Building Principals/Central Office</p>
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<b>Action Statements</b>			
<b>Action</b>	<b>Person Responsible</b>	<b>Indicator of Success</b>	<b>Status</b>
<p>1. All purchases for each pod or grade level will be combined on a master sheet and ordered in bulk from the approved bid sheets.</p>	<p>Jay Norton</p>	<p>The amount of difference between last year' s order and this years.</p>	<p>Ongoing</p>



## DAVIS HILL SCHOOL IMPROVEMENT ACTION PLAN 2009-2010

**Durriculum and Instruction/Achievement and Academic Support:** Meet or exceed improvement targets in ELA, Mathematics, Social Studies and Science and continue to make Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB) for all subjects tested.

AYP has been delineated by subgroup:

Aggregate: Average of 2.0% per year for ELA and 2.3% per year for math.

White: Average of 2.4% per year for ELA and 2.6% per year for math.

Sped: Average of 5.1% per year for ELA and 5.0% per year for math.

**Link to Student Achievement (Expected Improvement):**

- *The progress of our AYP subgroups will be carefully monitored by administration. We will maintain a focus on the District's Literacy Initiative and our relationship with Tufts. Special attention will be given to not changing curriculum and instruction that "works" at Davis Hill.*

**Data Used to Establish Goal:** MCAS results, *Diagnostic Reading Assessment, DIBELS*, literacy folders, *MELA-O & MEPA*

<b>Initiatives for Improvement</b> (Instructional Practices, Programs, Standards, Content, Professional Development, etc) <b>WHO? WHAT? WHEN?</b>	<b>Person(s) Responsible</b>	<b>Resources / Funding</b>	<b>Timeline</b>	<b>Evaluation – Assessment Sources of Evidence</b> (What evidence of progress will be used? How will it be measured?)	<b>Degree of Attainment</b> C = completed I = implemented P = partial O = ongoing R = revised N= not yet achieved \$= limited by funding
<b>GOAL 1: ELA</b> 1. Analyze MCAS, DIBELS and DRA test results and identify areas in need of improvement  2. Increase the percent of students in proficient and advanced MCAS categories throughout grades 3, 4 and 5.  3. Target areas in need of improvement by aligning instruction with the Curriculum Benchmarks. .	Staff with Administrators  Teachers and Davis Hill Administrators  Teachers and Davis Hill Administrators	WRSD, DOE, Test Whiz  School Based Budget  Professional Development	2008– 2011  2008-2011  2008 – 2011	MCAS scores, DIBELS, DRA Use of Test Wiz  MCAS test scores  Lesson plans, formal and informal assessment, walk throughs, observations	I,O  I,O  I,O

4. Implement standards-based learning environments.	WRSD Administrators and Teachers	WRSD Davis Hill Budget	2008-2011	Analyzing the 2008 MCAS scores, identifying student learning objectives  Professional Development	I,O
5. Develop a plan for updating current classroom technology to reflect best practices with computers.	Davis Hill Administrators and Teachers	WRSD Davis Hill Budget	2008-2011	Administrators and Teachers	O
6. Continue to implement instructional methods in support of the goals for the Literacy Initiative.	WRSD Administrators and Teachers	School and District Budget	2008-2011	Self evaluations along with Tufts consultants	P,O,N
7. Continue to work to lower class sizes at all levels.	WRSD Davis Hill Administrators	Professional Development	2008-2011	Class size ratio chart and state and district comparisons	O
8. Continue to promote the use of flexible skills groups and differentiating instruction in order to meet the needs of all students.	Davis Hill Administrators and Teachers	Building and district budget	2008 - 2011	One outcome may be a decrease in Sped. Referrals.	I,O,\$
9. Continued Utilization of supplementary literacy materials such as use of book room.	Administrators and Teachers	Building Budget	2008 - 2011	Observations,	O,P

10. Provide ongoing, effective literacy training for Educational Assistants.	Administrators and Teachers	Building Budget	2007 - 2010	Observations	I,O
11. Change the grade level ability grouping in fourth grade to a self contained classroom with differentiated, small group instruction.	Administration and Teachers	WRSD and Building based budget	2007 - 2010	Monitor assessments	O
12. Maintain the ability grouping as is for grades 1 to 3.	District and school based leadership	WRSD and Building based budget	2007 - 2010	Development of literacy block and use of Tufts strategies.	P,O
16. Where appropriate, all classroom teachers will be trained in DRA. (Directed Reading Assessments)	WRSD and school based leadership	WRSD and Building based budget	2007 - 2010	Monitor assessments	N
<b>GOAL 2: Mathematics</b>					
1.Continue to support the implementation of the Everyday Math program at all grade levels	Administration and Teachers	WRSD and Building based budget	2008 - 2011	Assessment scores, Professional development.	N,O
2. Use mathematics vocabulary throughout the day, across the curriculum – including specialists.	Administration and Teachers	WRSD Budget	2008 - 2011	School-based professional development.	N,O
3. Provide opportunities for drill and practice of math facts to supplement Everyday Math. Use technology, home incentive programs, mental math, and Everyday Math Games.	Davis Hill Teachers	Building based budget	2008 - 2011	School-based professional development.	N,O

4. Use flexible grouping to the greatest extent practical, not whole class instruction for math	Teachers	N/A	2008-2011	Observation	O
5. Focus on problem solving and test taking strategies such as identifying multiple steps, modeling thinking aloud, sharing problem solving strategies and applying skills	Administrators and Teachers	N/A	2008 - 2011	Observations	O

## DAVIS HILL SCHOOL IMPROVEMENT ACTION PLAN

**Community Support and Involvement:**

**Goal #1:** Provide quality communication between home and school.

**Goal #2:** Study the possible expansion of after school programs to help improve MCAS and AYP scores.

**Link to Student Achievement (Expected Improvement):** Improved home/school communication and test scores.

**Data Used to Establish Goal:** Parent feedback.

Initiatives for Improvement (Instructional Practices, Programs, Standards, Content, Professional Development, etc) <b>WHO? WHAT? WHEN?</b>	Person(s) Responsible	Resources / Funding	Timeline	Evaluation – Assessment Sources of Evidence (What evidence of progress will be used? How will it be measured?)	Degree of Attainment C = completed I = implemented P = partial O = ongoing R = revised N= not yet achieved \$= limited by funding
<b>Goal #1 COMMUNICATION</b>					
1. The minutes of both the School Council and PTA meetings will be posted on the Davis Hill web site.	Secretary of the PTA and the School Council. Assistant Principal Computer Tech.	School Based Budget	2007 – 2010	Web site Parent and Teacher input	I,O
2. The website will be maintained and updated on a regular basis.	Assistant Principal Computer Tech.	WRSD and School Based Budget	2007 – 2010	Web site Parent and teacher input.	I,O
3. Continuation and expansion of a monthly principal’s newsletter.	Principal	N/A	2007 – 2010	Parent and Teacher input	I,O
4. Establishment of a weekly back-pack mail system for all office-generated/ school-wide communication,	Principal Secretary Teachers	School Based Budget	2007 – 2010	Parent Survey	N

5. Continuation of the Principal's Coffee on the night of PTA meetings.	Principal	N/A	2007 – 20010	Feedback from Parents	O
6. Establish clear guidelines for parent visitors including how to best use volunteers.	Principal School Council PTA	School Based Budget	2007 – 2010	Feedback from parents and teachers	N
7. Implement an open house the week before school starts that will be run by administration.	Principal Assistant Principal	N/A	2007 – 2010	Provide time for parents and students to get acquainted with the school Parent feedback	N
<b>Goal #2 AFTER SCHOOL PROGRAMS and ENRICHMENT OPPORTUNITIES</b>					
1. Examine the possibility of offering additional enrichment programs. This may be by committee or survey.	Principal PTA	N/A	2007 - 2010	Committee feedback	N

## DAIVS HILL SCHOOL IMPROVEMENT ACTION PLAN

**School Climate/Professional Development:**

**Goal #1:** Investigate a Responsive School Model for Davis Hill.

**Goal #2:** Increase the amount of time and access Davis Hill Staff has for professional development in identified areas.

**Link to Student Achievement (Expected Improvement):** Decreased negative behaviors and increased time on learning and improved test scores.

**Data Used to Establish Goal:** Teacher survey results, disciplinary referrals, current brain and social and emotional learning research.

<b>Initiatives for Improvement</b> (Instructional Practices, Programs, Standards, Content, Professional Development, etc) <b>WHO? WHAT? WHEN?</b>	<b>Person(s) Responsible</b>	<b>Resources / Funding</b>	<b>Timeline</b>	<b>Evaluation – Assessment Sources of Evidence</b> (What evidence of progress will be used? How will it be measured?)	<b>Degree of Attainment</b> C = completed I = implemented P = partial O = ongoing R = revised N= not yet achieved \$= limited by funding
<b>Goal #1 SCHOOL CLIMATE</b>  1. Provide the staff of Davis Hill, with information regarding the concepts of the Responsive Classroom Model.  2. Provide voluntary opportunities for staff to visit a school that promotes the responsive classroom approach.  3. Work as a team to decide the components of Responsive Classroom that best fit our school.  4. Provide teachers, staff and families with strategies for maintaining school environment in which all members are treated	Principal	School Based Budget	2007 – 2010	Staff feedback	N
	Principal	School Based Budget	2007 – 2010	Staff Feedback	N
	Principal along with staff	School Based Budget	2007 – 2010	Staff Feedback	N
	Principal	School Based Budget	2007 – 2010	Staff Feedback	N

<p>with respect (Staff meetings, grade level team meetings and PTO meetings have all focused on creating a respectful community of learners)</p>					
<p>3. Promote the acquisition of teaching materials, classroom resources and library materials that enhance awareness of and respect for diversity. Provide teachers with strategies and language for recognizing and addressing stereotypes.</p>	Administration	School Based	2007 – 2010	Staff Feedback	N
<p>4. Implement an “all-school meeting” tied into improving self esteem and respect throughout the building.</p>	School Psychologist Music Teacher Administration	School Based Budget	2007 - 2010	Staff and administrative feedback	N
<p><b>Goal # 2 PROFESSIONAL DEVELOPMENT</b></p>					
<p>1. Provide professional development on Differentiated Instruction.</p>	Administration	School Based Budget	2007 – 2010	Staff and administrative feedback	N
<p>2. Investigate models for in-house professional development such as peer observations, study groups and teacher-designed workshops.</p>	Administrators and Teachers	School Based Budget	2007 - 2010	Staff and administrative feedback	N

## DAVIS HILL SCHOOL IMPROVEMENT ACTION PLAN

### Physical Building and Environment

**Goal #1:** To provide a safe, healthy and secure school environment for Davis Hill students and families.

**Goal #2:** To support, oversee and implement continual improvements to the school building, grounds, and overall atmosphere at the Davis Hill School to insure the provision of and optimal environment for nurturing the educational process.

**Link to Student Achievement (Expected Improvement):** Healthier, safer school environment

**Data Used to Establish Goal:** Observations, school and family input, and safe schools requirements

Initiatives for Improvement (Instructional Practices, Programs, Standards, Content, Professional Development, etc) <b>WHO? WHAT? WHEN?</b>	Person(s) Responsible	Resources / Funding	Timeline	Evaluation – Assessment <b>Sources of Evidence</b> (What evidence of progress will be used? How will it be measured?)	Degree of Attainment C = completed I = implemented P = partial O = ongoing R = revised N= not yet achieved \$= limited by funding
<b>Goal #1</b>					
1. Post signs directing visitors to the main office need to be on all doors.	Principal	N/A	2006 – 2010	N/A	C
2. Implement a system by which all adults in the building have a badge identifying themselves as “approved visitors”.	Main Office	School Based Budget	2006 – 2010	Observed by all staff	P,O
3. Implement a system by which all doors may be locked and admittance is allowed by a buzzer system and camera as necessary.	Principal WRSD	School Based Budget	2007 - 2010	Locked Doors with buzzer system	N,\$

<b>Goal #2</b>					
1. Identify areas of worn paint on walls and door frames. Develop goal for accomplishment of identified areas practical for this summer.	School Administration and Custodians	School Based Budget	2007 – 2010	Newly painted areas visible to all staff and visitors	N, \$
2. Develop a plan in conjunction with buildings and maintenance from Central Office, to redirect the excess water that comes into the building by the gym.	WRSD Buildings and Maintenance	District Budget	2007 – 2010	Newly designed drainage with no more flooding into gym and main office.	N, \$
3. Install a light on the American flown at our main entrance.	WRSD Buildings and Maintenance	District Budget School Based Budget	2007 – 2010	Flag illuminated	N,\$
4. Develop a plan to purchase new tables and chairs for use in the pods.	Davis Hill Administration	School Based Budget	2007 – 2010	Replacement of tables	N,\$
6. Purchase tiles for student art work in the main lobby area.	Principal Art Teacher	School Based Budget	2007 - 2010	Newly decorated main entrance	N, \$

## APPENDIX A

### Wachusett Regional School Committee Goals

The Wachusett Regional School District shall develop, implement, and maintain a high quality curriculum that is consistent throughout the District and exceeds the requirements of the state frameworks; it shall provide challenging educational programs that interest and motivate students to individual achievement; it shall promote stimulating optional programs and activities that will promote maximum individual achievement. The District shall maintain high standards based on academic benchmarks that are measurable by national standardized testing, state assessments including the Massachusetts Comprehensive Assessment Standards and classroom assessment.

The Wachusett Regional School District shall support attitudes and behaviors that communicate confidence in and promote the success of all students; it shall promote a student-centered approach that regards the success of each individual as the primary focus of all activity; it shall provide an academic culture that ensures that all students can achieve to their highest potential; and it shall provide support as needed to ensure that all students can participate and succeed in an environment most conducive to learning.

The Wachusett Regional School District shall utilize the most efficient distribution of resources; it shall develop and implement a regional facilities plan that strives to ensure an adequate and appropriate physical environment; and it shall provide the highest quality educational program within available resources.

The Wachusett Regional School District shall make every effort to ensure that instruction and assessment are adapted to students' individual learning styles and meet the full range of each student's individual needs and challenge each student's full range of abilities; it shall foster critical and independent thinking for all students throughout the District; it shall provide instruction and assessments that promote active student learning; and it shall provide a program of professional development in order to ensure that all staff members possess the skills necessary to engage students in learning.

The Wachusett Regional School District shall establish high standards and provide guidance in the development of the responsible social behaviors of an educated citizenry; it shall provide programs that promote active involvement in school and community activities; it shall encourage and implement extended day/year and after-school programs to meet the needs of the Region; and it shall promote partnerships that will increase parental participation in the social, emotional, and academic growth of children.

The Wachusett Regional School District shall respond to the changing global economy and need for individual flexibility by integrating knowledge with application within the context of lifelong learning; it shall promote and support the widespread use of technology in the classrooms to ensure that all students possess the skills to compete in a technological society; it shall encourage and support the efforts of students to reach beyond the traditional academic program into areas of interest; and it shall provide options for learning through alternative educational opportunities.

The Wachusett Regional School District shall provide an environment that validates students' need to feel valued, safe, and secure as a prerequisite to learning; it shall make every effort to ensure that all schools are free from controlled substances and violence; it shall provide support programs that promote an appreciation for diversity; and it shall promote respect, tolerance and equal opportunity for all among staff and students.

The Wachusett Regional School District shall develop a comprehensive, long-term high school facility solution; and it shall disseminate information relative to the educational and financial appropriateness of the solution.

## APPENDIX B

### Time On Learning Requirements

#### Kindergarten:

- Possible Time On Learning = 480 hours per year
- Total Time Not Available as Learning Time = 45 hours per year  
Snack = .25 hours per day  
.25 x 180 days = 45 hours per year
- Actual Time Being Implemented = 495 hours per year
- Learning Time Required by Regulations = 450 hours per year
- Excess Time = 40 hours per year

#### Grades one through five:

- Possible Learning Time = 1170 hours per year
- Total Time Not Available as Learning Time = 180 hours per year  
Lunch, recess, and snack = 1 hour per day  
1 hour x 180 days = 180 hours per year
- Actual Learning Time Being Implemented = 990 hours
- Learning Time Required By Regulations = 900 hours per year
- Excess Time = 90 hours per year

## Appendix C

### Student/ Teacher Ratios

What IF?										
		Present	Present	Present			Proj.	Class size	Class size	Class size
YOG			2009-2010	2009-2010			2010-2011	3	4	5
		Enrol.	Sections	Av.Cls.Sz.		Grade	Enrol.	Sections	Sections	Sections
	Est.K.Reg.					Kind.	80	26.7	20.0	16.0
2019	Kind.	86	4	21.5		Gr. 1	90	30.0	22.5	18.0
2018	Gr. 1	80	4	20.0		Gr. 2	85	28.3	21.3	17.0
2017	Gr. 2	86	4	21.5		Gr. 3	90	30.0	22.5	18.0
2016	Gr. 3	86	4	21.5		Gr. 4	90	30.0	22.5	18.0
2015	Gr. 4	90	4	25.3		Gr. 5	90	35.0	26.3	21.0
2014	Gr. 5	82	4	20.5						

## Appendix D

**General Discipline** Davis Hill School strives to insure that the optimum learning environment can be obtained for each individual student. Davis Hill School is a place where:

- People are courteous.
- Laughter is frequently heard because of genuine joy brought about by involvement with caring people engaged in relevant work.
- Good communication is practiced.
- Rules are reasonable.
- Administrators actively support and participate in an approach to discipline that teaches self-responsibility

**Conduct** Students are reminded that they must adhere to a code of good behavior not only for their own benefit, but for the benefit of others as well. In conjunction with School District Policy #6400, the school attempts to take a positive approach to the issue of conduct of students.

Students attending Davis Hill School are required to:

- Practice good manners
- Display good citizenship
- Respect the authority of school personnel
- Show respect and concern for the rights of others in all aspects of the school day
- Show respect and concern for all school property

Students attending Davis Hill School **do not** engage in the following activities during school time or during school sponsored activities:

- Possess drugs, alcohol, or tobacco
- Carry or wear dangerous weapons (i.e. sharp objects, knives)
- Deface, damage, destroy, or steal school or personal property.

## **Appendix E**

### **Plans for Dissemination of School Improvement Plan**

- Once approved, the Davis Hill School Improvement Plan will be shared with School Council members and all Davis Hill Teachers. Copies are made available upon written request to the Davis Hill School Administration.
- A copy of the document will be placed in the School Library. The school community will be informed in the fall newsletter and the Davis Hill Student Handbook that they can access the plan in the Library.

## **DAVIS HILL'S SCHOOL IMPROVEMENT PLAN**

### **REPORT ON STATUS OF THE 2009-2010 GOALS**

#### **GOAL 1: Unify the community around the vision, mission, core values and goals.**

**Assessment:** The Davis Hill Mission is publicized on school documents, including but not limited to newsletters, web page, home communication. The Mission and Core Values have been printed and on display in the main lobby. To support our school Mission and Core Values, the responsive classroom model has been supported in our school with weeklong courses, book studies and classroom participation in morning meetings and logical consequences.

#### **GOAL #2: Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued.**

**Assessment:** Davis Hill Elementary is committed to the Responsive Classroom model of respect for our community, our school, each other and ourselves. Monthly assemblies are held to recognize those individuals, including school staff, who have demonstrated outstanding effort in these areas. It is important that all students and staff are recognized prior to the end of the year and that we meet and treat each other the way we would want to be treated. Teachers begin the year developing classroom rules and expectations. These rules and expectations may be posted in the classroom for reference. They help in community service activities and in identifying programs that provide enrichment opportunities for the school, and those that build school spirit. Each child is expected to greet adults with a "good morning or good afternoon and ask them how they are". Our community service activities The Second-Step skills program is being implemented in grades K, 1 and 3 this year and will continue to implement this program into additional grades. A secure locked front door is in place to ensure that all visitors are buzzed in. Visitors are required to come to the front office to sign in, retrieve their badge, and then go to their designated areas or classrooms.

**GOAL #3: Strengthen partnerships among staff, students, parents and community members that support teaching learning.**

**Assessment:** Every year a request is made to parents to share their special interests or areas of expertise with their child's class or the school. We had parents who work in many different areas to come in to share their interests. Parents are also involved in math and reading to support the classroom teachers. On most days of the week you can see parents and community volunteers working in the pods with groups of students under the supervision of the classroom teacher. These groups fluctuate during the year and are highly motivating for our students. The most important way that partnerships are strengthened is through the School Council and the PTA. Both have highly active participation of, by, and for, parents. Their counsel is sought and opinions respected. This is demonstrated through the 91% positive rating on the question of "How well do parents and school work together to identify and solve problems".

**GOAL #4: Ensure that instructional practices recognize and accommodate a range of abilities and learning styles in an effort to promote excellence and assist students in reaching their potential.**

**Assessment:** All actions identified in this goal have been addressed in a variety of ways. The Literacy Initiative launched in the fall of 2007 began immediately in September of 2008. Literacy coaches are giving on-going in house training. The implementation of Foundations began in Kindergarten and is targeting specific areas in spelling, fluency and writing. Timelines for the implementation of the DRA (Developmental Reading Assessment) and Dibels (Dynamic Indicators of Early Literacy Skill) are kept to help teachers to identify student strengths and weaknesses. This directly impacts the differentiation of needs based instruction and strengthening reading comprehension, oral reading fluency and sight words. The results of the assessments are used to develop plans to improve reading in selected areas. The planning of these interventions occurs at RTI (Response to Intervention) meetings. Teachers sit at team meetings to discuss goals for individual students. These goals are revisited every 6 to 8 weeks. Teachers have taken advantage of professional development opportunities in the District as well as those provided by teacher mentors in the building.

**Goal #5: Develop programs to increase equitable education opportunities to all students in the District.**

**Assessment:** In-school professional development has been identified as a way for teachers to share their expertise in identified curricula areas. Presently we have offered in school professional development in the area of Everyday Math with Ann Marie Leseno and faculty members. We also have had a book study group this year working on the mapping the best methods to organize the year. Grade 4 and 5 students have the opportunity to participate in our school chorus,

school theatre group, (Who have put on three plays this year), Recorder Club and Robotics Club. We also have for the third year in a row had three teams of students compete in the Destination Imagination Tournaments. There has also been a Legos After School Program and an Arts and Crafts Program.

**Goal #6: Develop Programs that ensure there is consistency instruction and continuity of curriculum in what we teach.**

**Assessment:** Using MCAS, AimsWeb, DRA, benchmark conferencing data, teachers have identified specific areas that need to be strengthened. Through the use of item analysis of the MCAS tests, teachers meet with the administration to devise a plan for improvement. Grades 3-5 are working on focus lessons in the area of open response questions, measurement, and geometry. Grade alike meetings with administration are being held to discuss areas of instruction and curriculum that need to be enhanced. This is on going and results of the plans will be assessed throughout the year.

Enrichment programs are scheduled throughout the school year. Programs that are presented to the students are funded through the PTA. An enrichment coordinator meets with the administration to discuss programs. All programs support the curriculum and provide opportunities for children to enhance their understanding of math, science, social studies, reading, and the arts. It is the goal of the school community to continue to provide for these enrichment opportunities in the up-coming school year.

Field trips are coordinated to enhance the curriculum. The younger grades have in-house field trips while grades 3-5 have planned outside of school field trips. The Davis Hill PTA supports all the funding for transportation.

**Goal #7: Enhance the District's capacity to identify and respond to students at risk.**

**Assessment:** A pre-referral/referral process has been put into place. Response to Intervention Meetings has reduced the numbers of children being referred for an evaluation. Teachers develop goals to meet the needs of individual students. This plan is reviewed with the administration, school psychologist and other service providers every 6 to 8 weeks. If, after a set number of interventions have been in place, and a student is not making progress, a student may then be referred for an evaluation. Student handbooks also offer information regarding student support services that can be provided in the school and through the District. The Davis Hill Staff confers on a daily basis to resolve any issues as they arise. Parents know that they may call the principal anytime to work out any situation.

**Goal #8: Promote/provide programs and practices that enhance the social/emotional well being of all students.**

**Assessment:** The Responsive Classroom program is an integral part of the culture of Davis Hill Elementary School. As of this time we have half of our staff trained. This program is promoted to teach children to respect themselves and others. Second Step, being implemented in K, 1 and 3 teaches students about empathy, anger management and problem solving. We will continue the implementation of this program next year.

**Goal #9: Create more opportunities for collaboration and monitoring.**

**Assessment:** Common planning time has been an integral part of the teacher's day at Davis Hill. Due to administration doing the lunch duties, the staff has always been able to have a minimum of 45 minutes a day, aside from lunch, for planning. Grade level meetings take place with administration on a monthly basis. RTI teams meet bi-weekly to discuss students, assessments and other literacy, math or other academic issues. Teachers are also given time to meet with the Literacy Coaches during the coaches' assigned time at Davis Hill to discuss student achievement and the literacy program. The literacy coaches were also made to be part of our placement process for the 2009-2010 academic year.

**Goal #10: Develop more professional development opportunities within the District and make available more programs outside the school district. Professional development opportunities will be focused and targeted.**

**Assessment:** A teacher questionnaire will be developed to identify those areas to target for more professional development. This survey will be developed in the 2009-2010 school year. Results will be given to the curriculum supervisors to give insight into areas that may be offered as professional development. Results will also be reviewed in the school to build professional development opportunities by teacher leaders (mentors).

**Goal #13: Identify a plan for the use of technology and media that enhance education and/or increase the efficiency of administration.**

**Assessment:** With the help of technology support personnel areas of need will be identified and a plan for updating technology will be put into place. Programs that offer enrichment will be offered to teachers as funds allow. Teachers will be given the opportunity for input through faculty meetings and questionnaires throughout this year and the next.

Smartboard technology has increased throughout all the grades. The pod use has increased by 50%. Teachers are sharing strategies and promoting the affect it has on increased enthusiasm and interest in reading and math topics.

**Goal #15: Increase accessibility of school facilities and programs.**

**Assessment: at this time many community groups have used Davis Hill Elementary School.** Sports activities and cheerleading are held nightly in the gym. In addition the Holden Recreation offers a Before and After school program during the school year. All community groups are given the opportunity to use this facility if there is a time available for them. Activities such as the Fall Festival, Book Fair Open House, fundraisers, Fall Festival, Spaghetti Supper, Art's Night, Science Night, Family Picnic, and Field Day take place throughout the year.

**Goal #18: Improve communication with staff, students, parents and the community.**

**Assessment:** Communication to staff, students and the community happens in a variety of ways. Some of the methods that we use are newsletters, web pages and connect- ed messages. Faculty meetings, RTI meetings and grade level meetings offer teachers the opportunity to talk about school related matters. Parents are given handbooks and this year it was included with the school calendar. The Landmark is contacted to come and publicize school related functions.

**Goal #19: Seek financial efficiencies and maximize the cost effectiveness of programs and services while meeting improvement goals.**

**Assessment:** This spring has brought with it many challenges for our budget. The first and most important one was for the Davis Hill Administration to make a goal of decreasing any and all non-essential items, searching the building to reduce repeated items, and create an environment that produces conservation of materials. Toward this end, we have decreased the amount that each teacher team spends by 40% for this next year. We have eliminated logs and student calendars, scholastic news, colored paper and mimeo paper, and many other areas.

Much of the instructional materials that we purchase are done through the District Gap Bid allows the school and district to save money. Custodial suppliers are contacted to get the best prices prior to ordering to maximize savings. The custodial staff continues to look for areas of energy inefficiency are being so they may be remedied throughout the year.

**MCAS:** A careful review of student performance on the MCAS test is done in the fall by administration and the teachers. After grade level item analysis, team level goals are developed to address areas of concern. The results allow the teachers to adjust the program that they are implementing to meet the needs of their students. Students are taught test taking strategies, common vocabulary, and strategies to answer open response questions. The results of student performance on the 2008 MCAS tests are on the districts web site and AYP achievements are included in this plan.