

WACHUSETT REGIONAL SCHOOL DISTRICT

NAQUAG ELEMENTARY SCHOOH
Rutland, Massachusetts

SCHOOL IMPROVEMENT PLAN

2011 – 2012

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

**NAQUAG ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN**

TABLE OF CONTENTS

School Council -----	3
Mission and Vision Statements / Core Values -----	4
School Committee Goals -----	5
Program Evaluation Update (2009 – 2010 Accomplishments)-----	7
2009-2010 Evaluation Summary -----	13
2009-2010 School Goals and Action Plans -----	17
Class Size / Student – Teacher Ratio-----	53
Time on Learning -----	53
Staff Development -----	53
Diverse Learning Needs of Students -----	54
School Environment Actions -----	55
School Safety Plan -----	56
School Emergency Plans -----	56
Discipline /Code of Conduct -----	57
Extra Curricular / Enrichment Activities -----	62
Needs Based Budget Plan -----	63
Projected Facility Needs -----	64
Dissemination of School Improvement Plan -----	64

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

**NAQUAG ELEMENTARY SCHOOL
SCHOOL COUNCIL
2010 – 2011**

Co-Chairpersons:

Dixie Herbst, Principal
Kelly Allyn

Parent Members:

Robin Milaszewski
Julie Keefe
Nancy Gunnard

Teacher Members:

Karen Lizewski
Kara Antocci
Joann Severance

Community Member:

Gail Pryce

School Committee Member:

Julie Kelley
Robert Remillard

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Naquag Elementary School’s Mission Statement

Naquag creates and maintains an orderly, trusting, and caring environment where teaching and learning are exciting, and students are assisted as they develop responsibility. Students are provided daily opportunities for academic advancement by using technology, community resources and varied learning experiences.

Naquag Elementary School’s Vision Statement

Naquag Elementary School is a partnership among students, staff, parents, and the community. Together we are dedicated to nurturing literate, competent, responsible students in a safe and secure learning environment. Our focus is to educate the whole child by honoring individual learning styles, setting high expectations, and celebrating in individual growth. Our vision is for every Naquag student to be successful through this collaboration and dedication.

Naquag Elementary School’s Core Values

Trustworthiness

Respect

Responsibility

Caring

Citizenship

Fairness

School Motto:

We respect LOOP! (Learning, Ourselves, Others, and Property)

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

SCHOOL COMMITTEE GOALS

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.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

2010 – 2011 SIP Program Evaluation Update:

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.

* Gather data on number of truanancies, suspensions, and expulsions as measured by office referrals.

Status: Ongoing.

* Collect data on number of negative bus incidents and consequences.

Status: Ongoing.

* Classroom rules and procedures are created by classroom members and teachers and posted in classrooms.

Status: Completed: September 2010

* Review fire drills and lock down procedures with Rutland Fire and Police Chiefs, Conduct fire drills and lock down procedures under the direction of Rutland Fire and Police Department. Routinely practice school-wide fire drills/critical incident practices to provide a safe school environment.

Status: Initial process complete. Ongoing practice.

* Bus Safety Focus: School wide bus evacuation practice in Fall/Spring, all Naquag students will practice bus evacuations (anticipation of field trip usage and daily routine). At the beginning of the school year, students will review bus safety. Administration will meet with bus drivers and discuss bus safety at the beginning of school year.

Status: Complete. Bi-annual practice.

Met with school bus drivers on August 2010.

* Yearly survey distributed to families each spring to measure quality of academics, school climate, and communication between home and school. Results & report conclusion will be distributed through the School's website at the end of the school year.

Status: Survey scheduled to be distributed May 2011.

Theme I: SCHOOL CULTURE and CLIMATE

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

* Investigate and invite volunteer education connections between the Town of Rutland Agricultural, Historical and Conservation Commissions, the Senior Center, and the Rutland Veterans Organization. A focus will be to provide support in the classrooms and to create service oriented events.

Status: In process. Investigating different Rutland organizations. Members of the Rutland Agricultural Commission and Rutland Veterans Organization participated in Community Reading Day (March 2011). The Rutland Senior Center (Council on

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Aging) has been contacted to distribute student-made birthday cards for elderly shut-in's receiving "Meals on Wheels". The Rutland Veterans Organization was contacted for collaboration concerning Veteran's Day. (November 2010) and Flag Day (June 2011). Community Reading Day included Town of Rutland Representatives from the following: Police and Fire Depts. School Committee Member, Town Clerk, Board of Selectmen, DPW Superintendent, Rutland Agricultural Commission, Rutland Veterans, Director of Rutland Recreation, SIMCO Community Members.

- * Collaborate with PTO chairpersons to increase parents and community members school participation and volunteer work.

Status: Ongoing. Working with PTO to identify additional participation.

- * Schedule and organize grade specific "Curriculum Nights" for parents to better understand grade curriculum and expectations for students in a particular grade level. (Fall Event)

Status: Completed: September 2010.

- * Schedule and organize "Curriculum Open House / Showcase" for classroom and student work to inform and educate parents and families of grade level curriculum coverage. (Spring Event)

Status: Planned event for May 2011.

- * Yearly survey distributed to families each spring to measure quality of academics, school climate, and communication between home and school. Results and report conclusion will be distributed to parents and faculty members by end of school year.

Status: Survey Monkey data base / Paper Surveys data base will be used for survey creation. May 2010 distribution is planned.

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 reading their potential.

- * Data will be collected and analyzed from AIMSWEB and DRA assessments to identify academically "at-risk" students. Differentiated instruction and interventions will be used to provide necessary instruction and classroom Tier 2 Interventions.

Status: In process – ongoing (AIMSWEB, DRA results)

- * Data will be collected and analyzed from AIMSWEB and DRA assessments to identify academically "at-risk" students. Differentiated instruction and interventions will be used to provide necessary instruction and Tier 2 interventions.

Status: Ongoing – in process.

- * Classroom teachers will meet bi-monthly with school administration to discuss curriculum, instructional and intervention strategies and techniques, including differentiated instruction.

Status: On-going.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

* Title 1 instruction will be implemented to students who meet designated criteria. During September 2010, data from Spring AIMSWEB, DRA assessments, and end of the year assessments will determine the instructional need for additional math or reading instruction (20 - 30 minutes per day). Students will be pre and post tested. Upon reaching a pre-determined benchmark, a student will be dismissed from Title 1. There will be a “rolling” enrollment for students who meet certain criteria.

Status: Complete. Title 1 classes are currently in session with “rolling enrollments”. Title 1 was implemented during RTI – Tier II, 20 minutes per day.

* Identify “at risk” and “highly achieving” students through formal and informal assessments. Implement appropriate classroom instruction through RTI Tier II interventions.

Status: Monthly RTI meetings are held with all members of the Naquag faculty participating. Current AimsWeb and DRA data is used to create goals for students that are below benchmark reading levels.

Theme II: CURRICULUM, INSTRUCTION, ASSESSMENT

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

* Naquag faculty is accountable for District-wide literacy benchmarks and participates in data collection, analyzing data results and planning instruction toward students’ specific needs.

Status: In process. Following District Reading Assessment Schedule. Grade alike teams meet weekly with Administration to discuss data and instruction.

* Using student assessment data, faculty and administration will target areas in need of improvement by aligning instruction with curriculum benchmarks. Implement needed intervention and strategies, and monitor improvement and gains.

Status: In process. Weekly grade alike meetings discuss and plan differentiated instruction and strategies (RTI Tier II Interventions).

* Identify and target “at-risk” students utilizing District and normed assessments with Tier II Intervention. Provide intervention to “at-risk” students creating necessary curriculum mapping and planning where needed. RTI – (Response to Intervention) implemented.

Status: In process. Weekly grade-alike meetings discuss and plan differentiated instruction and strategies. Monthly RTI meetings are held with all members of the Naquag faculty participating. Current AimsWeb and DRA data is used to create goals for students that are below benchmark reading levels.

Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

* Curriculum-based measurement probes/assessments will occur throughout the school year to identify students' reading and mathematics difficulties. Data will be used to determine necessary intervention methods.

Status: In-process. Weekly grade alike meetings discuss and plan differentiated instruction and strategies.

* Collaboration with Central Office staff focused upon additional support/direction and available resources through professional development opportunities.

Status: In process during Curriculum and Cabinet Meetings.

* "At-risk" student's information will be shared with Naquag faculty and discussed in bi-monthly EIT meetings.

Status: In-process. Weekly grade alike meetings discussed and planned differentiated instruction and strategies. RTI meetings are held monthly with all members of the Naquag staff participating. RTI Tier II interventions are completed daily in all classroom settings.

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.

* The school environment will include a school-wide awareness of positive behavior supports which include: kindness, honesty, respect, cooperation, and responsibility. School-wide assemblies will focus on one emphasis per month. Parent communication will include newsletters, monthly bulletin board located in front and student's participation. Behaviors will be taught and modeled through classroom literature, real-life examples, and classroom discussions.

Status: In process.

School-wide assemblies held monthly. *Second Step* is taught weekly in all classrooms. Positive Behavior Incentives Support was implemented in all grade levels.

* Collect baseline data on school attendance and analyze correlation between student attendance and social/emotional well being of Naquag's students.

Status: In process.

* EIT (Early Intervention Team) & RTI meetings are held bi-monthly with grade level teachers and service providers. "At-risk" students will be identified and discussed to include needed interventions and services

Status: In process. Bi-monthly grade alike meetings discuss and plan differentiated instruction and strategies.

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

* Grade level teacher meetings will occur with school administration weekly to discuss concerns, successes, students and curriculum development. These meetings will be used as an avenue to increase communication and aid in building a positive school environment.

Status: In process.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Weekly grade alike meetings discuss and plan differentiated instruction and strategies.

- * Support collaboration between grade level teachers through grade-alike meetings (agendas/goals).

Status: Completed.

45 minutes per day common planning time is scheduled for all teachers.

Weekly meetings with administrators to discuss curriculum, assessments, etc.

- * Teacher directed focus groups (based on curriculum areas and student intervention) will promote increased student performance and colleague collaboration.(RTI Response to Intervention, Tier 2)

Status: In process. Teachers are participating in teacher planned grade alike meetings and focus groups (School-wide and District-wide) Monthly RTI meetings are held will all Naquag faculty participating. .

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.

- * District administrators and Central Office personnel will discuss and collaborate on appropriate professional development suggestions and opportunities.

Status: On-going (District Curriculum and Cabinet Meetings @ Central Office)

- * Survey staff (bi-annually) for suggested professional development areas and implementation opportunities

Status: Completed.

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.

- * Survey staff (bi-annually) for suggested technology and media items and trainings, including implementation opportunities (based on student needs and grade level curriculum and instruction). Identify technology and media needs.

Status: Information collected from staff to obtain staff ideas/suggestions
– data collected and analyzed.

- * Budget development for software and hardware needs. Incorporate on-going budget item to sufficiently support maintenance and upgrades of technology.

Status: Completed.

Theme VI: COMMUNITY RELATIONS and COMMUNICATIONS

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

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

* Gather information regarding facility use, including hours and participating organizations.

Status: In process. 2010-2012 building use has included: Boy Scout Meetings, Central MA Seven Hills Wheelmen, Rutland Recreation, PTO Events, Rutland Town Meetings and Basketball Clinics.

* Investigate and actively pursue collaborating with the Rutland Senior Citizens Organization to promote community outreach. Possibilities include: student- made birthday cards and holiday acknowledgements, Senior Citizens “Read-a-Louds” to students, and invitations to school functions.

Status: In process – currently being implemented and investigated.

* Investigate and actively pursue collaborating with the Rutland Veterans Association to promote community outreach. Possibilities include: recognition on Veteran’s Day, Memorial Day, and Flag Day, as well as invitations to school functions.

Status: In- process – being investigated, contacts have been made. Contact and collaboration included Veteran’s Day, November 2010. Mr. Bill Bailey (Rutland Veterans Association Coordinator) was a guest reader at Community Reading Day in March, 2011. End of the year participation includes Flag Day, June 2011.

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

* Monthly informational school newsletters will be shared with staff, students, parents, and the community. The newsletters will include updates on school events, informational student related topics, school announcements and calendar updates. Monthly school newsletters will be posted on the Naquag’s web site and a copy will be sent home to each Naquag family. A “Principals’ Chat” was held the 3rd Tuesday of every month.

Status: In – process, newsletter link for School web page.

* Update the Naquag Student Handbook and create a school calendar to improve staff, student, and parent communication.

Status: Completed for 2010 – 2011 school year. Planning for 2011 – 2012 school year. (New District Website Provider – Savvy).

* Offer Naquag parents communication options including Connect Ed Calls, Teacher Classroom Web Site, and Naquag School Web Site.

Status: Complete

* Develop parent survey for data to determine communication options, opinions, and suggestions

Status: Survey completed April 2011.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

2010 – 2011 Evaluation Summary

Naquag Elementary School is Rutland’s Kindergarten through Grade Two school with approximately 400 students. Our school, a partnership among students, staff, parents and the community, is dedicated to nurturing literate, competent, responsible students in a safe and secure learning environment. Our focus is to educate the whole child by honoring individual learning styles, setting high expectations and celebrating individual growth. Our vision is for every Naquag student to achieve success through this collaboration and dedication.

The reconfiguration for the Rutland Elementary Schools Grades K – 5 proved to be a highly successful transition. Naquag Elementary became the Town’s Grades K – 2 primary elementary school. Beginning in August 2010, several events were successfully held to promote friendliness and camaraderie. Grade-specific Family Picnics were held on different nights during the week before school began. On Tuesday, August 24th, over 400 kindergarten students and their families met in the cafeteria for the first “Kindergarten Family Picnic – BYOP” (Bring your own picnic!). The first grade students and their families gathered together for the “First Grade Family Picnic – BYOP” on Wednesday, August 25th; approximately 400 attended. Over 300 second graders and their families attended the “Second Grade Family Picnic – BYOP”, on Thursday, August 26th. Naquag’s families and friends were also welcome to attend three different Principals’ Tours during the week before school started. These informal tours were given by the School’s administrators.

Naquag Elementary School’s 2010-2011 school year began smoothly with 391 students. The enrollment consisted of:

4 ½ day Kindergarten Classes	3 District-Wide Classrooms:
2 Full-day Kindergarten Classes	ABA Classroom
6 First Grade Classes	NECC Partnership Classroom
6 Second Grade Classes	Developmental Delayed K – 3

Naquag’s own achievements have been accomplished through a variety of specified learning programs designed to meet all students’ needs. Our teachers continue to embrace the WRSD Literacy Initiative using the Reader’s Workshop and Writer’s Workshop teaching format during classroom instruction. Additional support was provided to classroom teachers by WRSD Instructional Coaches. Our Instructional Coaches met weekly with our teachers to provide support for planning, assessments, model lessons and to share co-teaching opportunities.

Teachers used several different assessments to identify areas of student weakness and to plan curriculum instruction. Students in Grades K – 2 were assessed by AIMSWEB (DIBELS – Dynamic Indicators of Basic Early Literacy Skill). AIMSWEB (DIBELS) included a variety of assessments for different grade levels including: LNF (Letter Naming Fluency); ISF (Initial Sounds Fluency); PSF (Phoneme Segmentation Fluency); NWF

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

(Nonsense Word Fluency); R-CBM (Reading Curriculum Based Measurement/Oral Reading Fluency); and the MAZE (comprehension). Additionally, the DRA (Developmental Reading Assessment) was used in Grades K – 2. The DRA determined students' reading accuracy, fluency and comprehension.

Response to Intervention (RTI) was fully implemented in all classrooms at Naquag Elementary School. All faculty members participated in monthly RTI Team meetings to design support and intervention plans for struggling students who were below benchmark levels in DRA, AimsWeb DIBELS and WRSD Benchmark assessments. RTI Tier II interventions were implemented daily by all classroom teachers. Bi-monthly "Progress Monitoring" was completed by classroom teachers for students who were below AimsWeb, DRA and WRSD Reading benchmarks.

Naquag Elementary School provided Title 1 reading support for qualifying students in Grades K – 2 throughout the school year. Several different assessment tools were used to determine eligibility for the students, including the AIMSWEB / DIBEL scores, DRA scores and teachers' classroom assessments and recommendations. Students were progress-monitored for progress every two weeks in order to document personal achievement and growth. Title 1 classes met daily for 20 minutes within the RTI Tier II specified grade level scheduled time period. A Title 1 Family Reading Night was held in December 2010. Families and students participating in Title I services were invited to school to discuss the program, literacy, and the ways we can all be better readers.

Communication between school and home remains an important priority at Naquag Elementary School. Naquag teachers regularly communicated with parents through District e-mail, telephone calls and written correspondence. Through the Naquag Elementary School Web Site, teacher-developed web pages were easily accessible. Using the Teacher's Web Program, a variety of information was available to students and parents. Monthly newsletters from the administration were sent home to every student and were accessible through the school's web site. Connect-Ed, an automated telephone calling system used throughout the District, continues to be utilized to notify Naquag families of upcoming events and notices. Monthly "Principals' Chats" were held during the third Tuesday of each month. Lastly, the Main Street / Route 122A message board notified the entire Rutland Community of important monthly school related events, activities and dates.

Naquag Elementary School acknowledges the importance of student safety. Students and staff daily embraced our school motto "We respect LOOP (Learning, Ourselves, Others and Property)" daily through our pledge: "We pledge that each and every day we will respect learning, we will respect ourselves, we will respect others and we will respect property." A variety of support and programs were implemented to focus on anti-bullying and teasing. During the 2010-2011 school year, each classroom teacher taught their students *Second Step*, a researched-based character building program. The *Second Step* program increased students' awareness of diversity, empathy and assuming responsibility for one's actions. Students participated in weekly lessons through direct teaching, role-playing, and student

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

discussion. Naquag teachers are pro-active in providing instruction and leadership to our students regarding expected behaviors in the school environment. Naquag teachers and administration have researched and created a “Positive Behavior Interventions and Supports” (PBIS) to identify, organize and teach expected student behaviors in our school in these areas: Classrooms, Hallways, Restrooms, Cafeteria, Recess, Buses, Assemblies and Special Events. Our PBIS philosophy is based on RESPECT, RESPONSIBILITY and SAFETY for all students and adults in our building. It is our belief that the PBIS will provide a clear set of behavior expectations that will support diversity and anti-bullying issues. The Naquag PBIS Team (composed of teachers) regularly meets with school administration to evaluate, monitor and revise our PBIS program.

Monthly assemblies were held to discuss the *Second Step* topics including empathy, emotion management, problem solving, impulse control, caring, fairness and mutual cooperation. Additionally, an anti-bullying presentation, “Power of One” by *Soren Bennick Productions*, was enjoyed by all grade levels. The “Power of One” presentation consisted of a series of skits presented by actors using boxes, colors and masks to vividly portray what bullying is, what can be done about it and how every child has the power of one, as well as the power to report bullying when they see it.

The Naquag staff and administration recognize the importance of parent and community involvement and support. Parent and community members provided important classroom assistance in our classrooms throughout the school year. Members of our School Improvement Council (SIMCO) met regularly to review school concerns, events, policies and goals to improve the learning program in our school. The Naquag PTO supported our school in numerous ways providing assistance throughout the school year for school events and fundraisers. The PTO also provided many educational curriculum-based enrichment programs. Additionally, the Rutland Recreation Department provided availability to a variety of after-school programs for students throughout the school year. The commitment shown by Naquag parents and the Rutland community enriched the educational experience of Naquag students during the 2010-2011 school year.

With the assistance and support of our dedicated staff and many parent volunteers, our students participated in grade specific MA State Framework / Curriculum based field trips. These grade specific enrichment opportunities included field trips to: Davis Family Farm, Southwick’s Wild Animal Zoo, and the Eric Carle Museum.

Naquag Elementary and Worcester State University (WSU) have formed a partnership together to provide Naquag students and teachers with support in reading and writing, as well as WSU students with classroom experience. Working closely with Dr. Margaret Bouchard, students in her ED343 “Elementary Reading, Language Arts and Literature” six credit course collaborated with Naquag teachers to provide assistance to students. The Naquag / WSU Partnership proved to be beneficial for all involved.

Naquag Elementary School sponsored parent “Curriculum Nights” in September 2010 to

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

provide parents an opportunity to meet with each grade-levels' teachers and review grade level curriculum and expectations. Throughout the school year, parents were invited to join monthly school assemblies which highlighted grade level curriculum-based presentations. Parents and family members, as well as the Rutland community, were also invited to annual school-wide events including: the December 2010 and June 2011 Music Concerts, the June 2011's Literacy Parade, 2011 June 14th Flag Day and May 2011's Curriculum Showcase (where a collection of student curriculum completed throughout the school year is displayed).

During the 2010-2011 school year, Naquag students and staff participated in many community service projects based on the philosophy of "Helping Others". Participation in different projects included: collecting non-perishable food items and supplies for the Rutland Food Pantry in November and June; our annual December Mitten and Glove Drive to benefit Abby's House in Worcester and the "Be Like Brit" March Madness Spare Change Drive.

Naquag Elementary's administration, faculty and staff are committed to providing every student with support and understanding in order to maintain our excellent learning environment; we take pride in our learning atmosphere. We recognize the importance of community involvement and express our appreciation to all parents, family members and town representatives for their continued support.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

2010 – 2011 Goals/Success Measures/ Action Statements

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures 1. Decrease levels of truanancies, suspensions and expulsions.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Gather data on number of truanancies, suspensions, and expulsions as measured by office referrals. Review quarterly. Follow-up appropriately with parents / guardians.	Naquag Administrators Naquag School Secretary	Documentation of total numbers of truanancies, suspensions, & expulsions.	On-going procedure completed through <i>Power-School</i> attendance records and office record keeping.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures 2. Decrease levels of negative bus incidents and consequences.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. August 2011, before school starts, meet with the District’s bus company to review rules, regulations and procedures.	Naquag Administrators	Report documenting totals of bus related incidents/consequences. Create pro-active plan to decrease bus related incidents.	Documentation on-going with appropriate paper work collected.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures - 3. Decrease levels of disrespectful interpersonal infractions as measured by a decrease in office referrals and interventions.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
3. Classroom rules and procedures are created by classroom members and teachers and posted in classrooms at the beginning of the school year. These are reviewed with students frequently. Positive Behavior Incentives System (PBIS) is implemented school-wide. LOOP motto is implemented “We respect LOOP!(Learning, Ourselves, Others, and Property).”	Naquag Administrators Naquag Faculty and Students	Physically evident in classrooms	Classroom rules and procedures were developed and discussed by teachers and students at the beginning of the school year On-going reminders of the rules and procedures are frequently completed. LOOP pledge is recited daily in classrooms.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures	Responsible Parties
4. Providing a safe school environment for students and faculty members.	Building Principals

Action Statements			
Action	Person Responsible	Indicator of Success	Status
4. Review fire drills and lock down procedures with Rutland Fire and Police Chiefs. Conduct fire drills and lock down procedures under the direction of Rutland Fire and Police Departments. Routinely practice school-wide fire drills / critical incident practices to provide a safe school environment.	Naquag Administrators Naquag Faculty and Students Rutland Fire & Police Depts.	Assessment of drills and practice by all involved. Agreement of smooth transitions and drills / practices determining function effectiveness & efficiency.	On-going practice with Rutland Fire and Police Departments.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures - 5. Student and faculty awareness of bus safety procedures	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
5. Bus Safety Focus: School wide bus evacuation practice in Fall / Spring. All Naquag students will practice bus evacuations (anticipation of field trip usage and daily routine). At the beginning of the school year, students will review bus safety. Administration will meet with bus drivers and discuss bus safety at beginning of school year.	Naquag Administrators Naquag Faculty and Students Naquag Bus Drivers	Student awareness of bus safety and evacuation procedures.	Fall and Spring bus evacuation practice was completed with all Naquag students.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures - 6. Results of school climate survey will provide additional information to administration concerning student safety and a positive school culture and climate.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
6. Yearly survey distributed to families each spring to measure quality of academics, school climate, and communication between home and school. Results & report conclusion will be shared through the School's website at the end of the school year.	Naquag Administrators Naquag Faculty	Survey administered, tabulated and results shared with Naquag community.	Survey is completed annually in Spring.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures 1. Areas for partnerships are identified.	Responsible Parties Community Outreach Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Investigate and invite volunteer educational connections between the Town of Rutland Agricultural, Historical and Conservation Commissions, the Senior Center, and the Rutland Veterans Organization. A focus will be to provide support in the classrooms and create service oriented events.	Naquag Administrators Naquag PTO Chairperson	Report documenting number of volunteers and connections and community service related projects.	The Rutland Council on Aging was contacted to coordinate student artwork and seniors receiving “Meals on Wheels”. Additionally, Town of Rutland Organizations interactions are being investigated. Community Reading Day included Town of Rutland Representatives from the following: Police and Fire Depts. ,School Committee Member, Town Clerk, Board of Selectmen, DPW Superintendent, Rutland Agricultural Commission, Rutland Veterans and the Director of Rutland Recreation.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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
2. Participation of parents and community members as volunteers in the schools increases steadily and is welcomed.	Community Outreach Subcommittee Building Principals

Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Collaborate with PTO chairpersons to increase parent and community members school participation and volunteer work	Naquag Administrators Naquag PTO Chairpersons	Data collection on parent and community members volunteer participation. Analyze data to encourage additional volunteer participation.	Quarterly meetings were held with PTO chairpersons to plan school events. The PTO assisted with Community Reading and numerous enrichment programs.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures 3. Increased parent and school partnerships dedicated to support teaching and learning.	Responsible Parties Community Outreach Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
3. Schedule and organize grade specific “Curriculum Night” for parents to better understand grade curriculum and expectations for students in a particular grade level. (Fall Event)	Naquag Administrators Naquag Faculty	Annual “Curriculum Night” for Specific Grade Levels participation and attendance. Staff post- reflection shared to provide insight for next year.	Completed in Fall 2010. Planned for Fall 2011.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures 4. Increased partnerships between community members, parents, students, and faculty members.	Responsible Parties Community Outreach Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
4. Schedule and organize “Curriculum Open House / Showcase for Classroom & Student Work” to inform and educate parents and families of grade level curriculum coverage. (Spring Event)	Naquag Administrators Naquag Faculty Naquag Students & Parents	“Annual Curriculum Open House / Showcase for Classroom & Student Work” participation and attendance.	Event held in June 2011. Planned for June 2012.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: SCHOOL CULTURE and CLIMATE

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

Success Measures 5. Parents report positive interaction between faculty and students and a mechanism exists to evaluate and remediate any concerns.	Responsible Parties Community Outreach Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
5. Yearly survey distributed to families each spring to measure quality of academics, school climate, and communication between home and school. Results & report conclusion will be available on the School's Website.	Naquag Administrators Naquag PTO Chairpersons	Survey administered, tabulated and results shared with Naquag community.	Survey is currently available through the School's website.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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 1. Decrease number of students academically “at risk” as measured by grades and District-wide performance measures.	Responsible Parties Education Subcommittee Building Principals/Central Office
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Data will be collected and analyzed from AIMSWEB and DRA assessments to identify academically “at-risk” students. Differentiated instruction and interventions will be used to provide necessary instruction and classroom Tier 2 Interventions.	Naquag Administrators Naquag Faculty	Student progression in reading fluency /comprehension, and mathematics in relation to curriculum-based benchmarks	2011 Spring data being collected to be analyzed to identify “at risk” students for differentiated instruction and interventions. Teachers submitted “Title 1” student referrals in June 2011 for reading and mathematics intervention (School Year 2011-2012).

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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 2. Increase practice of differentiated instruction in all grade levels and curriculum including highly achieving students.	Responsible Parties Education Subcommittee Building Principals/Central Office
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Classroom teachers will meet weekly with school administration to discuss curriculum, instructional and intervention strategies and techniques, including differentiated instruction. Differentiated instruction practices include identification of and planning for highly achieving students.	Naquag Administrators Naquag Faculty School Improvement	Meeting agendas and student work samples indicating progress and differentiated instruction.	On-going practice to be continued 2011-2012 school year.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

Success Measures 1. Implement programs to remediate identified student difficulties.	Responsible Parties Education Subcommittee Central Office Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Title 1 instruction will be implemented to students who meet designated criteria. During Fall 2011, Spring 2012 AIMSWEB and DRA assessments , plus end of the year assessments will determine the instructional need for additional math or reading instruction (20 - 30 minutes per day). Students will be pre and post tested. Upon reaching a pre-determined benchmark, a student will be dismissed from Title 1. There will be a “rolling” enrollment for students who meet certain criteria. Response to Intervention (RTI) will determine best practice interventions and classroom support	Naquag Administrators Naquag Faculty Naquag Title 1 Teacher Naquag RTI Teams	Improved assessment scores/data	On-going practice throughout school year.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme II: CURRICULUM, INSTRUCTION, and ASSESSMENT

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

<p>Success Measures 2. Implement assessment for “at risk” and “highly achieving” students. Provide necessary instruction through Response to Intervention (RTI) Tier II interventions.</p>	<p>Responsible Parties Education Subcommittee Central Office Selected Principals</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>2. Identify “at risk and “highly achieving” students through formal and informal assessments. Implement appropriate classroom instruction through RTI Tier II interventions.</p> <p>Monthly RTI Meetings with Staff to discuss and evaluate RTI Tier II interventions.</p>	<p>Naquag Administrators Naquag Faculty</p>	<p>Analyze aide schedule and accountability of services and student assistance. RTI Tier II Instruction in all classrooms.</p>	<p>On-going practice throughout school year.</p>

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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.

Success Measures 1. Students will meet approved standards as measured by the District-wide assessment program.	Responsible Parties Education Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Naquag faculty is accountable for District-wide literacy benchmarks and participates in data collection, analyzing data results and planning instruction toward students' specific needs.	Naquag Administrators Naquag Faculty	Students make progress and meet District benchmarks (Including DRA, DIBELS, MAZE, CBM)	Faculty currently participating in Literacy Initiative, data results drive instruction and differentiated interventions.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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.

Success Measures 2. Number of students requiring remedial interventions will decrease.	Responsible Parties Education Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Using student assessment data, faculty and administration will target areas in need of improvement by aligning instruction with curriculum benchmarks. Implement needed intervention and strategies, and monitor improvement and gains.	Naquag Administrators Naquag Faculty	Formal and informal assessments, observations, and walk-through's combined with student data analyzed will determine improvement and achievement.	On-going practice.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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.

Success Measures 3. Number of students requiring remedial interventions will decrease.	Responsible Parties Education Subcommittee Building Principals
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Action Statements		
Action	Person Responsible	Indicator of Success
3. Identify and target “at-risk” students utilizing District and normed assessments with Tier 2 Intervention. Provide intervention to “at-risk” students – creating necessary curriculum mapping and planning where needed. RTI – (Response to Intervention) implemented.	Naquag Administrators Naquag Faculty	Report of “at-risk” students using student data focused on student baseline.
		On-going practice currently being implemented.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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> <p>1. An inventory of currently available programs and practices is annually evaluated and made available to administrators, teachers, staff, parents and students.</p>	<p>Responsible Parties Building Principals/Central Office</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>1. Curriculum-based measurement probes /assessments will occur throughout the school year to identify students’ reading and mathematics difficulties. Data will be used to determine necessary intervention methods.</p>	<p>Naquag Administrators Naquag Faculty</p>	<p>Staff awareness of specific students’ needs through professional development programs, student assessments, and intervention strategies developed and implemented.</p>	<p>On-going practice</p>

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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 - Examples 2. Professional development programs are in place to help awareness of staff.</p>	<p>Responsible Parties Building Principals/Central Office</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Collaboration with Central Office staff focused upon additional support/direction and available resources through professional development opportunities.	Naquag Administrators Central Office Personnel Naquag Faculty	Information shared with school faculty and implemented when applicable.	On-going practice

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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 - Examples 3. Sufficient resources and/or staffing are available to help at-risk students in a timely manner.</p>	<p>Responsible Parties Building Principals/Central Office</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
3. “At-risk” student’s information will be shared with Naquag special education teachers and therapy providers (school psychologist, speech-language pathologist and OT provider) and discussed in weekly Child Study Teams (CST) meetings.	Naquag Administrators Naquag School Faculty	Running records of CST meetings and discussions, continued @ Naquag’s weekly special education team meetings.	On-going practice

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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>1. Programs and practices that enhance student social emotional well-being will result in a decrease in disciplinary referrals.</p>	<p>Responsible Parties</p> <p>Education Subcommittee Building Principals/Central Office</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>1. The school environment will include a school-wide awareness of positive behavior supports which include: trustworthiness, respect, responsibility, caring, citizenship, fairness . School-wide assemblies will focus on one emphasis per month. Parent communication will include newsletters, monthly bulletin board located in front entry featuring designated value, and student’s participation. Behaviors will be taught and modeled through classroom literature, real-life examples, and classroom discussions. LOOP (Respect of Learning, Ourselves, Others and Property) and Second Step will be implemented in each classroom</p>	<p>Naquag Administrators Naquag Faculty and Staff</p>	<p>School-wide awareness and participation of positive behavior supports (kindness, respect, cooperation and responsibility). Classroom instruction, school assemblies and parent newsletters.</p>	<p>On-going practice.</p>

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme III: STUDENT SUPPORT SERVICES: THE WHOLE CHILD

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

Success Measures 2. Awareness and process to identify correlation of school attendance and social/emotional well being of students.	Responsible Parties Education Subcommittee Building Principals/Central Office
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Collect baseline data on school attendance and analyze correlation between student attendance and social/emotional well being of Naquag’s students.	Naquag Administrators Naquag Secretary Naquag Psychologist	Compile data and document attendance analysis to establish a baseline. Compile strategies to improve attendance.	On-going practice using <i>Power School</i> data collection.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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>3. Process will be in place to identify at risk students and a variety of programs that will be made available to address individual and group needs.</p>	<p>Responsible Parties</p> <p>Education Subcommittee Building Principals/Central Office</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>3. RTI meetings are held monthly with mulit-grade level teachers and service providers. "At-risk" students will be identified and discussed to include needed interventions and services.</p>	<p>Naquag Administrators Naquag Faculty Naquag Secretary Naquag Psychologist</p>	<p>Bi-Monthly RTI meeting agendas and minutes of meetings. Follow up strategies will be included.</p>	<p>On-going practice</p>

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

Success Measures - Examples 1. Time will be provided for opportunities for teachers to collaborate at subject and/or grade levels.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Grade level teacher meetings will occur with school administration weekly to discuss concerns, successes, students and curriculum development. These meetings will be used as an avenue to increase communication and aid in building a positive school environment.	Naquag Administrators Naquag Faculty	Awareness of school environment and faculty concerns, suggestions, and successes.	On going practice.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme IV: PERSONNEL and PROFESSIONAL DEVELOPMENT

Goal 9: Create more opportunities for collaboration and mentoring.

Success Measures - Examples 2. Time will be provided for opportunities for teachers to collaborate at subject and/or grade levels.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Teacher directed focus groups (based on curriculum areas and student intervention) will promote increased student performance and colleague collaboration. (<i>Response to Intervention RTI, Tier 2</i>).	Naquag Administrators Naquag Faculty	Feedback from faculty. Documentation of meetings strategies discussed and implemented.	Monthly RTI teacher meetings and directed focus groups to be implemented Fall 2011.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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 1. Elevated rates of Professional Development Points (PDP) accumulation on a voluntary basis, in addition to those required.	Responsible Parties Building Principals/Central Office
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. District administrators and Central Office personnel will discuss and collaborate appropriate professional development suggestions and opportunities.	District Administrators Building Principals	Discussion of appropriate and suggested professional development opportunities and implementation.	On-going process and dialogue.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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.

Success Measures 1. Determine technology and media items & trainings suggested by faculty through survey and discussions. Identify needs	Responsible Parties Building Principals/Central Office
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
1. Survey staff (bi-annually) for suggested technology and media items and trainings, including implementation opportunities (based on student needs and grade level curriculum and instruction). Identify technology and media needs.	Naquag Administrators Naquag Faculty Naquag's Technical Assistant	Survey administered, analyzed, and shared with school faculty, Central Office personnel and Naquag's technology associate.	Spring survey completed by Naquag staff. Results analyzed and discussed.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

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.

Success Measures 2. Resources for installation and maintenance of technology are sufficient and sustainable.	Responsible Parties Building Principals/Central Office
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Budget development for software and hardware needs. Incorporate on-going budget item to sufficiently support maintenance and upgrades of technology.	Naquag Administrators Naquag Technical Assist.	Budget developed and planned for on-going support.	In process, on-going.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme I: 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.

Success Measures 3. Collaborate with PTO members, along with interested staff & students to improve Naquag’s School Library.	Responsible Parties Community Outreach Subcommittee Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
3. Interested parties will cooperate in obtaining suggested curriculum-based book titles, appropriate leveled books, and high interest book selections.	Naquag Administrators Naquag Staff Naquag PTO members Naquag Students Community Members	Obtain suggested book titles from Naquag staff, parents, and students. Organized plan to improve library book selections and opportunities.	Interested parties (School Librarian, teacher volunteers and PTO members) collaborated in selecting Library books titles / authors and creating a “donation” method for School Library books.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme VI: COMMUNITY RELATIONS and COMMUNICATIONS

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

<p>Success Measures</p> <p>1. Increase use of school buildings and facilities by residents and community to increase opportunities of non-school time.</p>	<p>Responsible Parties</p> <p>Building Principals</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>1. Gather information regarding facility use, including hours and participating organizations.</p>	<p>Naquag Administrators Naquag Secretary</p>	<p>Create report documenting current use of school facility</p>	<p>In-process – currently being completed. 2010-2011 Naquag Elementary’s after school hours events have included: Boy Scout Meetings, Central MA Seven Hills Wheelmen Club, Rutland Recreation, Soccer Clinics, Basketball Practice, The Rutland Grange, PTO Events and Rutland Town Meetings.</p>

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme VI: COMMUNITY RELATIONS and COMMUNICATIONS

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

Success Measures 2 Include community involvement and organizations in school programs.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Investigate and actively pursue collaborating with the Rutland Veterans Association to promote community outreach. Possibilities include: recognition on Veteran’s Day, Memorial Day, and Flag Day, as well as invitations to school functions.	Naquag Administrators Naquag Students	Planned school events to include Rutland Veteran’s Association	November 2010, Veteran’s Day – Rutland veterans participated in our Naquag Veteran’s Day Ceremony. Rutland veterans will be invited to participate in the Flag Day Ceremony on June 20, 2011. Currently developing a plan and schedule for 2011-2012 school year

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

<p>Success Measures</p> <p>1. All major decisions are communicated to staff, students, parents and the community.</p>	<p>Responsible Parties</p> <p>Building Principals</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>1. Monthly informational school newsletters will be shared with staff, students, parents, and the community. The newsletters will include updates on school events, informational student related topics, school announcements and calendar updates. Monthly school newsletters will be posted on the Naquag’s web site and a copy will be sent home to each Naquag family.</p>	<p>Naquag Administrators</p>	<p>Monthly School Newsletters</p>	<p>Currently on-going.</p>

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

Success Measures 2. All major decisions are communicated to staff, students, parents and the community.	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
2. Update the Naquag Student Handbook and create a school calendar to improve staff, student, and parent communication. Post information on School Web-site.	Naquag Administrators	Updated Yearly Naquag Student Handbook and Calendar	Completed for 2010-2011 school year. Currently being completed for 2011-2012 school year.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

Success Measures - Examples 3. Technology is integrated as a tool to support administrative capabilities in communications,	Responsible Parties Building Principals
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
3. Offer Naquag parents communication options including Connect Ed Calls, Teacher Classroom Web Site, and Naquag School Web Site.	Naquag Administrators Naquag Tech. Associate	Fall Student Profiles, Notification of Communication options through school/teacher newsletters & student handbook.	Completed for 2010-2011 School Year. Planned for 2011-2012 School Year.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Theme VII: ORGANIZATIONAL LEADERSHIP, and MANAGEMENT

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

<p>Success Measures</p> <p>4. Survey Naquag parents to gauge communication needs including options/opinions/ and suggestions.</p>	<p>Responsible Parties</p> <p>Building Principals</p>
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Action Statements			
Action	Person Responsible	Indicator of Success	Status
<p>4. Develop parent survey for data to determine communication options, opinions, and suggestions.</p>	<p>Naquag Administrators Naquag Tech. Associate</p>	<p>Complete parent communication survey to determine communication needs. Collect data, analyze results and determine additional suggested communication means.</p>	<p>Completed April 2011. Survey results shared May 2011 through May Newsletter and Naquag web-page. Plan annual survey for March 2012.</p>

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

**Class Size and Student Teacher Ratio
2010-2011**

Naquag Elementary School has a total student population of 327 students. The staffing ratio for Naquag is 15. The following is a break down for classroom student to teacher ratios by grade level:

Kindergarten: 128 students,	Full day (41)	20:1
	.5 day (87)	20:1
Grade 1: 121 students, 6 classes		20:1
Grade 2: 141 students, 6 classes		23:1
Developmental Class – Primary: 4 students		9:1
District ABA – 7 students:		7:1
NECC Partnership – 7 students:		7:1
Physical Ed:	1.0	
Music:	1.0	
Art:	1.0	

Time on Learning

Elementary schools in Massachusetts are responsible to be in session for 900 hours during the academic year and 450 hours for 1/2 day Kindergarten. Naquag Elementary School exceeds these amounts.

Full day Kindergarten & Grades 1 – 2:

Instructional time:
9:00 to 3:30

Kindergarten:

Instructional time:
Morning Session 9:00 – 11:40
Afternoon Session 12:40 – 3:30

Staff Development

The staff of Naquag Elementary participated in the District-wide “in-house” Professional Development Days, as well as Professional Development early release days. In October 2010, our early release day professional development for teachers and aides focused on a variety of instructional interventions including Math. Early release days in December 2010 and January 2011 focused on the District’s Math Pacing Guide (grade specific trajectory and calendar). In March 2011, the professional development day focused on a the District’s Math Pacing Guide, the math internet website “Illuminations” and analyzing the Everyday Math Journals. Several Naquag teachers attended two separate week-long Summer 2010 Institutes focused on “Writer’s Workshop” and the “Math Pacing Workshop” that was offered to all District K – 5 teachers.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Diverse Learning Needs of Students

Response to Intervention (RTI) & Tier II Interventions:

All of Naquag teachers participate in Response to Intervention (RTI) Teams and Tier II interventions. Naquag Elementary has six (6) RTI Teams. These Teams meet monthly to screen, assess, identify, plan for and discuss interventions for students who are underperforming academically and below grade level benchmarks. Goals are set for 6 – 8 week durations and each student's progress is regularly assessed and discussed. Specific Tier II intervention is facilitated during daily designated times in all grade levels. Assessments used in determining grade level benchmarks include AIMSWEB (Data management system assesses students reading level using District & National norms or target. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and teachers' formal and informal assessments in Reading.

Title 1 Tier II Intervention:

Naquag Elementary School provided Title 1 reading and mathematics support for qualifying students in Grades K – 2 throughout the school year. Several different assessment tools were used to determine eligibility for the students, including the AIMSWEB / DIBEL scores, and teachers' classroom assessments and recommendations. Students were progress-monitored for progress every two weeks in order to document personal achievement and growth. Title 1 classes met daily for 20 minutes within the RTI Tier II specified grade level scheduled time period. A Title 1 Family Reading Night was held in December 2010 and May 2011. Families and students participating in Title I services were invited to school to discuss the program, literacy, and the ways we can all be better readers.

Curriculum Assessment and Instruction:

Naquag's own achievements have been accomplished through a variety of specified learning programs designed to meet all students' needs. Our teachers continue to embrace the WRSD Literacy Initiative using the Reader's Workshop teaching format during classroom instruction. Writer's Workshop was implemented this school year, mirroring the same instructional format as Reader's Workshop. Additional support was provided to classroom teachers by a WRSD Literacy Coach. Our Literacy Coach met weekly with our teachers to provide support for planning, assessments, model lessons and to share co-teaching opportunities.

Curriculum instruction in all grade levels was based on the Massachusetts and District Frameworks and Guidelines. The *Foundations* Reading Program was implemented in Kindergarten, as well as in Grades 1 & 2. *Foundations*, a Wilson Reading Program, contains lessons based on phonological and phonemic awareness, phonics and spelling. *Foundations'* 30 minute lessons incorporated sequence skills that included print knowledge, alphabet and phonological awareness, decoding, vocabulary, fluency and spelling. Critical thinking, speaking, and listening skills were practiced throughout different activities. *Foundations* was also used in the daily language arts classroom instruction, along with the WRSD Reader's Workshop strategies. The *Everyday Math* Program was used in all grade levels. Several classroom teachers embraced the District's Math Pacing Guide which was used in conjunction with the *Everyday Math* Program. Technology continues to be an important aspect of Naquag Elementary School's educational program. Classrooms for Grades K – 2 are equipped with touch sensitive SMART Boards that encouraged both student and teacher multi-sensory interactions.

Teachers used several different assessments to identify areas of student weakness and to plan curriculum instruction. Students in Grades K – 2 were assessed by AIMSWEB (DIBELS – Dynamic Indicators of Basic Early Literacy Skill). AIMSWEB (DIBELS) included a variety of assessments for different grade levels including: LNF (Letter Naming Fluency), ISF (Initial Sounds Fluency); PSF (Phoneme Segmentation Fluency); NWF (Nonsense Word Fluency), R-CBM (Reading Curriculum Based

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Measurement/Oral Reading Fluency), and the MAZE (comprehension). Additionally, the DRA (Developmental Reading Assessment) was used in Grades K – 2. The DRA determined students' reading accuracy, fluency and comprehension.

Naquag teachers assessed students in mathematics in November, February and June using the Massachusetts Frameworks and Everyday Math / WRSD's Math Pacing Guide. These assessments were used to aid teachers in planning instruction and intervention groups.

School Environment Actions

Naquag Elementary staff is pro-active in planning and implementing actions targeted toward diversity and anti-bullying. All teachers facilitate the "Second Step" program, a research-based violence prevention program which integrates social and emotional learning with academics. Kindergarten through Grade 2 students learn and practice vital social skills, including empathy, emotion management, problem solving, caring, fairness, impulse control and cooperation. These essential life skills help students in the classroom, on the playground, and at home. Classroom teachers provide weekly instruction through direct teaching, role-playing, and student discussion. Monthly assemblies are held with all grade levels focusing on different *Second Step* topics, often shared through scanned "read-aloud" books using an In-focus projector and large screen presentation. Bulletin boards throughout the school are focused upon these important social skills. Our Art teacher, Mrs. Joanne Quinn, also incorporates art lessons in creating student produced hallway posters focused on the different monthly social skill emphasis.

Naquag teachers provide instruction and leadership to our students regarding expected behaviors in the school environment. Naquag teachers and administration have researched and created a "Positive Behavior Intervention System" (PBIS) to identify, organize and teach expected student behaviors in our school in these areas: Classrooms, Hallways, Restrooms, Cafeteria, Recess, Buses, Assemblies and Special Events. Our PBIS philosophy is based on RESPECT, RESPONSIBILITY and SAFETY for all students and adults in our building. It is our belief that the PBIS will provide a clear set of behavior expectations that will support diversity and anti-bullying issues. The Naquag PBIS Team (composed of teachers) regularly meets with school administration to evaluate, monitor and revise our PBIS program.

PBIS is the acronym for **Positive Behavior Intervention Support**

3. Uniform school-wide approach for responding to positive and negative behavior
4. Clear set of expectations for **ALL** students
5. Teaching expected behavior to all students
6. Rewards to encourage expected behavior
7. Consequences for inappropriate behavior
8. Procedures for on-going monitoring, evaluation, and program improvement

At Naquag Elementary School, our goal is to provide a safe, secure, and pleasant learning environment to all students. We believe that appropriate behavior skills must be taught and reinforced just as academic skills are taught and reinforced. Our focus is on teaching students what they are expected to do and to help them understand how appropriate behavior from every student is necessary for a positive learning environment. The cooperation of everyone is necessary to help our students understand that they are responsible for their behavior. We rely on the support and close cooperation of home, school, and community to get across our message that children benefit most when they are able to live and learn in a safe, structured, and respectful atmosphere.

Teachers provide the necessary support and guidance that encourages students to practice the citizenship skills of RESPECT, RESPONSIBILITY, and SAFETY. Students are taught school expectations, positive problem-solving skills and disciplinary consequences at the beginning of the year with additional lessons

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

throughout the school year. With this knowledge, students are expected to assume increasing responsibility for their own behaviors and to take ownership of their daily decisions.

Small discipline problems are handled by the staff member on duty at the time of the problem (e.g. not following game rules at recess, or running in the hallway). Classroom teachers handle all minor problems that occur in their classrooms. Individual student documentation is used to track and communicate minor behavior problems. Guidelines are established for expected positive school behavior. Students must respect themselves, others, and property at all times and to use the rules of common courtesy when interacting with others.

Naquag Elementary School Safety Plan

Our school District, along with the rest of the state, is deeply concerned with the safety of our students. Events in the recent past have focused our attention to reviewing our safety plans and further planning for any possible interruption to our school days. With this in mind, the following procedures will be followed:

Access to School Buildings

All doors at Naquag School, except the front door with buzzer access, are locked during the day. (All doors may be easily opened from the inside.) **Visitors, volunteers and others entering the school must report to the office to sign-in and either wear their WRSD issued CORI Volunteer badge or obtain a visitor pass before proceeding into the academic areas of the building.** Access to the classrooms through the auditorium/gym is not permitted.

Safety in the Classrooms, Halls and Rest Rooms

Classroom behavior rules and procedures are clearly identified in all classrooms. Students in lower grades will be accompanied by another student when passing to the rest rooms or the health office. The school nurse is at Naquag during the hours that the school is in session.

Safety on School Grounds

Playground behavior rules and procedures are posted in each room, and adequate personnel are on duty during playground and indoor recess times. No students are released to play areas without supervision. Due to the distance from the building to the soccer fields, two-way radio communications are maintained during all outdoor play times and during physical education. Specific rules for using the playground are available in all classrooms, and teachers will advise their students of these rules.

Safety During the Arrival and Dismissal Times

Walking students and students being driven to school should plan to arrive no earlier than 8:45 a.m. (This time does not include those students enrolled in the SAFE PLACE before school program.) Duty personnel will be assigned at 8:45 a.m. to supervise arriving children. Students arriving on school buses will be unloaded starting at 8:45 a.m. with duty personnel both outside and inside the school. Walking, SAFE PLACE, parent pickup students, and those walking to other activities such as CCD will be dismissed with staff supervision. Duty personnel will be outside to assist with the parent pickups. Buses will be loaded from lines, each supervised by eight teachers.

School Emergency Plans

Naquag Elementary's Evacuation Plan and Critical Incident Plan is coordinated with the Rutland Police and Fire Departments. Copies of the plans are shared with the District's Central Office. At the beginning

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

of the school year, administrators and teachers review the school evacuation plan and the critical incident plan. Students participate in routine practices of each plan.

Naquag Elementary’s Discipline Code / Code of Conduct

NAQUAG ELEMENTARY SCHOOL

DISCIPLINE CODE

Wachusett Regional School District

CODE OF CONDUCT

The student code of conduct, grievance procedures, sexual harassment policies, special education discipline policies, restraint policies and any other section of the student handbook will be translated into the primary language of a parent/guardian upon request.

The Wachusett Regional School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation or disability, in the operation of the educational programs, activities or employment policies; further, no person will be excluded from or discriminated against in the admission to its public schools, or in obtaining the advantages, privileges and courses of study of such public schools on account of race, color, sex, religion, age, national origin, sexual orientation, or disability.

The School District, in complying with the laws of the Federal Government and Massachusetts, notifies you of this action and informs you that the coordinator for compliance at the building level is the school principal.

At the District level, the ADA (disability pertaining to non-students), Title VI and Title IX (race, color, sex, religion, age, national origin, and sexual orientation) Coordinator is Susan Sullivan, Director of Human Resources, WRSD, 1745 Main St., Jefferson, MA 01522, 508-829-1670

At the District level, the ADA and Section 504 (disability pertaining to students) Coordinator is Nancy Houle, Ph.D., Supervisor of Pupil Personnel Services, WRSD, 1745 Main St., Jefferson, MA 01522, 608-829-1670

Notice of Procedural Safeguards (formerly titled “Parent’s Rights Brochure”) can be accessed at <http://www.doe.mass.edu/sped/prb/>.

PERSONAL ATTIRE

Naquag School takes pride in the appearance of our students, and students are expected to dress and groom themselves neatly in attire suitable for each school day. Use sound judgment when choosing clothes for school. Any manner of dress that is disruptive to the educational process will not be tolerated. The following are not acceptable school attire during school and school activities:

- Hats, chains and flip-flops. Sandals should have a back strap. Sneakers are needed for recess and physical education classes to ensure safety in the school environment.
- Any apparel which makes reference to drugs, alcohol, tobacco, inappropriate behavior, profanity, violence or apparel with offensive words or pictures are not considered appropriate school attire.
- Items that are distracting, revealing, that expose portions of ones anatomy traditionally covered by under garments, or educationally disruptive, including mesh, see-through clothing, bare

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

midriiffs, short shorts and pajamas are also considered inappropriate school attire. Failure to adhere to these standards will result in removal from class until student is properly attired. Subsequent dress code violations will require further discipline.

RULES & REGULATIONS

A Note to Students

There is an accountability that is associated with required education. Naquag School is responsible for the education of all its students. With this in mind, Naquag rules have been written for two primary reasons: to insure the health and safety of all; and, to insure that order is maintained so that learning may occur. Please keep this in mind as you read through the following pages, the necessity of having all students abide by these rules.

A Note to Parents

Cooperation is the key to success in the effort to create a suitable and happy learning environment for the children of Rutland. Parents, as well as teachers and administrators, must share in the responsibility for developing and maintaining a healthy, productive and growth-orientated atmosphere. This atmosphere can only be accomplished by keeping the lines of communication open between school and home. We will work together for the well being of our students.

BICYCLE REGULATIONS

Students in Kindergarten and Grades 1 & 2 may not ride their bicycle to school.

CAFETERIA BEHAVIOR

1. Good manners are required in the Cafeteria. Do not throw food or any other item. Talk softly.
2. Each class will have assigned tables.
3. Return your own tray and utensils to the disposal area and distribute them in the proper manner.
4. Classes will be notified when it is time to leave the lunch area.
5. A nut-free table has been established for the use of students who cannot tolerate nuts of any kind or have other food allergies.

CLASSROOM BEHAVIOR

1. Each teacher will inform students of his/her expectations for classroom behavior.
2. Listen courteously when others are talking and expect the same from them.
3. Do homework and class work consistently. It is much easier to keep up than catch up.
4. Do not throw anything in class.
5. Make sure all school paper work is signed appropriately by parents or guardians and returned in a timely manner.
6. Hang coats and hats, store lunch boxes and school bags, in the areas designated by the teacher.

GENERAL BEHAVIOR

1. Act with respect at all times.
2. Physical/personal contact will not be tolerated.
3. Do not run in the building at any time for any reason, except during physical education activities in teacher supervised situations). Use caution when walking through doors.
4. Do not chew gum or candy within the school building.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

5. Notes from parents or guardians are required promptly to explain tardiness, absence or changes in normal student/school routine.
6. Leave valuable items not directly related to school activity at home, i.e. radios, electronic games, skateboards, etc. Such items will be confiscated and returned only to parents.

PLAYGROUND BEHAVIOR

1. Pupils in the Naquag School are to confine their playground activities to the areas at the rear of the school building.
2. Do not leave the playground without permission. Stay out of the wooded areas surrounding the playgrounds.
3. Students should not be inside the school building during recess unless they are supervised by a teacher or playground monitor, except in an emergency situation
4. Use playground equipment properly! Remember, Safety First!
5. Do not bring hardballs, baseballs or bats, Frisbees, skateboards, or sock balls to school.
6. Do not play games that are dangerous to yourself or to your friends. A good practice is to keep your hands off each other.
7. Do not throw stones, snowballs or any hard object that can cause injury.
8. Be Trash Smart! Throw all your own paper, plastic and waste products in the receptacles located on the playground. Return all useful items, (i.e. books, notebooks, clothing, personal effects, etc.) to the rightful owner or bring them to the school's lost and found.
9. Form lines in an orderly manner when the end of recess is announced.

UNACCEPTABLE BEHAVIOR

The following list of behaviors has been put together by teachers and administrators of the Naquag School. The list is presented here to let you know what we believe cannot be tolerated for ANY reason in the beneficial learning environment we are trying to create. We want you to understand that the administration must deal with these problems swiftly according to strict standards because they have such a strongly negative effect on the school as a whole.

- Use of drugs and/or alcohol
- Smoking
- Destruction of School Property
- Fighting
- Theft
- Truancy (absence from school for a whole day or part thereof without permission or excuse)
- Habitual Violation of School Rules
- Harassment
- Intolerant Behavior, as described in the WRSD Policy 6436

If one of these problems comes up and involves your child, be assured our aim is to resolve the problem and build a better relationship between you, your child and the school, not start a three sided confrontation. The school-home conference is the only impartial forum we have for learning the student's version of the problem, and developing an appropriate course of disciplinary action.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Discipline Extension

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

STUDENT MANAGEMENT POLICIES

Naquag Elementary School is a superb school with a long tradition of excellence. We are proud of our curriculum instruction and educational support. Our school environment can only remain strong, however, if we maintain order and proper decorum in our building. All members of the Naquag community are expected to treat themselves and others with respect. Naquag Elementary School has clear behavioral expectations for our students; there are consequences for those who choose to disobey our rules.

DISCIPLINARY DUE PROCESS

1. **SHORT TERM DISCIPLINARY SANCTIONS:** A student will be given oral notice of the offense with which he/she is charged and an opportunity to respond prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for ten (10) consecutive school days or less. In the event that the Principal determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

2. **LONG TERM DISCIPLINARY SANCTIONS:** Prior to the imposition of any disciplinary sanction that might result in a student's suspension for more than ten (10) consecutive school days or expulsion, the parent(s)/guardian(s) will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, the decision maker (Principal/School Committee) will issue a written decision. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term exclusion from school. Where the student is excluded in accordance with M.G.L. c. 71 §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c.76 §17, the student shall have the right to file a written request for reconsideration by the Committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76 §17, M.G.L. c. 71 §37H, M.G.L. c. 71 §37H1/2

3. **STUDENTS WITH DISABILITIES:** Students who have been identified as students with disabilities in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act or who the school has reason to believe might be eligible for special education services are entitled to additional procedural protections when a disciplinary exclusion is considered. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline, please contact the Principal or the Director of Special Education.

IN-SCHOOL SUSPENSION

Some students periodically get into difficulties which may be, in isolation, not serious. When they become habitual, and initial solutions are not successful, students are suspended from classes and other student activities.

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

OUT OF SCHOOL SUSPENSION

Suspension from all school activities is an extreme penalty of students and will be issued only in the most severe behavior situations. Suspension means a student's right to attend school or school events is temporarily revoked for a one to ten day period. During this period a student may not participate in any school-sponsored activities. A student is responsible to get all work missed from friends and have assignments handed in upon return to school. The Assistant Principal will re-admit a student after a parent conference and assurances that the negative behavior will not be continued.

SEARCH AND SEIZURE POLICY

"The Courts have held that schools have a broad grant of discretionary authority and that the basis require that the decision be neither arbitrary nor capricious. School authorities have wide discretion in school discipline matters."

Parkins v. Boule, Worcester Superior Court, August 3, 1994

RULES OF CONDUCT REGARDING SEARCHES

1. Fourth Amendment guidelines cannot be waived unless students/staff are advised in writing that their property may be subject to inspection by School Administration.
2. Administrators must have good reason to believe a search of an individual's person or personal effects is justified, prudent and directly related to the well being of other students and the school.
3. The possession of a weapon must be handled in accordance with the Gun Free Schools Act of 1993.
4. When illegal contraband is found in the course of a search, such material must be turned over to the local police authority.
5. Searches are limited to the property of students, with the exception of reasonable suspicion of possession of a dangerous weapon. In this case only, the search must be limited to the outer garments.

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

SPECIAL EDUCATION DISCIPLINE

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

1. The I.E.P. for every special needs student will indicate if they can meet student management policies or if modifications are needed.
2. The principal (or designees) will notify the Special Education Office of any special needs students who have been suspended. The Director of Special Education will keep these suspensions on record.
3. When it becomes known that a special needs student will be suspended for more than ten days in a school year:
 - (a) services will be provided in order to ensure that the student receives FAPE, and
 - (b) a functional behavioral assessment will be conducted and a behavioral intervention plan will be implemented; and

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

(c) the team will conduct a manifestation determination in order to decide whether the infraction related to the student's disability, and if the team finds that the behavior is a manifestation of the disability, the District may not suspend the student.

Extra Curricular / Enrichment Activities

The Naquag staff and administration recognize the importance of parent and community involvement and support. Parent and community members provided important classroom assistance in our classrooms throughout the school year. Members of our School Improvement Council (SIMCO) met regularly to review school concerns, events, policies and goals to improve the learning program in our school. The Naquag PTO supported our school in numerous ways providing assistance throughout the school year for school events and fundraisers. The PTO also provided many educational curriculum-based enrichment programs including: Birds of Prey Expert Thomas Riciardi, Author James Gelsey, the New England Discovery Museum, Musical Jay Mankito. Additionally, the Rutland Recreation Department provided availability to a variety of after-school programs for students throughout the school year. The commitment shown by Naquag parents and the Rutland community enriched the educational experience of Naquag students during the 2010-2011 school year.

With the assistance and support of our dedicated staff and many parent volunteers, our students participated in grade specific MA State Framework / Curriculum based field trips. These grade specific enrichment opportunities included field trips to: Davis Farmland, The Eric Carle Museum and Southwick's Wild Animal Zoo.

Naquag Elementary continues their Partnership with Worcester State University (WSU). The Naquag / WSU Partnership provided fifteen Naquag teachers and their students, support during Writer's Workshop and Reader's Workshop. Thirteen WSC students observed and assisted Naquag students during the "conferring" portion of Writer's Workshop. Working closely with Dr. Margaret Bouchard, students in her ED343 "Elementary Reading, Language Arts and Literature" six credit course collaborated with Naquag teachers to provide assistance to students. The Naquag / WSU Partnership proved to be beneficial for all involved.

Naquag Elementary School sponsored two "Curriculum Nights" in September 2010 to provide parents an opportunity to meet with each grade-levels' teachers and review grade level curriculum and expectations. Throughout the school year, parents were invited to join monthly school assemblies which highlighted grade level curriculum-based presentations. Parents and family members, as well as the Rutland community, were also invited to annual school-wide events including: our December 2010 and June 2011 Music Concerts, our June 2011's Literacy Parade and may 2011's Curriculum Open House where a collection of student curriculum completed throughout the school year is displayed.

During the 2010-2011 school year, our Naquag family participated in many community service projects based on the philosophy of "Helping Others". Participation in different projects included: collecting non-perishable food items and supplies for the Rutland Food Pantry in November and June; our annual December Mitten and Glove Drive to benefit Abby's House in Worcester; and the "Be Like Brit" March Madness Spare Change Collection to benefit the Haiti Orphanage.

Naquag Elementary's administration, faculty and staff are committed to providing every student with support and understanding in order to maintain our excellent learning environment; we take pride in our learning atmosphere.

**Wachusett Regional School District
 Naquag Elementary School
 School Improvement Plan
 2011 – 2012**

Naquag Elementary's 2011 Needs-Based Budget Worksheet

School:	Budget Category (See List to Right)	Goal #	Goal Statement	Activity	Curriculum Area	Target Grades	FY11 Budget
Naquag	Instructional Support Textbooks	6	Challenging Academic Program	Foundations – additional materials	ELA	K - 2	600
Naquag	Instructional Support Technology Hardware	13	Challenging Academic Program	Smartboard Bulbs	All	K-2	1800
Naquag	Instructional Support Textbooks	6	Challenging Academic Program	DRA Folders	ELA	K-2	207.35 31.10
Naquag	Instructional Support Textbooks	6	Challenging Academic Program	Everyday Math	Math	1-2 S/H	5202.90 780.44
Naquag	Instructional Support Textbooks	8	Challenging Academic Program	Testing Protocols	All	K - 2	1,000
Naquag	Instructional Support Textbooks	6	Challenging Academic Program	Special Education Textbooks	All	K – 2	700
Naquag	Instructional Support Technology Hardware	13	Challenging Academic Program	Replacement Printer – Grade 2 Hallway	All	K-2	400
Naquag	Instructional Support Technology Hardware	13	Challenging Academic Program	Smartboard Replacement Projectors (2)	All	K-2	1,200
Naquag	Instructional Support Textbooks	6	Challenging Academic Program	Library Improvements	All	K - 2	700
Naquag	Instructional Support	4	Challenging Academic Program	Dail – 3 Testing Protocols	All	K S/H	159.74 24.00
Naquag	Instructional Support – Technology Hardware	13	Challenging Academic Program	Replacement Principal PC (Laptop + docking station)	All	K – 2	1,100
Naquag	Instructional Support – Textbooks	6	Challenging Academic Program	Mathematics & Reading Supplies – Manipulatives	Math	K – 2	1,79.47
Naquag	Instructional Support – Textbooks	4	Challenging Academic Program	Special Education Textbooks / Supplies	All	K - 2	700
Naquag							\$14,985.00

**Wachusett Regional School District
Naquag Elementary School
School Improvement Plan
2011 – 2012**

Projected Facility Needs

Naquag Elementary School facility needs include, but are not limited to:

- * Roof – resealed
- * Continuation of waxing and buffing of floors
- * Continuation of maintenance, cleaning, and inspection of boiler
- * Resealing/waxing of Gym floor
- * Replacing the playground matting with fibar
- * Chimney – Repointed / Repair
- * Boilers / Replace original 1960's boiler
- * Roof repairs
- * Window replacements in Gym, Cafeteria, Greenhouse Hallway
- * Greenhouse Repairs

Dissemination of School Improvement Plan

Upon approval of this document by the WRSD School Committee, copies will be shared with Council Members and to all Naquag Elementary teachers. Parents will be informed via newsletters concerning options to access the Naquag Elementary School Improvement Plan.

A copy of the document will be place in the School Library. The school community will also have access through the Naquag Webpage.

Upon request, a hard copy will be available through the School Office.