

**Wachusett Regional School District
School Improvement Plan
Submitted April, 2009**

Florence G. Houghton
Elementary School
Sterling, Massachusetts

**Wachusett Regional School District
Template for School Improvement Plans
2008-2009**

S.I.M.C.O. MEMBERS

Anthony Cipro, Principal and Co-Chair
Kelly Corvelo, Parent Co-Chair
WRSC Liaison, Sherry Conrad
Erica Brennan
Lisa Akerson, Parent
Neal Davidson, Community Rep
Kathleen Greene, Teacher
Patricia Keeffe, Teacher
Melinda Miller, Teacher
Melissa Prendergast, Parent
Maura Tolderlund
Michael Walsh, Teacher

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Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures	Responsible Parties
To make the school's Mission Statement more visible to parents	Principal

Action Statements			
Action	Person Responsible	Indicator of Success	Status

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<p>The school Mission Statement will be printed on report card envelopes and stationary.</p>	<p>Principal</p>	<p>Printing of report Card envelopes</p>	<p>Accomplished for report cards Chose not to do stationary since it would not fit & be pleasing to view</p>

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Theme I: SCHOOL CULTURE and CLIMATE

Goal 1:

Success Measures	Responsible Parties
Unify the Sterling community and its educational K-8 community to create a K-5 Houghton Elementary School	Principal Simco

Action Statements			
Action	Person Responsible	Indicator of Success	Status
As directed by the District Office, the Houghton Principal will establish a committee of teachers, parents and community representative whose purpose is to create a plan for a K-5 Houghton Elementary School to be implemented for the 2009-2010 school year and to share this plan with Town of Sterling and its educational community.	Principal Planning Committee	Creating and acceptance of the implementation plan	District chose to not making the transfer of grade 5 to Houghton

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Theme I: SCHOOL CULTURE and CLIMATE

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

<p>Success Measures</p> <p>The school will examine parent perceptions on school safety and respect by and for children and adults</p>	<p>Responsible Parties</p> <p>Principal SIMCO</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Conduct a detailed analysis of annual Simco survey regarding questions and comments on safety and respect; specifically questions: 9,15,16,17,18,19,20</p>	<p>Principal Houghton Staff</p>	<p>Analysis of responses and comments</p>	

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Theme I: SCHOOL CULTURE and CLIMATE

Goal 2:

<p>Success Measures</p> <p>Further improve children's behavior and safety on school buses</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal Bus Drivers</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>In August, administration will meet with school bus drivers for a coffee hour discussion and review of expected children behaviors on the school bus, reviewing the school's bus discipline report and protocol to be followed.</p>	<p>Principal Assistant Principal</p>	<p>Record of meeting</p>	

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Theme I: SCHOOL CULTURE and CLIMATE

Goal 2:

<p>Success Measures</p> <p>Further monitor children's behavior on the school bus</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>The Principal and Assistant Principal or designees will get on each of the school's ten buses weekly to speak with the driver and / or children to get OR give a short report of overall bus behavior and safety.</p>	<p>Principal Assistant Principal</p>	<p>Redoctrination Bus discipline Reports</p>	

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Theme I: SCHOOL CULTURE and CLIMATE

Goal 2:

<p>Success Measures</p> <p>Expansion of Peaceful Playground games and practice for resolving conflicts , prevention of bullying, and bullying type behaviors.</p>	<p>Responsible Parties</p> <p>Principal Physical Education Teacher PTO</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status

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<p>Add at least two more blacktop activities from Peaceful Playground and show training DVD to staff.</p> <p>P.E. will provide primary instruction for new playground game activities and rules governing all activities. Follow –up instruction to be done by classroom teachers.</p>	<p>Administration P. E. Teacher Classroom Teachers</p>	<p>Painting of games by PTO Sharing and discussing training DVD</p>	
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Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures	Responsible Parties
Create an implementation plan for a K-5 Houghton School	Principal (s) Planning Committee

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Incorporate into the implementation plan activities for children, staff and parents that provide for an orientation and smooth transition from a K-4 to a K-5 Houghton Elementary School	Principal Staff	Presentation of Plan first to District on or before January 12, 2009. Upon adoption of the plan orientation for children staff & parents of soon to be grade 5 children in March, April, and May.	

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Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

<p>Success Measures</p> <p>Ensure the accountability and success of Literacy Initiative with the number of children reading or exceeding benchmarks</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal Teachers</p>

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Using the DRA measurement tool as a pre/post assessment, the number of children reading or exceeding reading benchmarks will increase at each grade	Principal Assistant Principal Teacher	Test Data	

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Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 4: Develop programs to increase equitable educational opportunities to all students in the District.

<p>Success Measures</p> <p>Seek to improve Grade 3-4 children scoring MCAS open response questions</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal Teachers</p>

Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Using district intervention have continuous grade level meetings and establish interventions K-4</p>	<p>Principal Assistant Principal Teachers</p>	<p>Test Data</p>	

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Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 5: Develop programs that ensure there is consistency in instruction and continuity of curriculum in what we teach.

Success Measures	Responsible Parties
Implement new Literacy Report Card K-5	Principal Teachers

Action Statements			
Action	Person Responsible	Indicator of Success	Status
The Principal served on the district Literacy Report Card Revision Committee. The Principal will ensure that the new report card is effectively implemented by all teachers	Principal Assistant Principal	Further staff orientation on the new literacy report card	

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Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

<p>Success Measures</p> <p>Establish appropriate instructional time and planning time for teaching staff</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>

Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>The administration will create a master schedule identify number of instructional minutes for literacy, math and writing allowing for maximum planning time.</p>	<p>Principal Assistant Principal</p>	<p>Master Schedule Individual teacher schedule</p>	

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Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

Goal 6:

<p>Success Measures</p> <p>Establish a state of the art bookroom as part of the District Literacy Initiative</p>	<p>Responsible Parties</p> <p>District Office Principal Building based committee</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Materials be established to optimize accessibility for teachers, organize materials and manage the flow of materials to and from the bookroom</p>	<p>Principal Building based committee</p>	<p>Bookroom established</p>	

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Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

Success Measures	Responsible Parties
<p>Houghton School focuses on the total child. The support services of a psychologist, lacking for the 2007-2008 school year, will be utilized to compliment our School Mission Statement, and better meet the IEP requirement of the Team evaluation process.</p>	<p>Principal Assistant Principal</p>

Action Statements			
Action	Person Responsible	Indicator of Success	Status

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<p>The school psychologist, working in conjunction with their special education duties, will be highly visible to all our children. He will maintain a log of classrooms visits, and attend Responsive Classroom morning meetings. Children will be seen by him, individually or in groups, in accordance with their IEP's.</p>	<p>Administrative School Psychologist</p>	<p>Maintenance and review log</p>	
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Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

<p>Success Measures</p> <p>Continue implementation and expansion of Responsive Classroom practices and school values (respect, responsibility, kindness, cooperation, honesty)</p>	<p>Responsible Parties</p> <p>Administration Staff</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Veteran staff will continue to implement Responsive Classroom practices with consistency of practice and commonality of language. Whereas new staff will be trained in Responsive Classroom.</p>	<p>Administration Staff</p>	<p>Agenda item for teacher orientation</p> <p>Item for new teacher training at building level</p> <p>Attendance at training sessions</p>	

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Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9 Create more opportunities for collaboration and mentoring.

<p>Success Measures</p> <p>Mentors will be assigned for all newly hired staff to provide support for new staff as they transition to Houghton School.</p>	<p>Responsible Parties</p> <p>Administration Veteran Staff</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status

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<p>Administration will assign a veteran teacher from the appropriate grade level to serve as a mentor for newly hired staff. The assignment may serve as a professional goal for the veteran teacher in accordance with the district's teacher evaluation process</p>	<p>Principal</p>	<p>Assigning of mentor</p>	
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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.

Success Measures	Responsible Parties
Professional development provided by the district continues to focus on literacy. Building based opportunities will also include Responsive Classroom Training	Principal

Action Statements			
Action	Person Responsible	Indicator of Success	Status
The principal will allocate building based budget dollars for the purpose of providing Responsive Classroom training to all new staff	Principal Responsive classroom staff and materials	New staff attend training and be provided materials	

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Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

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

<p>Success Measures</p> <p>Administration's use of technology to assess progression in literacy</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>The principal will make use of AimsWeb to have grade, class and child's reading progress monitored</p>	<p>Principal</p>	<p>Data analysis with use of District's intervention form</p>	

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Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

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

<p>Success Measures</p> <p>Administration using Connect Ed messages</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>The Principal will use district's Connect Ed system for emergencies and reminder notices on early release days and no school during the week</p>	<p>Principal</p>	<p>Connect Ed message system</p>	

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Theme VI: COMMUNITY RELATIONS and COMMUNICATIONS

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

<p>Success Measures</p> <p>Continue to make use of school facilities by appropriate parties</p>	<p>Responsible Parties</p> <p>Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>No charges will be assessed to town officers or departments for use of facility during the week. The school is available for Sterling child organizations after school (cub scouts, Brownies, etc) at no charge</p>	<p>Principal</p>	<p>Use of facilities no charge</p>	

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Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

<p>Success Measures</p> <p>Communication and collaboration result in effective communication</p>	<p>Responsible Parties</p> <p>Principal School staff</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status

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<p>The principal or assistant principal will continue to attend monthly PTO meeting. The principal and PTO officers will continue to their practice of meeting one week before the monthly PTO meeting for purposes of jointly planning their agenda.</p> <p>There will be an increase in teacher attendance at these meetings with staff taking turns to attend. We will continue the practice of staff presenting their PTO mini-grants @ these monthly meetings.</p> <p>For a number of years the PTO has had a link to our school website. This will be continued. Connect Ed messages are utilized as situations warrant. Monthly happening @ the school also appear on the monthly school lunch menu.</p> <p>The school will continue its practice of inviting parents to have lunch with their children. Each grade is designated a specific month beginning in March.</p> <p>Parents, town officials, department heads, and Senior Center are invited to our annual Peace Pole and Flag Day ceremonies</p>	<p>Principal</p>	<p>Attendance records</p>	
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Theme VIII: EDUCATIONAL FUNDING

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

Success Measures	Responsible Parties
The school's PTO is a partner in providing supplementation funding to the schools budget	Principal PTO

Action Statements			
Action	Person Responsible	Indicator of Success	Status
The principal will keep the PTO apprised of ways to enrich classroom opportunities for children, make donations to the school and classroom libraries and purchase pieces of equipment for music, art and PE teachers	Principal	PTO budget number enrichment activities for children Dollars contribution to library and instructional support	

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ACCOMPLISHMENTS**

SCHOOL IMPROVEMENT PLAN FOR SCHOOL YEAR

2007-2008

Theme I School Culture & Climate

Goal # 1

Houghton Elementary School has a Mission Statement. It was developed by the Principal and the school's SIMCO six years ago. It is alive and vibrant as it serves our children.

Houghton Elementary School is a child-centered school. Our commitment is to provide challenging and creative learning experiences that enable children to build both a strong academic and social foundation.

Our school offers a safe supportive environment where children care to learn and learn to care.

Our Mission Statement is included in the registration packets for kindergarten and all new registrations. Our Mission statement is posted and framed in our school lobby. Our school also has six Values that are posted in each of our classrooms and all common areas. These values are: **Honesty, Respect, Kindness, Responsibility, Cooperation.**

These values are referenced as part of the school's practices on instilling proper behaviors within our children in school and outside in our society.

Responsive Classroom and its practices serve as the primary source for adults modeling and children exhibiting our school values through consistency of practices and a commonality of language. Daily morning meetings in our classroom help create an environment of community where values are discussed, practiced and internalized.

Goal # 2

Our children are precious to us. A safe, controlled environment must exist before effective teaching and learning can take place. All school exit doors are locked throughout the day. All staff members are issued keys for these doors both for entering the building in the morning as well as re-entry at the end of recess periods. Children who need to use the bathroom or who sustain minor injuries on the

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playground come into the school when supervising staff contact the nurse by walkie- talkie. The nurse will then anticipate the child coming to her area and for the purpose.

Inappropriate behaviors are dealt with first by supervising staff. A component of Responsive Classroom calls for classroom rules and logical consequences to be established by teacher and children within the first six weeks of school. This leads to consistency of practice. In large group situations (playground or lunchroom) a Better Choice Form is completed by teacher, child and signed off by parent. Appropriate behavior is part of life's learning. Consequences for inappropriate behaviors are logical and immediate. Suspensions from school are infrequent, but utilized as a choice of last resort to ensure the safety of all children

We treat the school bus as part of school. The behaviors expected of children in school are expected to be carried over on the school bus. This is communicated to our children within the first six weeks of school. Children in grades K-2 are shown a DVD on bus safety by administration during the first six weeks of school. The DVD is followed by group discussion. Children in grades 3-4 are visited by administration early in the school year at which bus behaviors are discussed. These children are reminded that as the oldest in our school they are to serve as models for the younger children. A standardized Bus Discipline Report is to be completed by the bus driver and submitted to the administration for inappropriate bus behaviors. These are dealt with by administration first by a call to the parent(s) followed a copy of the report going home for parent signature.

Our school SIMCO will continue with its Annual Parent Exit Survey which contains up to six questions on matters of school safety and its environment. This information is analyzed by the administration and disseminated to parents and staff.

Goal # 3

Houghton School has expanded it's partnership with the Sterling Senior Center. Children have visited the Center to provide holiday entertainment and gifts. Children's artwork will be displayed at the center in late spring. Seniors have also been invited to school events.

Houghton children and their families have been most responsive to families in need during the holidays by conducting food drives for the Wachusett Food Pantry.

During the school's annual Community Reading Day the school includes guest readers from all town departments and businesses.

Theme II Curriculum, Instruction, and Assessment

Goal # 4

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Houghton School has met AYP in all subgroups and for total school. MCAS results showed growth in Reading and Math for both grades 3 and 4. Assessment scored using Aims Web for grades K-2 continue to shown improvement across these grade levels. DRA scores to date are showing improvements in children's Reading levels by reaching and/or exceeding grade level benchmarks. Assessment driving instruction has become more of a reality through the District's Literacy Initiative.

Goal # 5 Actions to be determined by District Office

Goal # 6

Aims Web has been used with the DRA to help create a "Watch List" of children who are not meeting benchmarks in grades K-2. This data helps teacher to collaborate on appropriate intervention strategies, differentiated instruction, with the final intervention being referral for special education.

Examination of MCAS results with extensive item analysis is used by the administration and all of the schools teachers. It is important to Houghton that ownership of MCAS results reside with all grade levels K-4 and not only teachers of grades 3 and 4. Children who fail MCAS test(s) are then placed Individualized Student Assessment Plans where additional instructional interventions can be implemented.

Theme III Student Support Services: The Whole Child

Goal# 7

Responsive Classroom practices provide numerous opportunities for teachers' to better understand and know the total child in each of their children. Focuses on each child's self worth and respect for others practiced daily provides a forum for openness and honesty. This year the use of support services provided by the District and outside agencies have assisted the school to better help children having significant social/emotional needs.

Goal # 8 Action to be determined by District Office

Theme IV Personnel and Professional Development

Goal # 9

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Part of the District's New Teacher Training includes a two-day building orientation. At this time a mentor teacher is assigned to the new staff person. The principal meets with all new staff to explain the requirements for the maintaining of a portfolio as part of the evaluation process for newly hired teachers.

The school's Master Schedule calls for the optimum arrangement for common planning for each grade level/department in an effort further grade level collaboration. This enhances the reorganization of the school two years prior which has grades K-2 sharing one part of the building and grades 3-4 in the other. Special education rooms are housed in appropriate areas to allow for smooth implementation of inclusionary practices.

Administration allows for at least half of its monthly staff meeting time for grade level meetings. At these sessions discussions are most often related to curriculum and assessment. The district's Intervention Forms are used to document topics of discussions and new strategies to be employed.

Goal # 10

The district has provided extensive training for staff in the area of literacy. The principal has attended most of the training sessions for teachers and all the training sessions for administrators. The principal served on the District's Literacy Report Card Committee and the District's RTI Steering Committee.

Using Houghton's building based budget a full day Introduction to Responsive Classroom was funded for our three new staff members. The principal supported the attendance of Houghton's two speech therapist at the National ASHA Conference held in the northeast region this year. The principal conducted his own PDP course (three after school sessions) through a book discussion group on the text: Improving Schools from Within by Roland Barth.

Theme V Instructional Support & Facilities

Goal # 13

Using building based funds the Houghton School continues to utilize Success Maker software in the areas of Math and Reading for grades K-4. Access to this software allows staff to differentiate instruction and further promotes the opportunities for children to work at various levels. Access to this software is provided by the availability of three to four computers for each classroom and a mini-lab in the media center to be used during a portion of the library time scheduled for each teacher.

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For increased administrative efficiency Houghton School utilizes Connect Ed messages to parents for emergency situations and reminders for release days .The school maintains a website for parents & arranged for a PTO link to the school's website. Some of Houghton's staff have their own website for school as an outcome of planned professional goals.

Theme VI Community Relations & Communications

Goal # 15

Houghton's cafeteria is used by scout groups most every afternoon following school. No custodial costs are assessed. The cafeteria is also used for sport banquets by various organizations in Sterling. Costs are assessed only for weekend use.

Our school gymnasium is used extensively in the evening and weekends by Sterling Recreation Department for its basketball programs for children and adults. The gym is also used for adult volleyball. The school makes the gym available for Sterling baseball, softball and soccer programs in early spring. No costs are assessed for use during the week .The gym facility is also used by the town of Sterling for all local, state and federal elections. Finally, Houghton's gym has been and continues to be available for use by Chocksett School for after school sports.

Houghton's music is used after school for instrumental lessons for older children as part of Wachusett's Music Program. This room is also used during the summer for a summer music program sponsored by the Sterling Recreation Department. The same holds true for the use of our art room for a two week summer program for our elementary children.

The fields of Houghton School are used by Sterling's soccer program both in the spring and fall. Use of our playground and the town's play structure are welcomed after school and weekends.

In summary there has been extensive use of the school's facilities and grounds. There have been no denials for town or organizations within the town or school district for use of Houghton facilities.

Theme VII Organizational Leadership & Management

Goal # 18

The principal maintains frequent and positive communications with Houghton's staff. This accomplished by written weekly notices of events and activities taking place at the school. Full staff meetings are held twice a month after school with the principal providing food & drinks for all. Staff and PTO sponsored breakfasts are held throughout the year to further promote collegiality. Administration does attend before or after school staff sponsored grade level meetings as necessary or requested.

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Communication with all of the school's children occurs daily with our morning announcements. Grade 4 children and the principal make these announcements which are centered on school-wide topics including, but not limited to: word of the week, birthdays of staff and children of the day, grade level enrichment programs, compliments on children's projects in school or for community. The administration conducts frequent walk-thru visits to classrooms throughout each week which are recorded in a log. Administration assists on both morning and afternoon bus supervision to maintain visibility for children and staff.

Communication with parents is a priority. Monthly announcement of school events are placed on the school's lunch menu. Written newsletters are done every two months

The principal works closely with the PTO officers. The principal attends the monthly agenda planning meeting with the PTO officers and attends most PTO monthly meetings. The principal works with the PTO enrichment coordinator during the summer to plan grade level and school-wide enrichment activities for the upcoming year.

The principal initiated the school's Meet Your Teacher Nights, Pasta Supper and Literacy Night for Houghton families which are now both annual events. Parents are invited the school's annual Flag Day and Peace Pole programs. A family picnic takes place the last week of school. In addition each class has a Parent Lunch Week for parents to join children for lunch. Person to person availability and visibility enhances communication with parents.

The Principal meets on a regular basis with his SIMCO. Meetings are held after school. Meetings are conducted efficiently due to the effectiveness of its members. The principal keeps the SIMCO parent co-chair informed on relevant topics.

The administration makes every effort to return telephone calls from parents promptly on matters of concern or other matters.

Theme VIII Educational Funding

Goal # 19

The principal has worked with District personnel in the area of energy management. Sterling schools ranked second in the district for energy savings the past 12 months. The principal initiated the purchase and installations of over 30 door sweeps & door weather seals as well as the installation of two new sets of insulated exterior doors to help save on heat.

Houghton School has reduced its use of copying and construction paper this past year. We have demonstrated increased efficiencies in the quantity of writing paper, pencils, tape and other general school supplies.

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Diverse Learning Needs of Students

Houghton Elementary School has a diversity of student needs given its grade span of K-4 with an enrollment of 518 children. It has effective means of programming beginning with 23 self-contained regular education classrooms, a substantially separate classroom for special education children and the housing of a FLAC Collaborative special program.

The principal believes that most of the needs of children are best met in a self-contained classroom structure.

The school also possesses an outstanding array of special education service providers for children on IEP's. Houghton School scores extremely high for all special education audits conducted by the State's department of education. Classroom teachers welcome inclusion opportunities for substantially separate special education children. Special education aides for these classes and resource room children provide effective support in regular education settings.

Other diverse needs are being met in the area of Reading by the District's Literacy Initiative. With classroom libraries and a strong school library of almost 14,000 books children's different reading levels are being better met. Teacher training and dedication have been instrumental in making this possible.

Staff Development

The District has done a superb job in the area of staff development with a focus on literacy. This has been accomplished by use of release days for staff. Training has targets the various steps taken in the area of literacy instruction. It has also proven helpful in the training of classroom aides.

Houghton's building based budget allocated funding for the training of new staff in Responsive Classroom. This is essential for consistent practices to be followed by teachers in fostering the social development of children.

The district's offering of various PDP courses during the summer and school year help promote a high level of professionalism on the part of teachers. Training for principals on the administrative aspects of instructional change have also proven to be highly beneficial.

Plan for Environment of Tolerance and Respect

This plan is designed to promote a setting in which children experience feelings of self worth and develop meaningful relationships. This plan seeks to establish a foundation for personal and social growth as children progress through the year and through the grades. Personal/social development includes the acquisition of skills, attitudes and knowledge which help children understand, respect, and care for themselves and

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others. Children will be guided in the practice of effective interpersonal skills through teacher implementation of Responsive Classroom practices.

Helping children develop personally and socially is an integral part of each child's education and is the responsibility of all staff. This plan includes activities that support the values emphasized by the school (**kindness, honesty, cooperation, responsibility, and respect**).

It is important for children to develop:

- an understanding of and respect for themselves as individuals,
- an understanding of their roles and responsibilities to others,
- an understanding and respect for their responsibilities as a member of a classroom and school community, and
- an understanding of and respect for authority.

Tolerance has been a topic of discussion during Morning Meeting in our classrooms in conjunction with the term used as one of Houghton School's "words of the week". Tolerance and respect are two areas of focus when speaker Dave Smith from the Worcester Tornadoes addresses our grade 4 children each spring. This is followed up with a PTO sponsored Worcester Tornadoes Night in May. The children from Houghton School will be singing the national anthem.

Code of Conduct

The Wachusett Regional School District shall help students learn behavior patterns that will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity and act with due regard for their fellow students and supervisory authority. Students shall have the right to reasonable treatment from the school and its employees, and in turn, the school and its employees shall have a right to expect reasonable behavior from students.

The principal will be responsible for administering behavior and discipline procedures at the school in accordance with District policy and school procedures. In order to assure that all students and staff are made aware of their specific rights and responsibilities, a student handbook shall be developed by each school, which defines the rights and responsibilities of students and others whose actions affect student behavior. References to all School Committee policies relating to student discipline will be included in the student handbook.

Corrective actions for misbehaviors outlined in the handbook shall be commensurate with the severity of the behavior. Consideration shall be given to the:

1. Age of the student;
2. Mitigating circumstances;
3. Previous behavior of the student; and
4. Attitude of the student.

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Student Handbook The student handbook shall annually be reviewed with input sought from the School Council. The student handbook shall be printed and distributed to all enrolled students and all staff members at the start of each school year. The student handbook shall include, but not be limited to, sections dealing with:

1. Student rights and responsibilities;
2. Student behavior and discipline; and
3. Glossary of terms.

Each building principal shall be responsible for providing orientation to the handbook to all enrolled students and all staff members at the start of the school year. The provisions of the student handbook shall be applied to students in a standardized, nondiscriminatory and non-arbitrary manner.

Liability for Damages: The Wachusett Regional School District shall seek compensation for District property willfully damaged by a minor or student age 18 years or older. Civil action may be brought against the minor or his/her parents, or the individual if 18 years or older. All incidents shall be investigated, liabilities fixed, and all costs assessed in a nondiscriminatory and non-arbitrary manner. Schools shall be monitored to ensure that findings of liability are in accordance with District procedures in affording due process guarantees.

Corporal Punishment: Corporal punishment is prohibited. Staff shall develop alternative techniques for managing discipline in accordance with District policy.

Searches: Wachusett Regional School District authorities may exercise their rights to conduct an inspection of student lockers and/or desks. A student shall not misuse lockers and desks assigned by school authorities. Lockers and desks remain, at all times, the property of the District.

A warrant less search (non-emergency) of a student's school locker or articles carried upon the student's person, may be conducted if there is a reasonable suspicion that the search is necessary to protect the health and/or safety of students and staff, or to detect a violation of school rules. Such a search may be conducted if school authorities suspect that a student possesses such items as, but not limited to, weapons, dangerous instruments, stolen goods, narcotics, hallucinogenic, amphetamines, barbiturates, marijuana, unregistered drugs, controlled substances, alcoholic beverages, or evidence of cheating or other academic misconduct.

Student Suspensions: The Wachusett Regional School District shall ensure that each pupil has an atmosphere and an environment which is conducive to teaching and learning. To that end, schools shall maintain programs which maximize opportunities for learning and minimize disruptions to the educational process. The District's first concern shall be to help maintain pupils in school so that their learning process is not interrupted.

Students who create discipline problems which cannot be resolved through less severe means shall be suspended. As a last resort, the district shall, at the discretion of the school principal, and following the required due process, deny a pupil the right to attend school for a period not to exceed ten (10) days. The principal's decision is final.

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Students will have the right and the responsibility to complete all assignments and make up all tests missed during the suspension. It will be the student's responsibility to confer with teachers and to complete make-up work within a reasonable time limit but in no instance exceeding three weeks after the suspension expires.

Expulsion shall be considered an action of last resort when the behavior of the student warrants such action at the discretion of the school principal. The expulsion shall be governed by Massachusetts General Laws Ch. 71, sections 37h and 37h1/2, and Ch. 76 section 17.

Houghton Elementary School attempts to take a positive approach to the issue of conduct of children. The success of any school depends upon respect. We will attempt to administer consequences, when necessary, with compassion, clarity and firmness, while trying to foster self-discipline and responsibility. All children are expected to be courteous and respect the rights of all individuals.

The following general school rules governing each child's conduct are enforced by all staff in all areas of the school building and grounds:

1. Children are expected to walk in any part of the school or to school buses.
2. Disruptive behavior, physical or verbal, is not tolerated.
3. Children are expected to treat others and their property with respect. Abusive behavior, physical or verbal, is not tolerated.
4. Children may not harass and/or disrupt the activities of others. (You will know if you are harassing, annoying or being disruptive when the other person informs you of that fact). (See School District Policy #6436).
5. Only soft footballs and rubber balls, basketballs, and jump ropes may be brought from home to be used outside of the school during designated times.
6. Children are expected to use appropriate language at all times.
7. Children and adults have the shared responsibility to maintain our beautiful school and its grounds.

Each teacher, who, through his/her own means and methods conforms to the policies established for the school, enforces children's conduct within the classroom. The teachers are the authority within the classroom, and throughout the school, and exercise this authority to create an effective atmosphere for learning for all children.

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

Tobacco is prohibited and the consequences for such a violation will be suspension from school with the amount of time to be determined by the administration.

Extra Curricular Needs of the School

As a K-4 elementary school no need exists for extra curricular activities to be funded by the District. Many children participate in scouts and various sports provided by the town's recreation department, Sterling Little League, Softball League, and Soccer.

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Enrichment activities funded by the PTO add to curriculum enrichment. A six week winter Chess Club during recess sponsored by the PTO for grades 2-4 is popular.

Our P.E. teacher sponsors a before school Walking Club each fall and spring for children and parents of grades 3 and 4.

Class Size and Student to Teacher Ratio

The District and Houghton School's administration make a concerted effort to ensure the smallest class possible. This is essential given the diverse needs of children. The projected enrollment for our K-4 school in 2008-09 is 525 children. This reflects a slight increase from the current year. The distribution of this projected number would be:

Grade	# children	# classes	child/teacher ratio
Kindergarten	100	5	20:1
Grade One	110	5	22:1
Grade Two	107	5	21.1
Grade Three	92	5	18.1
Grade Four	107	5	21.1
DD (K-2)	12	1	12:1
FLAC	7	1	7:1

The enrollment at Houghton School has been increasing the past four years. It is important to note additional children are registered each year in grade one. This can be attributed in large part to parents sending their children to full day kindergartens elsewhere and then registering them for grade one at Houghton.

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Facility Needs

Outside:

- 1) A small section roof and wall outside the cafeteria need repair.
- 2) The pitch to the concrete walk outside cafeteria manager's office needs resurfacing to prevent water entry from heavy rains.
- 3) The chimney from the old school needs to be repaired. Occasional water seepage into our music room.

Inside:

- 1) Continue project to refinish classroom doors
- 2) Urethane corridor cubby areas where children's outdoor clothing is stored
- 3) Paint ceiling trim outside cafeteria
- 4) Paint ceiling trim front lobby
- 5) Install new display cases lighting in cafeteria lobby
- 6) Continue installation of door sweeps for doors leading outside
- 7) Replace ceiling tiles in kitchen area
- 8) Plan for the repainting of classrooms
- 9) Install ceiling insulation in garage, P.E. storage, and water heater storage areas

Dissemination of Plan to the Community

Once approved Houghton Elementary School's Improvement Plan will be made available to parents and community in the following locations: school office & library, town of Sterling library, and to each SIMCO member.

Time on Learning

Elementary Schools in Massachusetts are responsible are to be in session for 900 hours during the academic year for full day and 450 hours for half day kindergartens. Houghton School exceeds these amounts. Our school day is 9:05 AM to 3:35PM Morning kindergarten goes from 9:05-11:50AM and afternoon kindergarten 12:50-3:35PM.

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Replacement of two vacuums	\$1,200.
Install low energy lighting in display case by cafeteria	\$ 500.
Strip and refinish seven doors	\$1000.
Paint two walls library, lobby trim outside office & cafeteria,	\$ 250.
Rewiring for emergency lighting ?	\$10,000

Estimated Total Cost \$ 31,450.

FY10

paint office, hallways outside conference rooms & nurse's office	\$ 250.
Replacement chairs grade 2 (150 chairs @ \$80. each)	\$ 12,000
Strip and refinish seven classroom doors	\$ 1000.
Replace fifteen wall clocks	\$ 1750.

Estimated Total Costs \$14,300.

FY 11

Strip and refinish six classroom doors	\$ 850.
Replace twenty-five wall clocks	\$2875

Estimated Total Costs

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PRINCIPAL A. CIPRO

DATE 12-07

NEEDS BASED BUDGET

SCHOOL Houghton Elementary

YEAR 2008-09

BUDGET CATEGORY Instructional Program

(Textbooks, Technology, Equipment & Furniture, Buildings & Grounds Capital Projects)

GOAL/OBJECTIVE

Identify which of your School Improvement Plan goal(s) are to be addressed.

Identify which of the School Committee goals(s) are to be addressed.

SIP 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 reaching their potential.

ACTIVITY/PROGRAM DESCRIPTION

General statement of purpose and detail of purchases. Identify whether purchase is for Regular or Special Education.

FY 09Library: the school has met its School Improvement Plan target for children's books in its library of over 13,822. Purchases of children's literature as part of literacy instruction, reading for pleasure, and books related to various units of study remains a constant for a library/media center to serve as the resource hub for a school.

Purchase of new books reading levels pre K-6	\$6500.
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Purchase of periodicals	\$ 500
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Winnebago contract computer system for books	\$750
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Cost library	\$7750
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Literacy Initiative:

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Create a Guided Reading Bookroom Consisting of 1000 tiles x six copies of each & storage bins	\$16,875.
Purchase of DRA replacement binders.	\$ 200.
Readers Workshop consumables (post it notes, student white boards, Large zip- lock bags for book bags, chart paper, conferencing notebooks)	\$ 3000
Reading Response journals (notebooks, portfolios)	\$ 500
Professional development materials for professional library	\$ 500
Literacy Initiative Costs:	\$20,575
EveryDay Math Textbook Costs materials	\$6000
Total Costs	\$34,825

FY10

SAME AS ABOVE **MINUS** (- \$16,875) FOR BOOKROOM TEXTS FOR Guided Reading UNLESS CURRICULUM CHANGE OR SIGNIFICANT CHANGE IN ENROLLMENT

\$22,050

FY11 SAME AS ABOVE UNLESS CURRICULUM CHANGE OR SIGNIFICANT CHANGE IN ENROLLMENT

\$22,050

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ESTIMATED BUDGET
DATE 12-07

PRINCIPAL A. CIPRO

NEEDS BASED BUDGET

SCHOOL Houghton Elementary

YEAR 2008-09

BUDGET CATEGORY STAFFING

(Textbooks, Technology, Equipment & Furniture, Buildings & Grounds Capital Projects)

GOAL/OBJECTIVE

Identify which of your School Improvement Plan goal(s) are to be addressed.

Identify which of the School Committee goals(s) are to be addressed.

**SIP GOAL# 11 Develop recruitment approaches that maximize the District's
ability to recruit high quality staff**

ACTIVITY/PROGRAM DESCRIPTION

General statement of purpose and detail of purchase. Identify whether purchase is for Regular or Special Education.

FY09:

Book Room Developers (4) x 9hrs. as part of Literacy Initiative **\$1080**

Add .4 Speech therapist

Add .2 Speech Assistant

Schedules, caseloads and rationale have been previously provided to District Office. Professional staff are choosing to use planning times for service delivery. The Principal has authorized contracting out for some evaluations. This is a priority need.

Re-establish .5 Office Aide. The part-time office aide position was eliminated five years ago. The school secretarial position is a front line position with more demands for various reports from District and State. Parents and public

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contacts (at the counter and answering the phone) not always addressed promptly. The return of the office aide position would:

- * Improve promptness in dealing with the public (counter & phone)
- * Return the library aide full-time to the library & improve
- * Efficiency in both office locations.
- * Utilize the office aide to handle the clerical aspects of Special Education by assisting the Assistant Principal/Team Chairperson

Add .5 FTE custodial position for night shift. Three and a half years ago the Houghton/Chocksett custodial staff was reduced by two positions. Our combined facility exceeds the square footage of nine of the ten schools in the District. Our schools have a large amount of use from community organizations being the only facility in town. Our custodial staff is unable to clean all parts of our facilities every night due to heavy building use by the community of Sterling. Assistance is needed.

Continue to maintain School Committee guidelines on class size

Total Estimated Costs:

Negotiable

FY10:

Request for a full-time librarian. The school continues to operate with a full-time library aide. With increased volume of children's books, the library serving a library/media resource center and the expected addition of a book room with 1000 new titles as part of the District's Literacy Initiative staffing of the facility by a professional position is warranted.

Continue to maintain School Committee guidelines on class size

Total Estimated costs:

Negotiable

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FY11: Continue to strive to meet School Committee guidelines on class size

ESTIMATED BUDGET
PRINCIPAL A. CIPRO

DATE 12-07

NEEDS BASED BUDGET

SCHOOL Houghton Elementary

YEAR 2008-09

BUDGET CATEGORY Technology

(Textbooks, Technology, Equipment & Furniture, Buildings & Grounds Capital Projects)

GOAL/OBJECTIVE

Identify which of your School Improvement Plan goal(s) are to be addressed.

Identify which of the School Committee goals(s) are to be addressed.

SIP GOAL# 13 Identify and plan for the use of technology & media that will enhance education and/or increase the efficiency of adm.

ACTIVITY/PROGRAM DESCRIPTION

General statement of purpose and detail of purchase. Identify whether purchase is for Regular or Special Education.

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FY 09 :

4 Smart Boards grades 2,3,4 @ \$4500 each	\$ 18,000.
2 printers (1color assistant principal, 1 nurse,)	\$ 2000
Maintain licenses for SuccessMaker	\$ 3 000.
Total Estimated Cost:	\$ 24,000.

FY10

4 Smart Boards@ \$4500 each	\$18,000.
Maintain licenses for SuccessMaker	\$3000.
Total Estimated Costs:	\$21,000

FY11

4 Smart Boards @ \$4500	\$ 18,000
Maintain licenses for Success Maker	\$ 3000
Estimated Costs .	\$21,000

ESTIMATED BUDGET
 PRINCIPAL A. CIPRO

DATE 12-07

**Wachusett Regional School District
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