

**Wachusett Regional School District
Chocksett Middle School
School Improvement Plan
2009-20010**

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SIMCO Members for the 2008-2009 School Year

Marguerite Snow	Principal and Co-Chair
Toby O'Reilly	Parent and Co-Chair
Rachel Grabek	Teacher
Lisa Grondin	Teacher
David Pageau	Teacher
Kristen Cormier	Parent
Seanne Jersey	Parent
Sheila Despres	Parent
Ann Quill	Parent
Joseph Sova	School Committee Representative

Introduction

Chocksett Middle School's educational program is designed to meet the needs of students making the transition from childhood to adolescence. At Chocksett, the staff emphasizes experiences that foster growth toward student's becoming independent learners who are motivated and self-directed. The core values of the school stress educational excellence and individual potential, emphasize ethical behavior and productive effort, promote the acceptance of human diversity, and reinforce respect and responsibility.

Chocksett Middle School's instructional program is grounded in the State frameworks and reflects outcomes that address what students should know and be able to do. The expectation is that all students will succeed and the faculty work hard to ensure that they do. Our school provides an atmosphere that is intellectually challenging, yet recognizes that students have other physical, emotional and social needs that should be addressed.

Throughout the school year students participate in challenging and motivating enrichment programs. All students develop self-confidence, enhance their physical abilities, and practice team building when they participate in the school's Project Adventure Challenge Course. Students take part in a hands-on approach to learning music in the school's twenty-station electronic piano lab. Students compose, practice, and play tunes while their teacher monitors their work.

Chocksett Middle School builds time into the school day for students to take part in creative exploration and enrichment. During this time students may choose to take part in technology education mini units on robotics, flight, bridge building or other units of interest to the students. Students may work on the yearbook, visit the library, receive extra help from teachers, or use this time to make up quizzes or tests.

Extracurricular athletic activities include boys' and girls' soccer, field hockey, track and field, cross-country, basketball, baseball, softball and cheerleading. Students can also participate in student council, or take part in food drives at holiday time and other fund raising activities throughout the year. Students collected food and gifts for the needing during December, took part in a school wide clean up in the fall, and mentored students in the after school ASAP program. Parents in the community are generous with their time and talents. The Chocksett PTO provides enrichment programs, field trip transportation, mini-grants to teachers, and volunteers for the classrooms. Clearly, the commitment shown by the parents and the community enriches the educational experience at Chocksett Middle School.

Vision and Mission Statement

The Mission of the Chocksett Middle School is to improve the acquisition of knowledge, the development of skills for learning, the understanding of ideas and values, and the enhancement of individual potential. Our graduates will be prepared to further pursue their life goals and be citizens whose actions reflect sound character, ethical behavior and a clear understanding of their own and other's self-worth and dignity.

Core Values

Education Excellence

"Try your best, study, and pay attention."

Ethical Behavior

"All students should tell the truth and show fairness to classmates, parents, and teachers. All students should show self respect for all and everyone's property."

Human Diversity

"If someone is different, accept their differences."

Individual Potential

"You develop within a school environment that will build mind, body, soul and artistic growth."

Lifelong Learning

"You never stop learning. You learn everywhere you go."

Productive Effort

"If you want to learn, you've got to work. You can't just give up. You have to keep trying."

Shared Responsibility

"Everyone works together. Students should ask for help from parents or teachers when they need it."

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.

School Improvement Plan 2008- 2009 Update on Goals

Theme I: SCHOOL CULTURE AND CLIMATE

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

Grade level assemblies were held in September to ensure students awareness of Chocksett Middle School's mission and core values. Additionally, homeroom teachers took time during the first two weeks of school to review with students the school's handbook and discuss the mission and core values. Chocksett's Anti-Bullying Task Force, which met throughout the school year, sponsored a contest that required students to reword the core values in more "kid friendly" terms.

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

- Chocksett administration met with each grade in the Chocksett theater the first week of school. This presentation focused on the school's core values and expectations regarding behavior. Homeroom teachers also reviewed the handbook with their homeroom classes.
- Chocksett School Psychologist and Graduate Intern from Assumption College implemented the **Second Step Program**, a curriculum specifically designed to teach students how to resolve issues of bullying and harassment. The **Second Step Program** aims to reduce problematic behaviors such as aggression and peer-rejection by helping students develop stronger social skills, an understanding of empathy, and an appreciation for diversity. The PTO provided the funds to purchase this curriculum and classes began in November 2008.
- Chocksett created an **Anti-bullying Task Force** of students, parents, staff and administration. The mission of this group was to develop programs that support a climate of respect for everyone at Chocksett Middle School. This group decided to: review and update the school's Core Values, to educate parents about cyber bullying, and to explore implementing a peer mediation program at Chocksett.
- **Bully Guide: Prevention and Intervention Tool** purchased for staff was reviewed at February 11th faculty meeting. This flip chart provides information about the various forms of bullying, offers methods to prevent bullying, and suggests interventions that staff can implement both inside and outside the classroom.
- **District Attorney's Office** staff member conducted Cyber bullying presentations (one for 5th and 6th graders and one for 7th and 8th graders) at Chocksett on February 25th. She discussed how access to technological (cell phones, email, social networking websites) could be used to humiliate, harass, intimidate, threaten or slander others. She talked at length with students about how they should protect themselves from cyber bullies and what to do if they are cyber bullied. On March 4th she offered an evening presentation for parents in the Chocksett Theater.
- Administration from Houghton/Chocksett schools met with school bus drivers and their supervisor before school began in September to review the District's new bus discipline code and the new form associated with the policy. School administration reviewed new discipline policy with each grade level at class meetings held in the Chocksett Theater in September.

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

- Seventh and eighth grade students worked under the direction of the 7th grade science teacher to prepare for the regional *Science Olympiad* competition held at Assumption College on March 15th. Chocksett students performed well in this competition and were recognized for their hard work and effort.
- Sixth grade students worked under the direction of the sixth grade science teacher to prepare for the *Destination Imagination* competition held on March 15th at Ayer High School.
- Parent volunteers worked 7th grade students to run the school store during Chocksett's school lunch times. The money generated from the store goes to fund 8th grade field trips and activities.
- The After School Assistance program ran two eight week sessions after school to assist students who needed help with organization, study skills and homework. Chocksett 7th and 8th grade students worked with younger students under a teacher's direction in this very successful PTO funded program. The number of students who participated remained similar to attendance in past years.
- Volunteers assisted school's art teacher with scanning work into online art web site called *Artsonia*.
- Chocksett PTO sponsored this year's school musical, *School House Rock*. Over fifty students participated in the play, which was performed three times to enthusiastic audiences.

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.

- Teachers met in grade level teams and as content area teachers to identify students needing improvement on MCAS. Teams also conducted item and task analysis to determine areas that had improved and areas that demonstrated student weakness. Chocksett teachers maintained teacher portfolios of work related to open response questions and shared these with administration during the school year.
- In support of the District's literacy initiative, the District purchased classroom libraries for 5th grade classes.
- Academic Enrichment time continued during the school day. It offered time for Band, String ensemble, and Chorus practice. This time was also used for Science Olympiad meetings, Art Club, Yearbook and Student Council meetings.
- Chocksett Middle School made AYP (Adequate Yearly Progress) in all areas except one, *Special Education* in English Language Arts. AYP data is attached as an addendum to this report.
- Fifth grade teachers conducted Response to Intervention meetings throughout the school year addressing student's learning needs by providing accommodations, interventions and documenting the student's response to these interventions.
- Fifth grade teachers continued to implement the District's Literacy Initiative with a focus on students reading *Just Right Books*.

Theme 2: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

- Chocksett middle school staff worked with District administration on early release days and Professional Development Day in October to address this goal. English Language Arts teachers focused on implementing the District's Literacy Initiative next school year. They discussed the Readers Workshop model at the middle level and began the discussion about benchmark achievements for middle level students. Content area teachers met as a group and focused on incorporating and using literacy skills in their content areas. And, mathematics teachers met and developed mid year grade level achievement tests.

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

- Chocksett fifth grade teacher met with the Houghton Literacy team to address the District's literacy initiative at the elementary level.
- Tuft's consultant met with Chocksett English language arts teachers and began the discussion about bringing the literacy initiative into the middle school classrooms.

Theme III STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

- Chocksett special staff and building administrator conducted SET, School Evaluation Team meetings, each week. At these meetings staff met and discussed student concerns, appropriate programs and practices available to these students, and the resources and staffing implications of IEP requirements.
- Chocksett special education teacher for the Transition Classroom, a building administrator, and Central Office staff met monthly to address the needs of the students in this District-wide program housed at Chocksett. Meeting notes were maintained by attending staff.
- Fifth grade teachers conducted Response to Intervention, RTI, meetings throughout the school year addressing student's learning needs by providing accommodations, interventions and documenting the student's response to these interventions.
- Chocksett school psychologist and speech therapist conducted social skills groups for students with language based learning needs and for students deemed to be "at risk."
- For the sixth year in a row, Chocksett assistant principal has mentored a graduate level school psychologist intern from Assumption College. This intern works four and a half hours a day, five days a week throughout the school year.

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

- Chocksett created an **Anti-bullying Task Force** of students, parents, staff and administration. The mission of this group was to develop programs that support a climate of respect for everyone at Chocksett Middle School. The group chose the **Second Step** curriculum to address the issues of bullying in school. In addition, the task force reviewed the school's Core Values, invited a speaker in to educate both parents and

students about cyber bullying, and explored beginning a peer mediation program at Chocksett.

- Chocksett Middle School psychologist and graduate intern from Assumption College, implemented the **Second Step Program**, a curriculum specifically designed to teach students how to resolve issues of bullying and harassment. The **Second Step Program** aims to reduce problematic behaviors such as aggression and peer-rejection by helping students develop stronger social skills, an understanding of empathy, and an appreciation for diversity. The PTO provided the funds to purchase this curriculum and classes began in November 2008.
- **Bully Guide: Prevention and Intervention Tool** purchased for staff was reviewed at February 11th faculty meeting. This flip chart provides information about the various forms of bullying, offers methods to prevent bullying, and suggests interventions that staff can implement both inside and outside the classroom.
- **District Attorney's Office** staff member conducted Cyber bullying presentations (one for 5th and 6th graders and one for 7th and 8th graders) at Chocksett on February 25th. She discussed how technology (cell phones, email, social networking websites) could be used to humiliate, harass, intimidate, threaten or slander others. She talked at length about how students should protect themselves from cyber bullies and what to do if they are cyber bullied. On March 4th she offered an evening presentation for parents in the Chocksett Theater
- Survey of students, parents, and school staff to gather data for future planning was not conducted during the 2008-2009 school year. Suggest that this be conducted in the future by the incoming building administration.
- Discipline referrals have remained consistent with previous year based on observations of building administrators.

Theme IV: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring

- Chocksett's master schedule allowed for common planning time during the school day for all grade level teachers. Staff also used after school meeting time once a month to meet with fellow subject area teachers.
- In addition to the District's induction program for new staff, the Principal conducted a two-day building induction program in August prior to the start of the school year.

Goal 10: Develop more professional development opportunities within the District and make available more programs outside the school district.

Chocksett administration supported the District's efforts to offer a variety of PDP offerings to teaching staff by encouraging staff to attend PDP classes.

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

- Assistant Principal conducted workshops for parents that provided instruction on how to connect to the school's Power School database. Parents were shown how to log in to the program and access their child's grades. Four training sessions were held, three at night and one during the school day. Approximately 100 parents are currently using Power School Parent Access at this time.

- Chocksett technology associate reconfigured and repaired Chocksett student computers so that students could access Internet and use programs. This eliminated the need to purchase Citrix Boxes.
- Smartboards and laser printers were not purchased during the 2008-2009 school year due to budget constraints.

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

- The Chocksett office developed an online calendar that tracks all events that take place in the school. Events are color-coded and delineate school events from town events or other outside events.
- Chocksett gymnasium is used every night from November to March for Sterling Recreation Department's Basketball program and Adult basketball programs. It is also used Saturday from November to March. Additionally, yoga classes are offered in the theater; cooking classes are offered in the cafeteria; holiday art programs take place in Chocksett art room, and summer programs take place in gym, cafeteria, theater, art room and library during July. Outside groups use the building including SEPAC, two organizations that conduct bike races, and the Sterling Police use the Chocksett gymnasium to conduct yearly physicals for their staff.
- Survey of community groups regarding use of the school will be conducted before the end of the school year and feedback will be shared with incoming Chocksett administration.

Theme VII: ORGANIZATIONAL LEADERSHIP AND MANAGEMENT

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

- Administrative staff did increase the use Connect Ed telephone calls and the email function to inform parents about important upcoming events.
- Grade level teachers also maintain lists of parent email addresses to communicate with individual parents. They also use the *flash* function to mass email parents important information in a timely fashion.
- The school newspaper, *The News From the Nest*, is now on the school's website. Parents and members of the Chocksett community can find current information such as: the school calendar, links to teacher's websites, and copies of flyers sent home.
- As mentioned previously, PowerSchool parent access keeps parents informed by providing information about grades on tests and quizzes, homework completion, and performance on projects and class work.

Theme VIII: EDUCATIONAL FUNDING

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

- Throughout the school year, the Chocksett administration, teachers and custodial staff worked to implement the Energy Management Protocol. This required everyone to turn off the lights when they left a room, pull down window shades at the end of the day, and shut their classroom door both during the school day and at night.
- A report presented at the March Cabinet Meeting noted the amount of energy saved at Houghton/Chocksett over the past year. This was not only significant it also translated into a cost saving for the District.

SCHOOL CULTURE and CLIMATE

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

Success Measures	Responsible Parties
1. The mission and core values of each school reflect a direct relationship to the District vision, mission, and core values. 2. Mission and core values are posted in school buildings, well known by students, and distributed to parents	Principal Assistant Principal Staff and Students

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Grade level assemblies will be held in September to ensure students awareness of Chocksett’s mission and core values. Homeroom teachers will discuss the school’s mission and vision with homeroom classes.	Principal Assistant Principal Staff and Students	Meetings are held in September 2009 and documented in Power Point slide show presentation.	

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>1. Bullying behaviors will decrease in the school.</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal Staff and Students</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Chocksett staff will continue to implement with students the “Second Step” program begun in 2008-2009. School psychologist will increase the number of classes for each grade level to more completely cover the content of this curriculum, which addresses bullying and harassment.</p>	<p>Principal Assistant Principal School staff</p>	<p>Students in all grades will take part in this program conducted by the school psychologist. Bullying behaviors will decrease.</p>	

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 Measure	Responsible Parties
1. School climate will reflect a safe environment where students are accountable for their behavior and demonstrate respect for themselves and others.	Principal Assistant Principal Staff and Students

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Administration will review with students in grade level assemblies the rules and regulations in the school handbook regarding behavior and discipline. Teachers will also review the school handbook with homeroom classes.	Administration	Grade level assemblies and homeroom meetings are held during the first month of school.	

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> <ol style="list-style-type: none"> 1. Bus discipline issues will be addressed according to District Policy. 2. Students will feel safe riding the school bus. 	<p>Responsible Parties</p> <p>Principal Assistant Principal Staff and Students</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Chocksett administration will meet with school bus drivers during the first week of school to review District’s expectations regarding behavior and safety. School bus drivers will be clear about the need to report disruptive behavior in a timely fashion to school administration.</p>	<p>Principal Assistant Principal</p>	<p>Meeting will be held to ensure that bus drivers are familiar with the District’s expectations regarding behavior and safety.</p>	

Theme I: SCHOOL CULTURE and CLIMATE

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

<p>Success Measures</p> <p>1. Participation of parents and community members in the school supports the school’s mission of teaching and learning.</p>	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Student Council advisors and students will work with local organizations (i.e. Sterling’s Council on Aging and the Sterling Garden Club) to increase partnerships and participation in the school community. In addition to increasing attendance at the annual Holiday Breakfast and Concert, Student Council will look for other opportunities to include members of the community in school activities.</p>	<p>Student council advisors, staff and students</p>	<p>Breakfast will be held and the number of seniors attending will increase.</p>	

Theme I: SCHOOL CULTURE and CLIMATE

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

<p>Success Measures</p> <ol style="list-style-type: none"> 1. Partnerships will be developed. 2. Participation of parents and community members as volunteers increases. 	<p>Responsible Parties</p> <p>Principal Assistant Principal Staff</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Science Olympiad: Staff goal is to increase student participation in the 2009-2010 competition and to encourage more parents to assist with after school meetings.</p> <p>Destination Imagination: Sixth grade science teacher is planning on participating in this program next year. Parents will assist her as she works with students after school</p>	<p>Principal Assistant Principal Staff</p>	<p>Number of students participating in Science Olympiad increases.</p> <p>Destination Imagination program is organized at school.</p> <p>Teams are formed and prepare throughout the school year for competitions.</p>	

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

Success Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Subgroups of students meet Adequate Yearly Progress (AYP) 2. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures. 	Principal Assistant Principal Staff

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Students MCAS scores will increase in Open Response and short answer questions in both Math and Language Arts. <ul style="list-style-type: none"> • Teachers will include open response questions in every unit taught • Teachers will use rubrics with students to familiarize them with this scoring method. • Teachers will maintain portfolios of work related to open response questions and share these every month with administration. 	Principal Assistant Principal Staff	Teachers will maintain portfolios, which demonstrate their attention to this goal. MCAS test results will show improvement.	

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.

Success Measures	Responsible Parties
<ol style="list-style-type: none"> 1. Subgroups of students meet Adequate Yearly Progress (AYP) 2. 2. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures. 	Principal Assistant Principal Staff

Action Statements			
Action	Person Responsible	Indicator of Success	Status
To improve student performance on MCAS tests: <ul style="list-style-type: none"> • Administration will ensure that after school meeting time allows for teacher team meetings. • Teachers will meet in grade level and as content area teams to identify students who scored below proficient on MCAS tests • Teams will conduct item and task analysis • Effective instructional and program strategies will be used to increase student proficiency. 	Principal Assistant Principal Staff	Teacher team logs will be kept to document meetings. Item and task analysis will be documented and shared with administration.	

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>1. Students will meet approved standards as measured by the District-wide assessment program.</p>	<p>Responsible Parties</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>A literacy team comprised of teachers and administration will be formed to address the District’s Literacy initiative. Additionally, a Chocksett fifth grade teacher and one Chocksett administrator will meet with the Houghton Literacy team to address the District’s initiative at the elementary level.</p>	<p>Principal Staff</p>	<p>Team is formed and meeting notes are available for review.</p>	

Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

<p>Success Measures</p> <ol style="list-style-type: none"> 1. Staff and administration address the needs of at-risk students. 2. Staff has been properly trained in making referrals to school’s SET team. 	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Chocksett will hold continue to hold weekly SET, Student Evaluation Team meetings, to discuss “at risk” students, the evaluation process, and the programs and practices available to address student’s needs.</p> <p>Administration will instruct staff about the types of documentation they need to bring to these meetings and the possible outcomes for students as a result of these meetings</p>	<p>Principal Team Chair</p>	<p>Meeting held with staff, and agenda and sign in documents maintained.</p> <p>SET meetings held. Agendas and meeting notes document this process.</p>	

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
1. Staff and administration address the needs of at risk students.	Principal Assistant Principal

Action Statements			
Action	Person Responsible	Indicator of Success	Status
Transition team meetings will be held on monthly with Central Office staff to address the needs of the students in this District wide program.	Principal Team Chair Central Office staff	Agendas and meeting notes will document this process. Students will function successfully in this classroom	

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

<p>Success Measures</p> <p>1. All newly hired teachers will participate in District and school-based orientations, trainings, and induction programs.</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 arrange a two-day building induction period in August as part of the District’s orientation/induction of new staff. Additionally, the Principal will meet with new/appropriate staff to provide an explanation of requirements for the teacher’s portfolio.</p>	<p>Principal</p>	<p>Documentation of meetings.</p>	

Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

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

<p>Success Measures</p> <p>1. In order to strengthen parent/school communication, parents will have access to school's grade database.</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 school will conduct parent-training sessions for parents to learn how to connect to the school's Power School database. Parents will learn how to log on to the program and access their child's grades. This should enhance communication between home and school.</p>	<p>Assistant Principal</p>	<p>Training sessions will be held and the number of parents who use Power School Parent Access will increase.</p>	

Theme V: INSTRUCTIONAL SUPPORT AND FACILITIES

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

<p>Success Measures</p> <ol style="list-style-type: none"> 1. Technology will be upgraded to enhance student's education. 	<p>Responsible Parties</p> <p>Principal Assistant Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Needs based budget prepared for 2009-2010 notes the following requests:</p> <ol style="list-style-type: none"> 1. Infocus projectors (2) 2. Laptops (2) 3. High volume black & white laser printers 4. 5 wireless routers 5. 20 wide screen monitors 	<p>Central Office Principal</p>	<p>Materials are purchased.</p>	

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

<p style="text-align: center;">Success Measures</p> <ol style="list-style-type: none"> 1. Technology is integrated as a tool to support administrative capabilities in communication 2. All major decisions are communicated to staff, students, Parents and the community 	<p style="text-align: center;">Responsible Parties</p> <p>Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>Administrative staff will increase use of Connect Ed (both voice and email) to inform parents about important upcoming events.</p> <p>The principal will list all important school events, enrichment programs, and PTO activities in the <i>News from the Nest</i> newsletter that is sent home each Friday and posted on the school’s website.</p>	<p>Principal</p>	<p>Parents will receive Connect Ed calls and emails; list of calls and contacts will be maintained by main office.</p> <p>Newsletters sent home and information on website</p>	

Theme VIII: EDUCATIONAL FUNDING

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

<p style="text-align: center;">Success Measures</p> <ol style="list-style-type: none"> 1. More products and services are purchased on a bulk basis 2. Savings are realized in targeted budget areas over a three-year period. 	<p style="text-align: center;">Responsible Parties</p> <p>Principal</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>The principal will effectively implement the District’s Energy Management Protocol.</p>	<p>Principal</p>	<p>Cost savings realized by the District</p>	

Class Size and Student Ratio

Chocksett Middle School is home to approximately 413 students in grades five through eight. The number of students varies from grade to grade. During the 2008-2009 year there were:

Grade	Students	Faculty	Average Class Size
5	98	5	19.6
6	103	5	20.6
7	101	5	20
8	111	5	22

Above class numbers include the District-wide Transition Program that has one (1) teacher and eight (8) students.

Special Education Teachers	3
Instructional Aides:	8
Library Aide:	1
Related Arts Teachers:	4 full time
Art	
Music	
Technology Education	
Physical Education/Health	
Strings	.2 position
Band	.5 position

Time on Learning

Middle schools in Massachusetts are responsible to be in session for 900 hours during the academic year. Chocksett Middle School exceeds this amount.

Chocksett Middle School Safety Plan

Chocksett Middle School promotes safety for students and staff in the following manner:

- All Wachusett Regional School District policies pertaining to safety are enforced.
- All exterior doors, with the exception of the main entrance, are locked during regular school hours.
- Signs are posted at the main entrance and other exterior doors instructing visitors to report to the Chocksett Main Office.
- All guest, contractors, itinerant service providers, visitors and volunteers must sign in at the main office and wear a badge while in the building.
- WRSC Personnel Office performs CORI checks on all volunteers. Volunteers may not be in building unless they have passed a CORI check.
- Students are dismissed parents or guardians. They will not be dismissed to anyone not listed on the emergency card.
- School evacuation and lockdown drills are conducted as required by state and evacuation routes are posted in all rooms.
- Crisis protocol procedures are practiced. Crisis team meets twice a year to review policies.
- Classroom teachers monitor attendance. When parents have not called the school to report a child's absence, the school nurse will call the parent to verify a child's absence.
- Staff is on duty at 8:15 AM from morning arrival of students. Teachers have a duty rotation that requires them to supervise students in the morning. Teachers are expected to step into the hallway to supervise students as they pass from class to class. Teachers also supervise the dismissal at the end of the day. Principal and Assistant Principal supervise dismissal to buses, cars and walkers.
- School bus behavior is clearly defined and enforced.
- Sterling Police Department has worked closely with Chocksett administration to address safety at the school. Discussed how to handle "shelter in place" if there is a critical incident.
- Administration, nurse, office staff and physical education teachers all have walkie-talkies to communicate with each other during the school day.
- Emergency procedures are kept in substitute teacher folder.

CHOCKSETT MIDDLE SCHOOL

CODE OF CONDUCT

In order to provide for an optimal academic and social environment, Chocksett Middle School has developed the following Code of Conduct. We believe that students must learn to become responsible by making appropriate choices and by understanding that all behaviors have consequences. CMS students are expected to conduct themselves in a manner that promotes a safe and orderly learning environment for all. Our Code of Conduct is a logical extension of our Responsive Classroom philosophy, designed to create and maintain a school community based upon respect, responsibility, and logical consequences.

RIGHTS All members of the Chocksett community have the following rights:

- To be treated with dignity and respect
- To learn and to teach without interference from disrespectful or disruptive behavior
- To be safe from physical harm and harassment

STUDENT RESPONSIBILITIES Student academic responsibilities include an emphasis on study and hard work. Students must strive to be prepared for class, to be on time, to listen and participate, and to complete their work. Student social responsibilities include an emphasis on good citizenship, based on respect and consideration for the rights of others. Students must respect authority, adhere to school rules, be responsible for their actions, and respect the rights, beliefs, and property of others.

TEACHER RESPONSIBILITIES Each teacher is expected to maintain classroom rules and regulations that foster an effective climate for learning. These rules will be posted in the classroom and discussed with students. Students who break the code of conduct will be subject to one or more of the disciplinary actions listed. Teachers will communicate with parents by phone or in person if their child is having difficulty following the classroom rules. In the event the behavior is gross insubordination to a teacher or presents a serious safety risk, students should be referred to administration immediately. The teacher present during such behavior will write a discipline slip describing the specifics of what happened. Teachers will be visible in the corridors and make regular visits to the lavatories to prevent infractions of school rules.

ADMINISTRATOR RESPONSIBILITIES Chocksett Administration believes that the orderly and safe operation of a school is dependent on the teachers and administration working together. Administration will greet students at arrival time; will be present in the lunchroom, and supervise students during dismissal. Administration will address all student discipline slips that are submitted using one of the following methods: conferencing with student, conferencing with teacher and student, sending the discipline slip home with student along with a call to parent, requesting a parent conference with administration/student/teacher, serving a detention, and/or possible suspension.

Definition of Terms

Informal Talk: a staff member will talk to the student to reach an agreement regarding future behavior.

Conference: A formal conference with a school official, the student, and possibly a parent in which the student agrees to correct the questionable behavior.

Detention: The student reports after school from 3:00 to 4:15 p.m. Detention may be assigned by the office or by a teacher. The student will be given notice of the detention and the parent must sign the detention form.

Loss of Privilege: The student may be denied participation in extra-curricular activities; may be removed from the cafeteria for an extended period of time; or may be denied the opportunity to participate in special events.

In-School Suspension: The student is excluded from one or more classes, but remains at school and is expected to complete the day's assignments. If a student receives an in-school suspension, he/she is required to report to school. Parents will be notified.

Out-of-School Suspension: Being suspended from school means that a student must remain off school property during the period of suspension. The student will be allowed to make up any work missed during the period of suspension. Written notification of the charges will be given to the student and the parents. **During the period of an In or Out-of-School Suspension, students are not allowed to participate in extracurricular activities from the time they begin to serve until 8:15 a.m. of the next regular school day after the suspension has been served.**

The following are serious violations of school and will not be tolerated:

Possession of Alcohol/Drugs Any student found in possession of drugs, drug paraphernalia, alcohol, or alcohol-related products will be suspended and may be subject to expulsion. Police may be notified. Students with substance abuse problems will be encouraged to enroll in appropriate substance abuse program. Please note see WRSD policy P6433.

Use and Possession of a Tobacco Product Any student found in possession of any tobacco product will be suspended from school. Subsequent offenses will result in increased suspension from school. Chocksett Middle School is a SMOKE-FREE environment in compliance with Massachusetts General Law.

Possession of a Dangerous Weapon Any student found in possession of a dangerous weapon will be suspended from school and may be subject to expulsion. Police may be notified. Please note WRSD policy P6435.

Stealing The first offense will result in parent notification and possible suspension from school. Subsequent offenses will result in increased suspension from school.

Cheating Students are expected to do their own work, unless instructed to work collaboratively. Cheating includes, but is not limited to the following: 1) Copying from someone else/letting someone else copy from you, 2) Talking, gesturing, or using notes during an assessment, 3) Passing test information from one class to another, 4) Submitting someone else's work as your own, 5) Forging signatures. Cheating represents a serious breach of academic integrity and will result in a zero on the assignment and possible detention.

Inappropriate, Vulgar Language First offense will result in detention. Second offense will result in suspension from school.

Damage to Property Students found damaging or defacing school property will be made to clean or replace damaged property. Parents will be contacted, and when necessary, billed for damage. Students will serve either a detention or suspension.

Disruptive Behavior Disruptive behavior is behavior that interrupts the orderly educational procedure of the school at any time. First offense will result in parent/student contact with warning and possible detention. Severe or chronic disruptions will result in possible suspension.

Defiance or Disrespect Toward Authority Refusal to comply with requests made by school personnel or rude and discourteous behavior in response to such requests. First offense will result in parent notification and possible suspension. Subsequent offenses will result in suspension from school.

Fighting: Fighting is a physical confrontation between two or more individuals in which the intent is to harm or injure the other. First offense will result in parent notification and automatic suspension from school. Subsequent offenses will result in increased suspension from school and could result in expulsion.

Harassment: Harassment is considered but not limited to behavior committed against others because of their ethnicity, race, religion, physical appearance, sexual orientation or gender. Harassment refers to continuous behavior, which is not welcomed by a student, faculty or staff member. Harassment can be personally offensive to the individual and it can interfere with the individual's ability to learn and work effectively. Depending on the severity of the harassment, the steps taken will be taken based on the WRSD policy P6434.

Plagiarism: Plagiarism is knowingly using or copying the academic work of others and representing it as one's own work without proper attribution. Each teacher has rules that should be followed in the classroom. If this is a repeated offense possible suspension will be pursued.

The Code of Conduct at CMS is not designed to delineate every possible situation. CMS reserves the right to establish fair and reasonable rules and regulations for circumstances that are not covered in this Code of Conduct. Please note the school regulations below:

- a. Truancy will result in a petition to the District Court as required by law.
- b. Students are expected to pass from one class to another in an orderly manner and go directly to their class.
- c. No gum chewing in school.
- d. Bicycle riders *must* go directly to the bicycle racks when coming to school, place their bicycles in the racks, and enter the school building.
- e. Radios, I-pods and hand held game systems are not allowed at school and will be confiscated and sent to the office for parent pick-up.
- f. NO SKATEBOARDING OR ROLLERBLADING ON SCHOOL GROUNDS.

Discipline referral forms will be issued to a student for an infraction of behavior rules. Students who are guilty of a major conduct infraction may be given a '3' in conduct on the report card. Students who accrue two or more discipline referral forms from the same teacher for serious conduct infractions during any marking period will receive a '3' in conduct on the report card.

Due Process In The Case Of Suspension Requires The Following:

1. For Disciplinary Action Up To and Including 10 Days of Suspension:
 - A. Verbal notice of the charge (telephone notification to parents/guardians).
 - B. An explanation of the evidence.
 - C. 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:
 - A. Written notice of opportunity for a hearing.
 - B. Written notice of the charges (telephone notification to parents/guardians with written copy of the charges mailed to student's parents/guardians).
 - C. The right to be represented by a lawyer or an advocate
 - D. Adequate time to prepare for a hearing.

- E. Access to documented evidence and the opportunity to present witnesses and evidence in student's behalf.
- F. The right to question witnesses.
- G. A written decision including the specific grounds for the decision.

Any student expelled from school by the Principal shall have the right to appeal the decision to the Superintendent of Schools.

Student Responsibility For Work During Suspension

Students are responsible to complete all assignments, tests, quizzes and homework missed during the suspension.

Lunchroom Behavior

Students must have permission to leave the cafeteria, will clean their table, surrounding floor area and dispense of trash, and are to remain seated except when buying food or emptying trash. Students are expected to use acceptable table manners while in the cafeteria. The duty teacher has the right to assign seating based on cafeteria behavior.

Field Trips, Extracurricular Activities

Appropriate behavior ensures that a child may participate in field trips and/or extracurricular activities. Students are expected to abide by all rules and regulations to participate. *The administration has the right to exclude a student from school field trips because of inappropriate behavior.* The school also has the authority to discipline students for inappropriate behavior at any school related function.

Bus Discipline

**W.R.S.D. STUDENT HANDBOOK
INFORMATION**

P6621

**POLICY RELATING TO PUPIL
SERVICES
TRANSPORTATION SAFETY AND
SECURITY PROCEDURES**

The Wachusett Regional School District and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing District requirements of student conduct on buses will rest with the principal. To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endanger the health, safety, and welfare of other riders or damages properties will be notified that their children face the loss of transportation privileges. Notification of this policy shall be contained in the Student Handbook.

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.

**WRSD Policy Relating to Support
Operations P7240
Safety and Security Procedures
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

Misbehaviors

Misbehaviors that interfere with the orderly transportation of students.

Some examples are:

Talking too loudly

Failure to stay seated

Littering on the bus

Tampering with the possessions of other passengers

Consequences

The bus driver may address the misbehavior:

- Verbal warning issued to student
- Assign seats

LEVEL 2

Misbehaviors

More severe misbehaviors that interfere with the orderly transportation of students. Some examples are:

- Repeated occurrences of Level 1 behaviors
- Annoying and/or bullying other passengers
- Use of profanity
- Damage to the bus

Consequences

The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. This action may include any or all of the following:

- 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

Misbehaviors

Behavior that endangers the safety of the driver or students and which impairs the

driver's ability to drive safely. Some examples include:

- 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

Consequences

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:

- 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

Extracurricular and Enrichment Activities

- Students at Chocksett may participate in these after school athletics:
 - Cross County and Track and Field in the Fall, and at Thomas Prince Track program in the Spring
 - Intramural Basketball for boys and girls
 - Boys and Girls Eagles Basketball
 - Field Hockey
 - Intramural Volleyball
 - Cheerleading
 - Boys and Girl's Eagles Soccer
 - Eagles Softball and Eagles Baseball
- Social Programs include:
 - Student Council for grades 5 –8
 - Yearbook
 - Lunch Bunch social skills groups that meet during lunchtime.
- School play, **School House Rock**, performed during the school year.
- Academic Enrichment time during the day used by students to:
 - Band and String Ensembles practice
 - Chorus; fifth grade, sixth grade and 7th and 8th grade chorus
 - Practice for **Central Districts** and **Great East Festival** for students in Chorus, Strings, or Band
- Student Council and 8th grade students collected food and gifts for the needy
- Chocksett Middle School Student Council conducted dances for students in grades 6 – 8.
- *Science Olympiad* team and *Destination Imagination* teams met after school and participated in competitions during the month of March.
- Chocksett *Mathletes* team competed against other District middle schools during the school year.
- Students could also participate in the Town of Sterling recreation programs after school. These include a recreational skiing program at Mount Wachusett, cooking and yoga classes, and boys and girls basketball.

Projected Facility Needs

Chocksett Middle School's building is nine years old. While it is still in excellent condition, there are a few areas that need to be addressed in the future.

1. The original plan for the school called for tiling the main hallways. These hallways were not tiled and require painting each summer. The school should develop a plan to tile portions of these hallways each year to address this need.
2. Flooding of the main lobby due to heavy rain continues to be a problem. Installing a grate outside the main doors has been discussed. This, or some other solution, should be considered, as the problem will not go away.

Evaluation Method

Over the past years we have employed a number of different evaluation techniques to assess our objectives. This will help SIMCO plan for the future. During the next three years, we shall employ the following techniques:

1. Administrative observations and reports.
2. Information gathered from the teaching staff, students and community.
3. Building principal will work with SIMCO members during 2009-2020 school year to determine methods to evaluate the SIP.

Dissemination

Once approved by the Wachusett Regional School Committee, copies of the plan will be placed on file in the school office, school library, and a copy will be forwarded to the town library. In addition, the School Plan will be shared with the Chocksett Middle School faculty.