

DAWSON ELEMENTARY
SCHOOL

155 SALISBURY STREET
HOLDEN, MA 01520

SCHOOL IMPROVEMENT PLAN

2009-2010

May 2009

DAWSON SCHOOL IMPROVEMENT PLAN

MAY, 2009

CONTENTS

| | | |
|------|--|----|
| I. | INTRODUCTION AND DAWSON SCHOOL COUNCIL (SIMCO) MEMBERSHIP..... | 3 |
| II. | STATE AND SCHOOL COMMITTEE GOALS | 4 |
| | SCHOOL MISSION STATEMENT..... | 6 |
| | CORE VALUES..... | 6 |
| III. | REPORT ON STATUS OF 2008-2009 GOALS/OBJECTIVES | 7 |
| | MCAS RESULTS-2008..... | 11 |
| IV. | SCHOOL IMPROVEMENT PLAN..... | 14 |
| V. | INFORMATION DISSEMINATION PLAN..... | 64 |
| VI. | PROGRAM EVALUATION..... | 65 |
| VII. | APPENDICES | |
| | A. DISCIPLINE, TOLERANCE, AND RESPECT..... | 65 |
| | SCHOOL SAFETY AND SECURITY PLAN..... | 65 |
| | CRISIS INTERVENTION PLAN..... | 67 |
| | B. EXTRA-CURRICULAR PLAN..... | 68 |
| | C. TIME ON LEARNING REQUIREMENTS..... | 69 |
| | D. CAPITAL AND MAINTENANCE NEEDS..... | 70 |
| | E. STAFFING RATIOS..... | 71 |
| | i. STUDENT/TEACHER RATIOS | |
| | ii. SUPPORT ADULTS (NON-TEACHERS)/STUDENT RATIOS | |
| | iii. IMPACT OF CLASS SIZE ON STUDENT PERFORMANCE | |
| | F. DAWSON SCHOOL CODE OF CONDUCT..... | 72 |
| | TOLERANCE (WRSD Policy P6436) | 75 |

| | |
|---|----|
| SPECIAL EDUCATION DISCIPLINE..... | 76 |
| SUSPENSION..... | 77 |
| EXPULSION..... | 77 |
| WRSD WEAPONS AND CONTROLLED SUBSTANCES..... | 78 |
| WRSD BUS DISCIPLINE POLICY..... | 80 |
| G. NEEDS BASED BUDGET 2008-2009..... | 82 |

I. INTRODUCTION

The current document summarizes progress toward the School Improvement Objectives targeted for the 2008-2009 school year and sets the Goals/Objectives for the next one to three years of School Improvement efforts at Dawson.

-Patricia A. Scales, Principal

DAWSON SCHOOL COUNCIL (SIMCO)

2008-2009

MEMBERSHIP

PRINCIPAL

PATRICIA A. SCALES,
CHAIRPERSON

PARENTS

TINA MCANDREW (CO-CHAIR)
MELISSA MOTT
JOHN MAHER-PARENT'S ADVISORY COUNCIL REP.
BRIAN SZYMANSKI

TEACHERS

MARIE HORTON- SECRETARY
ELIZABETH WARNER
CHERYL TIDMAN

NON-TEACHING STAFF

MARY KENNEDY

COMMUNITY MEMBERS

JOANNE O'BRIEN

WACHUSETT REGIONAL SCHOOL COMMITTEE

MARK JAMES

II. STATE AND SCHOOL COMMITTEE GOALS

The School Council has reviewed its School Improvement Plan and finds that it is consistent with the School Committee Goals and the State Goals outlined in Chapter 71, Section 59C.

| Theme I: School Culture and Climate | |
|---|--|
| Goal #1 | Unify the community around the vision, mission, core values, and goals. |
| Goal #2 | Provide an environment where students are safe, supported, empowered, and held accountable, and where respect for self and others is highly valued. |
| Goal #3 | Strengthen partnerships among staff, students, parents, and community members that support teaching and learning. |
| 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. |
| Goal #5 | Develop programs to increase equitable educational opportunities to all students in the District. |
| Goal #6 | Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach. |
| Theme III: Student Support Services: The Whole Child | |
| Goal #7 | Enhance the District's capacity to identify and respond to students at risk. |
| Goal #8 | Promote/provide programs and practices that enhance the social/emotional well being of all students. |
| Theme IV: Personnel and Professional Development | |
| Goal #9 | Create more opportunities for collaboration and mentoring. |
| 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. |
| Goal #11 | Develop recruitment approaches that maximize the District's ability to recruit high quality staff. |

| Theme V: Instructional Support and Facilities | |
|--|---|
| Goal #12 | Develop a long-term plan for the renovation and maintenance of school facilities. |
| Goal #13 | Identify and plan for the use of technology and media that will enhance education and/or increase the efficiency of administration. |
| Theme VI: Community Relations and Communications | |
| Goal #14 | Work cooperatively with town governments to improve communication and mutual understanding. |
| Goal #15 | Increase accessibility of school facilities and programs to residents and communities. |
| Theme VII: Organizational Leadership and Management | |
| Goal #16 | Maintain a continuing self-review of productivity, roles and operations by the school administration and the School Committee. |
| Goal #17 | Identify/promote succession planning at all administrative levels. |
| Goal #18 | Improve communication with staff, students, parents and the community. |
| Theme VIII: Educational Funding | |
| Goal #19 | Seek financial efficiencies and maximize the cost effectiveness of programs and services while meeting improvement goals. |
| Goal #20 | Secure funding and resources to support programs and planning efforts. |

DAWSON SCHOOL MISSION STATEMENT

The Mission of Dawson Elementary School is to develop each student's knowledge, skills, and talents to the fullest so that, as a participant in a community of learners, he/she can use these to make the world a better place for all.

CORE VALUES

The following are our CORE Values and will permeate everything that we do.

It is our main aim to develop a community that will:

- Have personal courage, confidence, integrity and respect for one another as people and as learners.
- Demonstrate a daily commitment to learning, Individuals who achieve this will be curious, risk making a mistake, and take pride in a job well done.
- Make good decisions; be effective communicators; be competent in group process and accept responsibility for their own behavior.

DAWSON SCHOOL IMPROVEMENT PLAN

III. REPORT ON STATUS OF THE 2008-2009 GOALS

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

Assessment: The Dawson 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 are now framed. They are located in the foyer in a very prominent area of the school for students, teachers, and parents to see. To support our school Mission and Core Values social skills posters are posted and are used as a monthly theme to support a caring and compassionate community. The Student Council also meets with the assistant principal to implement programs that foster school community around our Core Values and Mission.

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: Dawson Elementary is proud of the continuation of the IALAC (I Am Loving and Capable) program that has been in place for many years. The targeted social skills behaviors are determined yearly by the faculty of the school. Each month a different social skill is taught and reinforced. 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. Teachers begin the year developing classroom rules and expectations. These rules and expectations may be posted in the classroom for reference. Grade 5 has a student council which is under the direct supervision of the Assistant Principal and volunteers. They help in community service activities and in identifying programs that provide enrichment opportunities for the school, and those that build school spirit. Our community service activities have not been limited to Heifer Project, Make-A-Wish, Wachusett Food Pantry, Books for the Tufts Pediatric Hospital, letters to Iraq, and other school related 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 at Intel and Abbott Pharmaceuticals come in to share their interests in the past year. Parents are also involved in math and reading to support the classroom teachers. We have developed partnerships with Bay State Savings and

Junior Achievement that is supported by parent involvement. Students from WRHS National Honor Society volunteer to read to selected classes. We will continue to reach out to other community departments to involve them as means to enhance the school curriculum. UMass Medical donated thirteen computers that were placed in classrooms to upgrade the technology being used by the

teachers. Parents volunteered in grade 2 for science and Continents Buffets in grade 2 and 3. Parents with staff plan Field Day and help to support the banking program.

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. On-going in house training is being given by literacy coaches. 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. Grades 4 and 5 are working to improve student performance in the area of word study. Word study consists of words that are curriculum based, those that are commonly misspelled, and common patterns.

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 math. Throughout the year teachers have used a variety of instructional materials to enhance the curriculum. Grade 4 and 5 students have the opportunity to volunteer their recess time to participate in a school chorus. Math Exemplars is being implemented in grades 3-5. This program allows students to enhance their understanding of word problems and the language of math. Grade 5 has offered learning skills units that allow students a more intensive program to review problem solving, basic numeracy, geometry, and hands on equations. Students are offered this program once a week and rotate through the units every six weeks.

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. Much of the funding for transportation is supported by the Dawson PTA.

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 have 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.

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

Assessment: The IALAC social skills program is an integral part of the culture of Dawson Elementary. This program is promoted to teach children to respect themselves and others. A grade 5 exit survey was given. The results were overwhelmingly in favor of continuing the IALAC program in school. 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 is being scheduled as often as possible to allow for teacher collaboration. Grade alike meetings are being implemented with administration on a monthly basis. RTI teams meet monthly 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 Dawson to discuss student achievement and the literacy program. .

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 2008-2009 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, such as United Video Streaming to support the curriculum. Teachers will be given the opportunity for input through faculty meetings and questionnaires throughout this year and the next. Donated computers from UMass medical offered teachers the opportunity to use the smartboard technology that the older models could not run.

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

Assessment: At this time Dawson Elementary is used by many community groups. Sports activities are held almost nightly in the gym. In addition the Holden Recreation offers a Before and After school program during the school year. The Holden Recreation Program also holds a summer school program from the end of June until the end of August. All community groups are given the opportunity to use this facility if there is a time available for them. The Dawson PTA offers the school community the opportunity to come together through family activities held at night. Activities such as the Fall Festival, Book Fair Open House, fundraisers, Sock Hop, Pancake Breakfast, 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 alike 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: 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 following pages. Student performance improved in Grade 3 Reading and Grade 4 English Language Arts and Math.

MCAS Tests of Spring 2008 Percent of Students at Each Performance Level for Dawson

| Grade and Subject | Advanced/ Above Proficient | | Proficient | | Needs Improvement | | Warning/ Failing | | Students Included | CPI |
|----------------------------------|----------------------------|-------|------------|-------|-------------------|-------|------------------|-------|-------------------|------|
| | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE | SCHOOL | STATE | | |
| GRADE 03 - READING | 22 | 15 | 63 | 41 | 14 | 33 | 1 | 11 | 79 | 94.6 |
| GRADE 03 - MATHEMATICS | 34 | 25 | 42 | 36 | 19 | 25 | 5 | 14 | 79 | 90.2 |
| GRADE 04 - ENGLISH LANGUAGE ARTS | 14 | 8 | 59 | 41 | 25 | 39 | 2 | 13 | 87 | 90.8 |
| GRADE 04 - MATHEMATICS | 23 | 20 | 47 | 29 | 26 | 38 | 3 | 13 | 87 | 88.5 |

| | | | | | | | | | | |
|-----------------------------------|----|----|----|----|----|----|---|----|----|------|
| GRADE 05 - ENGLISH LANGUAGE ARTS | 25 | 13 | 57 | 48 | 14 | 30 | 4 | 8 | 79 | 93.7 |
| GRADE 05 - MATHEMATICS | 39 | 22 | 32 | 30 | 22 | 30 | 8 | 17 | 79 | 88.3 |
| GRADE 05 - SCIENCE AND TECHNOLOGY | 28 | 17 | 41 | 33 | 25 | 38 | 6 | 12 | 79 | 87 |

Dawson - 2008 Adequate Yearly Progress (AYP) Data

2008 AYP Data - Summary

Summary Data | [Detailed Data](#)

| | NCLB Accountability Status | NCLB Accountability Status | NCLB Accountability Status |
|------------------|----------------------------|----------------------------|----------------------------|
| ENGLISH LANGUAGE | No Status | Very High | On Target |

| | | | |
|-------------|-----------|------|-----------|
| ARTS | | | |
| MATHEMATICS | No Status | High | On Target |

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

| Student Group | (A) Participation | | (B) Performance | | (C) Improvement | | (D) Attendance | | AYP 2008 |
|-----------------------|-------------------|--------|-------------------|--------|-----------------|------------------|----------------|--------|----------|
| | Met Target | Actual | Met Target (85.4) | Actual | Met Target | Change from 2007 | Met Target | Actual | |
| ENGLISH LANGUAGE ARTS | | | | | | | | | |
| Aggregate | Yes | 100 | Yes | 93.0 | Yes | 0.7 | Yes | 96.4 | Yes |
| Lim. English Prof. | - | - | - | - | - | - | - | - | - |
| Special Education | Yes | 100 | No | 81.8 | Yes | 1.2 | Yes | 96.3 | Yes |
| Low Income | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | Yes | 92.9 | Yes | 0.5 | Yes | 96.3 | Yes |

| MATHEMATICS | Met Target | Actual | Met Target (76.5) | Actual | Met Target | Change from 2007 | Met Target | Actual | AYP 2008 |
|----------------------|------------|--------|-------------------|--------|------------|------------------|------------|--------|----------|
| Aggregate | Yes | 100 | Yes | 89.0 | Yes | 0.3 | Yes | 96.4 | Yes |
| Lim. English Prof. | - | - | - | - | - | - | - | - | - |
| Special Education | Yes | 100 | No | 69.8 | No | -7.9 | Yes | 96.3 | No |
| Low Income | - | - | - | - | - | - | - | - | - |
| Afr. Amer./Black | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | Yes | 88.9 | Yes | 0.2 | Yes | 96.3 | Yes |

| Adequate Yearly Progress History | | | | | | | | | | | NCLB Accountability Status |
|----------------------------------|---------------|------|------|------|------|------|------|------|------|------|----------------------------|
| | | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | |
| ELA | Aggregate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | - | Yes | Yes | Yes | Yes | Yes | Yes | |
| MATH | Aggregate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | | | | | | | | | | | |

V. Strategic Plan Overview

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

Goal 1: Unify the community around the vision, mission, core values and goals.

| | |
|--|--|
| <p>Success Measures</p> <p>The Dawson school will develop a school constitution centered on the school mission and core values.</p> | <p>Responsible Parties SIMCO Building principal</p> |
|--|--|

| Action Statements | | | |
|--|------------------------------|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>The Dawson School will develop a school constitution that will be signed by all students centering on the school mission and core values.</p> | <p>-SIMCO -Principal</p> | <p>A school constitution will be developed, signed and framed. It will be displayed in the school foyer.</p> | <p>A school constitution will be developed in the 2009 school year, signed and be displayed in the foyer.</p> |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

Goal 1: Unify the community around the vision, mission, core values and goals.

| | |
|--|---|
| <p>Success Measures</p> <p>The Dawson school will promote the school's vision and core values through family centered activities.</p> | <p>Responsible Parties</p> <p>SIMCO Building principal PTA</p> |
|--|---|

| Action Statements | | | |
|---|---------------------------------------|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>The Dawson School will promote school events that encourage family involvement to continue to strengthen and enhance the school's vision, values, and goals.</p> | <p>-SIMCO -Principal -PTA</p> | <p>Parents and students participate in school and family activities sponsored by the school and PTA.</p> | <p>Activities are scheduled throughout the year to promote parent involvement in the school and will continue in the 2008-2009 school year. This is in conjunction with the enrichment coordinator and school administration.</p> |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

Goal 1: Unify the community around the vision, mission, core values and goals.

| | |
|---|---|
| <p>Success Measures</p> <p>School community service activities promote the school's vision and core values</p> | <p>Responsible Parties</p> <p>SIMCO Administration</p> |
|---|---|

| Action Statements | | | |
|--|------------------------------|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>Community service activities are developed and promoted throughout the school year to further strengthen the school's vision and core values.</p> | <p>-SIMCO -Principal</p> | <p>Community service activities are conducted throughout the school year.</p> | <p>Community service activities are an important part of the core values of Dawson School. Each year activities are encouraged and implemented. These efforts will continue in the 2009-2010 school year.</p> |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

| | |
|--|--|
| Success Measures Decrease the number of disrespectful interpersonal infractions as measured by a decrease in the number of office referrals. | Responsible Parties Administration Teachers |
|--|--|

| Action Statements | | | |
|---|---|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| Students are immersed in a school-wide social skills program <i>IALAC</i> (I am loving and Capable) throughout the school year. | -Administration -Teachers School Psychologist | Students demonstrate respect for themselves and others as seen through daily observations and are recognized for their efforts at monthly assemblies. | This established social skills program continues and monthly themes are developed at the beginning of the school year. This program will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

| | |
|---|---|
| Success Measures Students will demonstrate empathy, problem solving techniques, and anger management as seen through teacher observation in and out of the classroom. | Responsible Parties SIMCO Building principal Teachers |
|---|---|

| Action Statements | | | |
|---|---------------------------|---|--|
| Action | Person Responsible | Indicator of Success | Status |
| The Second Step program will be expanded to grade 1 and 2 to teach students empathy, anger management and problem solving techniques. | -SIMCO -Principal | Students will demonstrate their ability to be empathetic towards others, be able to solve problems and manage their frustration with words and not actions. | The Second Step program has been implemented in grade K and 3 this year. Grade 1 will begin this program in the fall of 2009-2010. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

| | |
|--|---|
| Success Measures Students will demonstrate an improvement in targeted social skills behaviors. | Responsible Parties SIMCO Building principal Teachers |
|--|---|

| Action Statements | | | |
|---|---------------------------|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| Social skills are reinforced with posters that are displayed in a prominent place in the school building. | -Principal | Students will demonstrate their ability to demonstrate social skills towards others. | Social Skills posters are framed and displayed monthly on the Student Bulletin board outside the cafeteria. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

| | |
|---|--|
| Success Measures Students and staff feel safe with a secure front door. | Responsible Parties Building principal Central office |
|---|--|

| Action Statements | | | |
|---|-------------------------------|--|--|
| Action | Person Responsible | Indicator of Success | Status |
| A locked front door provides an environment where students and staff feel safe. | -Principal -Central office | All doors are locked and a secure main entrance is in place. | The main entrance has been locked and all doors are now secure during the day. All visitors and staff must ring a bell to gain access to the building. The door will remain locked during the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

| | |
|---|---|
| Success Measures Results of a school survey will be used to evaluate the climate at Dawson School | Responsible Parties SIMCO Building principal Teachers |
|---|---|

| Action Statements | | | |
|--|---------------------------|---|--|
| Action | Person Responsible | Indicator of Success | Status |
| A new parent survey will be developed with input from teachers and School Council. | -SIMCO -Principal | A survey is developed and given to parents. Results will be analyzed to evaluate the climate at Dawson School. | A grade 5 exit survey was developed and given in the spring of 2008. Results were analyzed in the fall of 2008. SIMCO will review the past survey and develop a new one to be given in the spring of 2009. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

| | |
|--|--|
| Success Measures Students will demonstrate grade level behavioral expectations | Responsible Parties Teachers Administration |
|--|--|

| Action Statements | | | |
|--|------------------------------|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| Teachers will review a set of classroom rules and behavioral expectations that are written in the Student/Calendar Handbook in the fall and reviewed throughout the school year. | -Teachers -Administration | Students will demonstrate their ability to follow classroom rules and behavioral expectations as developed and posted in their classrooms. | Each year teachers will spend class time to review the Dawson Code of Conduct. Teachers will be encouraged to develop class rules and expectations to be given to students or posted in the classroom. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

| | |
|---|---|
| Success Measures: Students will be aware and demonstrate an understanding of the Dawson School Code of Conduct. | Responsible Parties SIMCO Building principal Teachers |
|---|---|

| Action Statements | | | |
|--|---------------------------|--|---|
| Action | Person Responsible | Indicator of Success | Status |
| A student calendar/handbook will be provided to all students to review with their parents/guardians. | -Principal | Students will be given a Dawson Calendar/Handbook to be reviewed each September. | The Dawson Calendar/Handbook is provided each fall. Procedures, district policies, and other important information are enclosed. This handbook is revised yearly. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

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| Success Measures Students ride safely and treat each other with respect on the school bus as they ride to and from school. | Responsible Parties Building principal |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Administration will meet with the school bus drivers prior to the beginning of the year to review bus safety and behavioral expectations. | -Principal | Students will ride the bus safely and be respectful of others on the school bus. | School bus drivers met with the principal prior to the beginning of the year to discuss behavioral expectations. This will continue for the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

| | |
|--|--|
| Success Measures Students ride safely and treat each other with respect on the school bus as they ride to and from school. | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Teachers will review bus safety rules at the beginning of the year and review them throughout the year. | -Principal | Students will ride the bus safely and be respectful of others on the school bus. | Teachers have reviewed the rules and will continue to do this in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

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| Success Measures Students demonstrate respect for their environment | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Students assume responsibility for the school and the school yard. | -Principal -Teachers -Monitors -Instructional aides | Dawson students will demonstrate responsibility and treat their school with respect. Hands-on projects such as the school grounds, nature trail, tree plantings will be encouraged. | Students are reminded of their responsibility towards their school on an on-going basis. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

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| Success Measures Areas for partnerships will be identified through a survey/questionnaire. | Responsible Parties Administration SIMCO Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Develop a survey/questionnaire to identify individuals within the school who may be able to support and enhance the curriculum. | Administration School Council Teachers | The survey/questionnaire will be developed and partnerships will be developed. | Requests for parent volunteers were made through newsletters. Parents volunteer in a variety of capacities to enhance the curriculum. A formal questionnaire will be implemented in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme I: SCHOOL CULTURE and CLIMATE

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

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| <p>Success Measures Participation of parents and community members as volunteers in the school increases steadily and is welcomed.</p> | <p>Responsible Parties Administration SIMCO Teachers</p> |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Partnerships are developed to enhance the school curriculum. | Administration School Council Teachers | Partnerships are developed to enhance teaching and learning. | Partnerships were developed in the 2008-2009 school year and we will continue to explore other possibilities for the 2009-2010 school year. Current partnerships are: <ul style="list-style-type: none"> • Bay State Savings • Junior Achievement • High School volunteers • Intel • Community businesses • Sharks- Reading Program |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures Dawson library will have relevant books to support student learning. | Responsible Parties Building principal Teachers Parent volunteers Library clerk |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Teachers, parent volunteers, administration, and library aide will review requested books or those to be discarded. | -Administration -Teachers -Library aide -Parent volunteers | Dawson library has beneficial materials to support student learning in all content areas. | A committee will meet prior to the end of the 2008-2009 school year to review book requests. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures Decrease the number of students academically “at risk” as measured by district-wide performance measures. | Responsible Parties Teachers Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Teachers will administer assessments to be analyzed to identify those students who may be academically at risk. | -Administration -Classroom teacher -Literacy Coaches | Dawson students continue to make educational progress based on assessment results. | Teachers provide assessments, (AimsWeb, DRA, benchmark conferencing, sight words) at scheduled times throughout the year. Progress monitoring is on-going. These assessments will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures Writer's Workshop will begin to be implemented in K-5 | Responsible Parties Teachers Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Teachers will begin to implement Writer's Workshop in the fall of 2009. | -Administration -Classroom teacher -Literacy Coaches | Writer's Workshop will be scheduled and implemented in K-5. | Writer's Workshop is being planned for launching in the fall of 2009. Coaches will begin to model lessons in classrooms in the spring of 2009. Workshops are being planned for summer professional development. All teachers will have the opportunity to participate in a full day training prior to the beginning of school. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Decrease the number of students academically “at risk” as measured by district-wide performance measures | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Enhance the capabilities of students with and without disabilities to demonstrate writing fluency and spelling. | -Administration -Teachers | Foundations is implemented in grades K-2. | Foundations is currently being implemented in grades K-2. Grade 3 students who have been identified as needing additional support receive Foundations as part of Response to Intervention. All of grade 3 will be implementing Foundations in the fall of 2009. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| <p>Success Measures: Increase the practice of differentiated instruction as measured by classroom observation and self-reporting by teachers.</p> | <p>Responsible Parties Building principal Teachers</p> |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Enhance the skills of students in K-5 through the implementation of differentiated instruction. | -Administration -Teachers | Students will have book choices for their “bookbags” to use during Reader’s Workshop. Students will be provided materials to challenge and support the curriculum. | Students use books at their independent reading levels during Reader’s Workshop. Teachers have alternate materials available to support individual student interests. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Decrease the number of students academically “at risk” as measured by district-wide performance measures | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Students will receive interventions based on assessment results as part of the Response to Intervention model being implemented. | -Administration -Teachers | RTI teams meet to discuss students and their progress. Goals are developed and reviewed every 6-8 weeks. There will be fewer students on the district watch list. | RTI teams were developed during the 2008-2009 school year. Teachers reviewed student progress of select students. Goals were formed and assessed after a given timeframe. RTI will continue into the next school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Decrease the number of students academically “at risk” as measured by district-wide performance measures | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 1 teachers will develop and implement a plan to be reviewed monthly with administration to increase oral reading fluency and nonsense word fluency to improve reading comprehension. | -Administration -Teachers -Literacy Coaches | Grade 1 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be fewer students on the district watch list. | Grade 1 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Decrease the number of students academically “at risk” as measured by district-wide performance measures | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 2 teachers will develop and implement a plan to be reviewed monthly with administration to increase oral reading fluency and comprehension. | -Administration -Teachers -Literacy Coaches | Grade 2 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be fewer students on the district watch list. | Grade 2 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Decrease the number of students academically “at risk” as measured by district-wide performance measures | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 3 teachers will develop and implement a plan to be reviewed monthly with administration to increase oral reading fluency and comprehension. | -Administration -Teachers -Literacy Coaches | Grade 3 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be fewer students on the district watch list. | Grade 3 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Decrease the number of students academically “at risk” as measured by district-wide performance measures | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 4 teachers will develop and implement a plan to be reviewed monthly with administration to increase oral reading fluency and comprehension. | -Administration -Teachers -Literacy Coaches | Grade 4 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be fewer students on the district watch list. | Grade 4 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Increased numbers of students score in the proficient or advanced levels as seen through MCAS results. | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 5 teachers will develop and implement a plan to improve student performance on MCAS in targeted areas in math. | -Administration -Teachers | Grade 5 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be increased numbers in the proficient and advanced levels. | Grade 5 meets to discuss areas of need in math. Units of study have been developed and implemented as an enrichment area. Teachers began to implement the Exemplars Program to answer open response questions. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Increased numbers of students score in the proficient or advanced levels as seen through MCAS results. | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
|--|------------------------------|--|--|
| Action | Person Responsible | Indicator of Success | Status |
| Grade 3 teachers will develop and implement a plan to be reviewed monthly with administration to improve student performance in answering open response questions. | -Administration -Teachers | Grade 3 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be increased numbers in the proficient and advanced levels. | Grade 3 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Increased numbers of students score in the proficient or advanced levels as seen through MCAS results. | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
|--|------------------------------|--|--|
| Action | Person Responsible | Indicator of Success | Status |
| Grade 4 teachers will develop and implement a plan to be reviewed monthly with administration to improve student performance in answering open response questions. | -Administration -Teachers | Grade 4 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be increased numbers in the proficient and advanced levels. | Grade 4 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Increased numbers of students score in the proficient or advanced levels as seen through MCAS results. | Responsible Parties Building principal Teachers |
|---|--|

| Action Statements | | | |
|--|------------------------------|--|--|
| Action | Person Responsible | Indicator of Success | Status |
| Grade 5 teachers will develop and implement a plan to be reviewed monthly with administration to improve student performance in answering open response questions. | -Administration -Teachers | Grade 5 team meets to discuss students and their progress. Goals are developed and reviewed monthly. There will be increased numbers in the proficient and advanced levels. | Grade 5 team meetings are scheduled monthly to review student progress. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Teachers will use the Science Curriculum Guides <i>May the Force Be With You</i> and <i>Life on Planet Earth</i> , and <i>The Living Earth</i> . | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade K,1, and 2 teachers will implement the Science Curriculum Guides. | -Administration -Teacher -Curriculum Supervisors | K, 1 and 2 teachers will begin to implement the Science Curriculum guides. | Science Curriculum Guides were given to teachers in K, 1 and 2 during the 2008-2009 school year. The implementation of these guides will begin in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Teachers will use the Science Curriculum Guides <i>Simple Machines: Simple and Not so Simple, Weathering the Storm, and What's the Matter</i> . | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 3 teachers will implement the Science Curriculum Guides. | -Administration -Teacher -Curriculum Supervisors | Grade 3 teachers will begin to implement the Science Curriculum guides. | Science Curriculum Guides were given to grade 3 teachers during the 2008-2009 school year. The implementation of these guides will begin in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Teachers will use the Science Curriculum Guides <i>Earth: Planet of Plants</i> , <i>Nature Gone Wild: Weather and Climate</i> and <i>Earth and the Solar System</i> . | Responsible Parties Building principal Teachers |
|---|--|

| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Grade 4 teachers will implement the Science Curriculum Guides. | -Administration -Teacher -Curriculum Supervisors | Grade 4 teachers will begin to implement the Science Curriculum guides. | Science Curriculum Guides were given to teachers in grade 4 during the 2008-2009 school year. The implementation of these guides will begin in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures: Teachers will use the Science Curriculum Guides <i>The Biodiversity of Life, Energy: Running on Empty, and The Dynamic Changing Earth</i> | Responsible Parties Building principal Teachers |
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| Action Statements | | | |
|--|--|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| Grade 5 teachers will implement the Science Curriculum Guides. | -Administration -Teacher -Curriculum Supervisors | Grade 5 teachers will begin to implement the Science Curriculum guides. | Science Curriculum Guides were given to teachers in grade 5 during the 2008-2009 school year. The implementation of these guides will begin in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 5: Develop programs to increase equitable educational opportunities to all students in the District.

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| Success Measures A full day Kindergarten will be established at Dawson School. | Responsible Parties Principal Kindergarten Teacher Central Office |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Incoming Dawson kindergarten students will be offered, through a lottery, the option of enrolling in a full day kindergarten program. Tuition is set by Administration at Central Office. | Central office Principal Kindergarten teacher | A full day program is established. | A full day kindergarten is being planned for the 2009-2010 school year. Students have been selected through a lottery. Currently 12 Dawson School students and six from the Mayo School students will be accepted. All students will pay tuition set by the Central office. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 5: Develop programs to increase equitable educational opportunities to all students in the District.

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| Success Measures Teams will make suggestions for the implementation of programs to enhance and support the curriculum. | Responsible Parties Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Enrichment programs are scheduled for all students throughout the school year to support the curriculum. | Administration PTA Enrichment Coordinator | Students participate in programs throughout the school year to support and enrich the curriculum. | Enrichment programs are planned in the summer to be presented throughout the school year. These programs support and enrich the curriculum in all areas. Current programs are not limited to: Discovery Museum Tanglewood Marionettes Illustrator and Author New England Aquarium |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

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| Success Measures Students will be offered programs that enhance their educational experience. | Responsible Parties Principal |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| A new math program is being implemented to enhance Everyday math. | Teachers | Math Exemplars is available and being used by teachers and students. | The math Exemplars program was introduced during the 2008-2009 school year in grade 5. Teachers of other grades will be trained during the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

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| Success Measures Programs will be investigated to ensure consistency in instruction. | Responsible Parties Principal |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Based on student achievement on district assessments, programs will be investigated to meet the needs of all students. | Administration Teachers | Expansion of programs such as Foundations, Exemplars, and the Marilyn Burns math libraries will be implemented. | Throughout the year teachers continued to investigate programs to enhance the curriculum. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

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| <p>Success Measures A pre-referral/referral process is in place to help identify those students who may be at risk.</p> | <p>Responsible Parties Administration School Psychologist Teachers</p> |
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| Action Statements | | | |
|--|---|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| <p>A pre-referral/referral process is developed and put into place to help identify those students who may need additional services through special education.</p> | <p>-Administration -School Psychologist -Teachers</p> | <p>Students are identified, evaluated if deemed necessary, and provided additional support in and out of the classroom as needed.</p> | <p>A pre-referral/referral process (Student Assistance Team) was revised in 2009 and now is in place. We will continue this process in the 2009-2010 school year.</p> |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures Programs and practices are annually evaluated and made available to administrators, teachers, staff, parents, and students. | Responsible Parties Administration |
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| Action Statements | | | |
|---|---------------------------|---|--|
| Action | Person Responsible | Indicator of Success | Status |
| A student/calendar handbook is written, published, and given to students, staff and parents to keep them informed of district goals, school policies, and other school related information. | -Administration | Parents and students are given a calendar handbook. Parents and students are aware of all school policies and programs. | Student handbooks are revised yearly and given to all students, parents and staff. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

| | |
|--|--|
| Success Measures Programs and practices are annually evaluated and made available to administrators, teachers, staff, parents, and students. | Responsible Parties Administration |
|--|--|

| Action Statements | | | |
|--|----------------------------------|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| The school nurse will provide health information to parents and staff as issues or concerns arise. | -Administration -School nurse | Parents, students, and staff are aware of health related news and issues. | Information has been given by the school nurse throughout the year and will continue advising parents, students and staff of any health related concerns. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures Grade 5 exit survey provides information regarding programs and practices at Dawson School. | Responsible Parties Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| A grade 5 exit survey will be developed and given prior to the end of the school year. | -Administration -SIMCO -Grade 5 teachers | Surveys will be given and results analyzed to determine the success of programming practices at Dawson School. | A grade 5 exit survey was given at the end of the 2008 school year. The survey will be revised as needed and given yearly. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

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| Success Measures Teachers will have the opportunity to collaborate to discuss grade level curriculum. | Responsible Parties Administration Teachers |
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| Action Statements | | | |
|---|---------------------------|---|--|
| Action | Person Responsible | Indicator of Success | Status |
| Teachers will have common time to plan and share ideas to enhance the curriculum. | -Principal -Teachers | Teachers have scheduled common planning time. | Teachers have the ability to discuss curriculum related issues during common planning time. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

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| Success Measures Para-professionals will have the opportunity to collaborate with Dawson teachers to support student learning. | Responsible Parties Administration Teachers |
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| Action Statements | | | |
|---|---------------------------|---|---|
| Action | Person Responsible | Indicator of Success | Status |
| Para-professionals will meet with Dawson teachers to become knowledgeable about the curriculum to support student learning. | -Principal -Teachers | Para-professionals will have knowledge of the curriculum and will be better able to support student learning. | Teachers have the ability to discuss curriculum related issues during the school year. This will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| <p>Success Measures Literacy Coaches will provide professional development for teachers in K-5</p> | <p>Responsible Parties Administration Central Office Literacy Coaches</p> |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Literacy Coaches will provide professional development within the school in literacy and writing. | Teachers Literacy Coaches Administration | Teachers schedule time to meet with coaches to enhance reading and writing. | Coaches schedule time to meet with teachers. Coaches provide support through conferring, lesson planning and co-teaching of lessons. This model began in 2007-2008 school year. The model will continue into the 2009-2010 school year as Writer's Workshop begins to be implemented. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

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.

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| Success Measures Computers will be serviced as necessary to support technology in the classrooms. | Responsible Parties Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Computers will be upgraded as needed to support the use of technology. | Administration Computer techs | Teachers have functional computers. | All teacher computers are functioning. UMass Medical donated 12 computers with monitors to Dawson School. Those computers replaced older teacher computers to enhance technology in the classrooms. We will continue to upgrade as we are financially able in the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme VI: COMMUNITY RELATIONS and COMMUNICATIONS

Goal 15: Increase accessibility of school facilities and programs to residents and communities

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| Success Measures Dawson School and its facilities are available to residents, school community, and other outside groups. | Responsible Parties Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Dawson School will have a calendar available to schedule the facility for activities for outside groups and district and school activities. | Administration School secretary | Building use during and after school is offered to the community and is booked throughout the school year. | Dawson School is open to a variety of community groups and is used on a nightly basis during the school year and daily during the summer. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

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| Success Measures All major school related decisions, school news, and events are communicated to staff, students, parents and the community. | Responsible Parties Administration |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Parents and the community will be kept informed of upcoming events and school related issues and news. | -Administration -Teachers | The school community will be informed of school related issues on an on-going basis. | Communication is provided to parents on an on-going basis and will continue into the 2009-2010. Communication is not limited to the following: Connect-ed Newsletters E-Mail School website School calendar/handbook Landmark |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme VIII: EDUCATIONAL FUNDING

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

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| Success Measures Custodial supplies will be ordered in a manner to reduce overall cost. | Responsible Parties Administration Custodial Staff Facilities Manager Central Office |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Custodial supplies will be bought in a manner to maximize savings. | -Administration -Head Custodian -Central Office | Custodial supplies are bought in bulk. | Ordering of custodial supplies is done through vendor comparison prior to purchasing. This procedure will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme VIII: EDUCATIONAL FUNDING

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

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| Success Measures Instructional supplies will be ordered in a manner to reduce overall cost. | Responsible Parties Administration Central Office |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Instructional supplies will be bought in a manner to maximize savings. | -Administration -School secretary -Central Office | Instructional supplies are bought in bulk through GAP bids. | Ordering of instructional supplies is done through vendor comparison prior to purchasing. This procedure will continue into the 2009-2010 school year. |

**Wachusett Regional School District
Dawson Elementary School Improvement Plan
2009-2010**

Theme VIII: EDUCATIONAL FUNDING

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

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| <p>Success Measures Dawson School will follow energy savings procedures to maximize fuel savings.</p> | <p>Responsible Parties Administration Custodial Staff Facilities Manager Central Office</p> |
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| Action Statements | | | |
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| Action | Person Responsible | Indicator of Success | Status |
| Dawson School will seek methods to reduce the use of electricity and fuel to maximize savings. | -Administration -Head Custodian -Central Office | Dawson School is more energy conscious and is able to reduce the use of fuel and electricity. | Dawson School has been very conscious of energy use. This awareness will continue into the 2009-2010 school year. |

V. INFORMATION DISSEMINATION PLAN

A weekly Home/School Communication Day has been established to insure that parents are looking forward to all communications from school to home. Every Tuesday (Wednesdays on weeks with Monday holidays) volunteers collate all communications and staple them together into packets. These packets are disseminated through homeroom teachers to the youngest student in each school family.

The major communication cornerstones are *NEWSNOTES* (newsletter) from the Principal, *AROUND DAWSON* (newsletter) from the Assistant Principal, the *DAWSON P.T.A. NEWSLETTER*, a monthly calendar of school events and the Dawson School Web Site (www.wrsd.net/dawson/dawson.htm), listing information about school philosophy and values, student achievements, staff lists, reading lists, etc.

Other major elements of the information dissemination plan include:

- A monthly school lunch menu
- Up-to-date School Handbook
- School Directory, prepared by PTA
- Incoming Kindergarten Orientation Program
- Special Orientation Program for transfer students and families
- Open House Night Program, grades K-5
- Curriculum Night Programs for grades K-5
- School Council Agendas and Minutes available to anyone on request and posted on web page
- Report Cards/Progress Reports
- Parent Conferences scheduled at any time upon request
- Classroom newsletters
- Principal Time on PTA meeting agendas
- PTA Informational Programs

The School Council receives many of the key memos to faculty to keep them informed of school activities.

Special information packets are developed for dissemination to transfer and incoming Kindergarten students and their families.

The highlights of the School Improvement Plan and review of current year Goals/Objectives will be shared with parents and all staff via the Principal's Newsletter or special bulletin from the Principal.

Community outreach involves the establishment of a Business Partnership with the Bay State Savings Bank, Junior Achievement, and student volunteers from Wachusett Regional High School.

Principal, and other appropriate personnel as authorized by the Principal, communicate with *Landmark* Editor regarding items that are deemed particularly newsworthy and of community-wide interest.

VI. PROGRAM EVALUATION

The School Council (SIMCO) disseminated a Parent Satisfaction Survey to all Dawson School Families in the fall of 2005. There were 101 respondents to the Survey. A continued analysis of the results was shared with the School Council during the fall of the 2008 school year regarding areas where School Improvement should be concentrated for the upcoming school year. A new survey will be given in the spring of 2009.

Appendices

VII. A. DISCIPLINE, TOLERANCE, AND RESPECT

Dawson School conscientiously applies its Code of Conduct as described in detail in the Student Handbook. Student discipline is viewed primarily as an instructional process and only secondarily from its punitive aspects. Students are required to take the consequences of their actions as per the guidelines provided within the Code of Conduct. Each year parents and students sign a document that they have reviewed the Code of Conduct section of the School Handbook and make a written commitment to follow through on the expectations of the school as contained therein.

The highest values expressed through the Code of conduct are those of kindness, tolerance, and respect. Within the first two weeks of the school year, the Principal visits each classroom and reviews these values with students. Parents have these values reviewed via a message from the Principal in the school newsletter. Student birthdays are acknowledged at monthly school-wide assemblies. During these assemblies, certificates are awarded to students nominated by teachers and staff for acts of kindness, caring, respect, honesty, and/or helpfulness. Students are also recognized for individual achievement. Recognition is also extended to teachers, parents, and support staff.

DAWSON SCHOOL SAFETY AND SECURITY PLAN

Access to School Building

- All access doors will remain locked during the school day. Entry to the building will be through the locked front door.
- All visitors must report to the office upon entry. Signs will be located at all entrances to alert visitors to this request.
- School volunteers will report to the office, sign in and receive an identification badge.
- Unscheduled visits to classrooms will be discouraged without authorization from school administration.

Safety in Classrooms

- Fire doors will be kept closed at all times.
- Evacuation plans will be clearly marked and routes to egress will be clear and accessible.
- Each classroom will have a monitoring system for students entering and leaving the room.
- Equipment, including but not limited to, television carts and pianos will be moved by staff only.
- Student daily attendance will be monitored at the start of each school day and parents of absent children will be notified.

Safety in Hallways

- Students are expected to **walk** at all times in the hallways. Running and “speedwalking” are not allowed in order to maintain maximum safety.
- Teachers will be located in classroom doorways at arrival and dismissal to supervise hallway and classroom conduct.
- Groups of students (gym, art, and music classes) will be supervised by an adult when moving between classes.
- All bus lines will be supervised through the building by an adult to the bus and on to the bus to insure safe loading.

Safety on School Grounds

- Rules will be defined and published for safe use of the playground.
- The school will provide adequate adult supervision at each recess break.
- The gate will be closed to prevent through traffic from the rear entrance to the school grounds.
- Walkers and bicycle riders will be accompanied by an adult until they leave school property.
- In accordance with state law, any child 12 years of age or younger must wear a helmet while on a bicycle path or public way.

Responsibilities of the Staff and the Plan Implementation

Staff will:

- Be alert to student welfare at all times.
- Exercise good judgment in planning and implementing any instructional or other activity.
- Notify the office should any strangers be observed in or around the building.
- Review the rules for school evacuation procedures with aides and volunteers.
- Annually review with the school nurse the rules for proper precaution when dealing with bodily fluids.
- Inspect interior and exterior grounds regularly to insure safe conditions.

CRISIS INTERVENTION PLAN

A crisis intervention team is in place consisting of Principal, Assistant Principal, School Nurse, Head Custodian, School Secretary, School Psychologist/Counselor, two regular educators and a special educator. Each of these crisis team members heads a chain on a crisis/emergency telephone chain of the entire staff. The School follows the principles of the “Good Grief” Program in responding to a crisis/tragedy.

APPENDIX B
EXTRA-CURRICULAR PLAN

The Parent Teacher Association sponsors a Friday Night Family Basketball program open to all students in grades 3 through 5. Students participating in the program must be accompanied by an adult. In addition to the Friday Night Family Basketball a variety of other community events is sponsored by the PTA and Dawson Student Council throughout the year.

Dawson School is made available to host the Holden Recreation Department's Before and After School Care Programs on school days and its all day Recreation Program during the weeks of summer school vacation. Dawson School is also available to outside sporting groups throughout the year.

SECTION VII B

APPENDIX C
TIME ON LEARNING REQUIREMENTS

Elementary schools in Massachusetts are responsible to be in session for 900 hours during the academic year and 450 hours for the half-day kindergarten. Dawson Elementary School exceeds the time on learning requirements.

School hours are 9:00 AM- 3:30 PM

Kindergarten AM Session: 9:00AM- 11:35AM

Kindergarten PM Session: 12:55 PM- 3:30 PM

SECTION VII C

APPENDIX D.

CAPITAL AND MAINTENANCE NEEDS

Capital and maintenance needs are addressed in detail within, the NEEDS BASED SCHOOL IMPROVEMENT PLAN BUDGET FOR FY 2009-2010. (Appendix G)

APPENDIX E.
STAFFING RATIOS

A. STUDENT/TEACHER RATIOS

| <u>GRADE</u> | <u># OF STUDENTS</u> | <u># OF TEACHERS</u> | <u>STUDENT/TEACHER RATIO</u> |
|--------------|----------------------|----------------------|------------------------------|
| K* | 71 | 2 | 17.75 |
| 1 | 81 | 4 | 20.25 |
| 2 | 70 | 4 | 17.5 |
| 3 | 72 | 4 | 18 |
| 4 | 75 | 4 | 18.75 |
| 5 | 89 | 4 | 22.25 |
| DWT** | 8 | 1 | |
| TOTAL | 466 | 23 | 20.26 |

*Each section of Kindergarten is a half-day session. The four sections of Kindergarten are taught by 2 full-time teachers. There are two full time kindergarten aides.

**The District Wide Transition Class has 8 full time K-2 students. All students are assigned a homeroom and are included when the experience is successful and meaningful. The student numbers are not included in the above homeroom numbers except the DWT class.

B. SUPPORT ADULTS (NON-TEACHERS)/STUDENT RATIOS

| <u># OF INSTRUCTIONAL AIDES*</u> | <u># OF STUDENTS</u> | <u>RATIO</u> |
|----------------------------------|----------------------|--------------|
| 13.8* | 466 | 33.76 |
| 18.8** | 466 | 24.78 |

*Figure includes a 1.0 FTE library clerk 2.0 FTE kindergarten aides and two 0.4 FTE monitor positions. This also does include any one-to-one aides. This number does not include the aides in the District Wide Transition Class.

** Figure includes aides and students in the District Wide Transition Class.

The District-wide Transition Class Program for grades K-2 is housed at Dawson School. It currently serves 8 students with 1 full-time teacher and 3 full-time Special Education Instructional Aides and 2.0 FTE one-to-one Special Education Instructional Aides.

A. IMPACT OF CLASS SIZE

At Dawson School we believe that smaller classes make for better learning. Every effort needs to be made to keep class sizes small while offering as broad a curriculum program as possible

SECTION VIII

APPENDIX F.

DAWSON SCHOOL CODE OF CONDUCT

Code of Conduct

Introduction to Dawson Code of Conduct

Dawson School strives to be a “good” place where the optimal education can be obtained for each individual student.

A good place is one where people are courteous. Yelling, sarcasm and denigration are unacceptable.

A good place is one where laughter is frequently heard, not because of frivolous activity but because of genuine joy brought about by involvement with caring people engaged in relevant work.

A good place is one where communication is practiced and not preached. People talk with, not at, each other.

A good place is one that has reasonable rules, which everyone agrees on because they are beneficial to the individual and the group; and in which everyone has a democratic stake because everyone has a say in making and changing the rules as needs arise.

A good place is one where the administrators actively support and participate in an approach to discipline that teaches self-responsibility. They organize an on-going in-service program designed to support the discipline program. They model the techniques with students they are involved with and they positively support the staff as the staff practices the techniques of the program.

It is impossible for teaching or learning to take place in a school unless good order is maintained.

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.

General Rules and Consequences

Students attending Dawson School are required to:

- Practice good manners;
- Display good citizenship;
- Respect the authority of school personnel;
- Show respect and concern for the rights and property of others;
- Show respect and concern for all school property;
- Be honest and faithful in word and action.

SECTION VIIF

Students attending Dawson School are forbidden to engage in the following activities during school time or during school sponsored activities:

- Display aggressive behavior or exhibit any verbal or nonverbal behaviors that interfere with or threaten the safety or well being of another person;
- Possess drugs, alcohol, or tobacco;
- Carry or wear dangerous weapons (i.e., sharp objects, firearms, knives, laser pointers, or any devices or objects that could be used to inflict or threaten bodily harm);
- Possess matches or fireworks;
- Deface, damage, destroy, or steal school or personal property;
- Disrupt or instigate behavior that interferes with the operation of the school, classroom, auditorium, cafeteria or school buses;
- Possess indecent literature;
- Distribute any literature in class without permission from the teacher;
- Intentionally cause or attempt to cause physical injury to another person, except in self-defense;
- Leave school grounds without permission;
- Use profane, offensive or vulgar language;
- Be truant or have unexcused absences;
- Forge signatures;
- Lie;
- Cheat;
- Use or carry cell phones, iPods, portable radios, CD players or other devices using headphones on school property or on field trips without prior approval by administration.

Failure to comply with established discipline practices and procedures may result in:

- Verbal reprimand
- Parent notification
- Loss of recess
- In-school suspension
- Out of school suspension or expulsion
- Any combination of the above

Classroom and Hallway Behavior

Corrective action, with discretion and good judgment, will be taken by the administration or teacher if a child is removed from the classroom because of disruptive behavior such as:

- Abuse to peers;
- Consistently failing to follow directions.

Corrective Action may include:

- Verbal reprimand;
- Parent Notification;
- Requirement to sit or stand outside the classroom; this corrective action is to be considered the exception, not the rule;
- Loss of recess;
- In-school suspension;
- Any combination of the above.

Basic Conduct in the Cafeteria

- Enter quietly;
- Walk;
- Moderate talking volume;
- Handle and eat food in an appropriate manner;
- Keep hands to ones-self.

Disciplinary Action: Children not complying with the above will be seated by themselves and/or lose recess privileges and/or lose the privilege of eating in the cafeteria.

Basic Conduct on the Playground

- Avoid fights;
- Avoid carrying one another (piggyback rides, etc.);
- Avoid foul language and name-calling;
- Avoid leaving the playground without first getting permission of a monitor (includes use of bathroom and visits to nurse);
- Avoid picking up or kicking snow or throwing snowballs or ice;
- Bark chips may not be thrown;

- Students must obey monitors on duty.

Use of Playground and Equipment

Again, common sense, courtesy and respect for others are expected so that accidents may be avoided. This includes:

- No undue height on swings; one child per swing;
- No side to side swinging, spinning or jumping off swings;
- No swinging until the area is dry;
- Jump ropes are to be used only for jumping;
- Playing catch must be done away from other children;
- Touch football is allowed for grades 2 through 5- no tackling or rough play (**Nerf ball only**);
- Keep balls away from windows;
- Baseball bats shall not be on the playground at recess unless approved by the principal;
- No karate type fake fighting activities;
- Chalk may be used to draw hopscotch;
- No sitting under equipment platforms to avoid injury while others play on equipment.

Other reminders:

- Students are to be dressed correctly for the weather. In winter months, permission is sometimes granted for students to play in the snow if they are wearing mittens, boots, hats and snow pants.
- Socks and sneakers are recommended to avoid splinters from bark chips.

Discipline at School Related Functions

The school has the authority to discipline students for inappropriate behavior off-campus at school-related functions or any other type of activity reasonably related to school activities.

Tolerance (Wachusett Regional School Committee Policy P6436)

The Wachusett Regional School Committee shall provide a learning environment that promotes and encourages an appreciation of diversity.

Individual differences of students within district policies and regulations are to be appreciated and respected. All students can expect to grow and learn without encountering harassment about individual differences.

Intolerable activities include but are not limited to harassment about race, gender, handicap, religion, ethnic group, appearance, dress, learning style, interests, or behaviors.

Bullying will not be tolerated. Bullying behaviors include but are not limited to teasing, verbal harassment, unwanted touches, physical attacks, and/or ostracism.

Reports of such conduct will be investigated and action will be taken under the guidelines of an individual school's disciplinary code.

Disciplinary Action related to District Tolerance Policy may include any/all of the following:

- Parent notification;
- Verbal reprimand by person in authority and/or removal from activity;
- Loss of recess/removal from playground;
- Loss of multiple recesses;
- In-school suspension.

In compliance with federal law and the laws of the Commonwealth of Massachusetts, it is the policy of the Wachusett Regional School Committee to provide an educational and work environment free of sexual harassment. Refer to page 24 and 35 for additional information regarding this subject.

Special Education Discipline

All students are expected to meet the standards for behavior as set by the Wachusett community. Chapter 71B of the Massachusetts General Laws and I.D.E.A. 1997 requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Plan (IEP). The following additional requirements apply to the discipline of special needs students:

1. The I.E.P. for every special needs student will indicate if they can meet student management policies or if modifications are needed.
2. The principal (or designees) will notify the Special Education Office of any special needs student who has been suspended. The Director of Special Education will keep these suspensions on record.
3. When it becomes known that a special needs student will be suspended for more than ten days in a school year:
 - 3.1. services will be provided in order to ensure that the student receives FAPE (Free and Appropriate Education), and
 - 3.2. a functional behavioral assessment will be conducted and a behavioral intervention plan will be implemented, and
 - 3.3. the team will conduct a manifestation determination in order to decide whether the infraction related to the student's disability, and if the team finds that the behavior is a manifestation of the disability, the District may not suspend the student.

In-School Suspension

The student will be isolated from the student body under the supervision of the administration. Students will be expected to complete assignments given by the classroom teachers. The amount of suspension time may range from one class to five days and may include recess and lunch.

Out-of -School Suspension/Exclusion/Expulsion - Due Process

Out-of-School Suspension - In certain circumstances, it may be necessary to suspend students from attending school. These instances involve serious disruptions of the school community, or when other forms of discipline do not appear to be effective. For the duration of an out-of-school suspension, students may not visit the campus or attend any school-related events. At the conclusion of an out-of-school suspension, a student's parent(s) or guardian must make an appointment with an administrator to reach agreement on conditions for the student's readmission to the Wachusett school community.

Exclusion/Expulsion

Exclusion/expulsion will be used as a disciplinary measure in extreme and chronic behavioral situations, such as possession/use of weapons; assault; possession, sale or use of an illegal substance; or other serious offenses.

Due process in the case of suspension requires the following:

1. For a disciplinary action up to and including 10 days suspension
 - 1.1. oral notice of the charge (telephone notification to parents);
 - 1.2. an explanation of the evidence;
 - 1.3. the opportunity for the student to present his/her side of the story to an administrator.
2. For disciplinary action of more than 10 days/expulsion.
 - 2.1. written notice of opportunity for a hearing;
 - 2.2. written notice of the charges (telephone notification to parents with written copy of charges mailed to student's parents or guardian);
 - 2.3. the right to be represented by a lawyer or an advocate;
 - 2.4. adequate time to prepare for a hearing;
 - 2.5. access to documented evidence and opportunity to present witnesses and evidence in his/her behalf;
 - 2.6. the right to question witnesses;
 - 2.7. the written decision including the specific grounds for the decision.
3. Any student expelled from school by the principal shall have the right to appeal the decision to the Superintendent of Schools.

Wachusett Regional School District Weapons and Controlled Substance Policy (#P6435)

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in Chapter 94C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1.) or (2.) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

Procedures at Dawson School

Drug and Alcohol Related Incidents will be dealt with as follows:

1. A student asking for help
 - 1.1. Parents will be involved and, if they so desire, school personnel will work with the student and the parent to resolve the problem.
 - 1.2. In-house or community services will be explored for possible assistance.
2. A student suspected of using drugs or alcohol within the school
 - 2.1. If there is cause to suspect that the student is under the influence of a drug or alcohol, the principal shall inform the parents, a conference will be held, and the principal may suspend the student up to five (5) days.
 - 2.2. Police will become involved at this point on an informal basis.
3. A student present where a drug or alcohol is found
 - 3.1. If, in the judgment of the principal, the student was aware of the presence of drugs or alcohol, the parent shall be notified.
 - 3.2. Suspension is at the discretion of the principal (up to five [5] days).
 - 3.3. Notification of the problem shall be made to the police.
4. A student in possession of a drug or selling a drug on school property or at a school function
 - 4.1. The student shall be referred to the principal or to his/her designee.
 - 4.2. Parents will be notified immediately.
 - 4.3. Police shall be notified immediately and provided with the necessary information in order to determine if the material is an illegal substance.

- 4.4. The student shall be suspended and referred to the Superintendent for further review and action he deems appropriate. This may include further suspension and/or expulsion.
5. A student in possession of alcohol
 - 5.1. Parents shall be informed.
 - 5.2. Student shall be suspended up to five (5) days.
 - 5.3. Police will be informed of an alcohol problem on an informal basis.

BUS DISCIPLINE PROCEDURES AND CONSEQUENCES

The code below classifies unacceptable behavior into three levels. The examples are not exhaustive but illustrative. Additionally, all consequences are dependent upon the severity and frequency of the misbehavior. The administration reserves the right to consider extenuating circumstances in determining disciplinary action.

LEVEL 1

| | |
|--|--|
| <p><u>Misbehaviors</u> Misbehaviors that interfere with the orderly transportation of students. Some examples are:</p> <ul style="list-style-type: none"> • Talking too loudly • Failure to stay seated • Littering on the bus • Tampering with the possessions of other passengers | <p><u>Consequences</u> The bus driver may address the misbehavior:</p> <ul style="list-style-type: none"> • Verbal warning issued to student • Assign seats |
|--|--|

LEVEL 2

| | |
|---|--|
| <p><u>Misbehaviors</u> More severe misbehaviors that interfere with the orderly transportation of students. Some examples are:</p> <ul style="list-style-type: none"> • Repeated occurrences of Level 1 behaviors • Annoying and/or bullying other passengers • Use of profanity • Damage to the bus | <p><u>Consequences</u> The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. This action may include any or all of the following:</p> <ul style="list-style-type: none"> • Conference with principal or designee • Contact with parents • Assigned seats • Loss of bus privileges for up to five days • Suspension from school for up to five days |
|---|--|

LEVEL 3

| | |
|---|--|
| <p><u>Misbehaviors</u> Behavior that endangers the safety of the driver or students and which impairs the driver's ability to drive safely. Some examples include:</p> <ul style="list-style-type: none"> • Repeated occurrences of Level 1 or 2 behaviors • Refusal to remain in seats • Throwing objects, spitting, or spit balls • Distracting the driver • Refusal to obey driver • Fighting, including pushing and/or wrestling • Lighting matches/lighters • Possession of knives or other dangerous objects • Possession or use of tobacco, alcohol, drugs, or controlled substances | <p><u>Consequences</u> The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. At more severe levels, the superintendent or designee may be involved. This action may include the following:</p> <ul style="list-style-type: none"> • Loss of bus privileges for six to ten days • Suspension for 6 or more days or exclusion from school • Repeated incidents of Level 2 behavior or egregious acts may result in a child being permanently suspended from bus privileges • Illegal activity will be referred to the Police Department |
|---|--|

Procedures for reporting passenger misconduct

1. The bus driver will report misconduct occurring on the school bus to the school administration. If a student shares information pertaining to student misconduct on the bus with a teacher or other staff member, the administration will be notified and speak with the bus driver.
2. A School Bus Conduct Report will be completed and submitted to the school administration and the bus company.
3. The principal or designee and the bus company will retain copies of the signed report.

Appendix G

Facility Needs

Wachusett Regional School District
 Dawson Elementary School
 Needs Based Budget
 2009-2010

| DESCRIPTION | FY10 BUDGET REQUEST | SCHOOL IMPROVEMENT PLAN GOAL |
|--|------------------------|------------------------------|
| K-5 Math Textbooks | \$ 13,000.00 | Goal #6 |
| Science Textbooks grade 4- last of a 3 year plan | \$ 1,000.00 | Goal #6 |
| Enhance Reading Program | \$ 4,000.00 | Goal #6 |
| Replace worn and broken chairs in art room | \$1,000 | Goal #2 |
| Guidance materials | \$ 530.00 | Goal #8 |
| | \$ - | |
| | \$ - | |

GRAND TOTAL \$ 19,530.00

SCHOOL TARGET (Enter here) \$ -

OVER/(UNDER) \$ 19,530.00

Wish list

Replace worn cafeteria tables 16,500 Goal #2

These tables have little finish, are original tables from Rice School-
very old

Custodial tools \$1,000 Goal #2

Custodial tools are old and need to be replaced