

GROTON-DUNSTABLE REGIONAL HIGH SCHOOL

Groton-Dunstable Regional High School students, teachers, administrators, and staff are proud of both the collective and individual achievements during the 2005 - 2006 school year.

Performance Data

- 91% of the G.D.R.H.S. graduating class of 2006 enrolled in post secondary institutions
- **SAT** scores for 2005: **G.D.R.H.S.** Verbal (**545**) Math (**554**)
- 90% of our students who took an Advanced Placement exam in 2006 scored above a 3. The scoring range of AP exams is 0 through 5.
- On the 2006 **MCAS** Tests, GDRHS students ranked 8th out of 40 schools in the Northwest Region for the percent of students who scored in the Advanced/Proficient range in ELA. In Math our students ranked 7th in the same comparison.
- G.D.R.H.S. successfully completed the 5-Year report to the NEASC. The commission report included several commendations in the areas of curriculum, instruction, and assessment.

Proficiency/Advanced Levels 2006

English /Language Arts
G.D. (92%) State (69%)

Math
G.D. (90%) State (67%)

2006-2007 ACCOMPLISHMENTS

- One G.D.R.H.S. student was named as National Merit Scholarship Semi-Finalist and six students were named as Commended Students.
- Six G.D.R.H.S. students were selected to the Central MA District Chorus and Band. One student received All-State recommendations.
- The G.D.R.H.S. Athletic Program continues to be a highly competitive program within the region
- Over 40% of the students in the Class of 2006 were enrolled in the Senior Internship Program

2007-2008 SCHOOL GOALS

1. To enhance the integration of Technology within the curriculum so as to improve student achievement.
2. To increase students' capacity to have a meaningful voice in determining school policy, promoting a positive school climate, and in shaping the future of GDRHS
3. To improve methods of communication among all members of the school community, to include parents, students, staff, and community members

GROTON-DUNSTABLE MIDDLE SCHOOL

The Groton-Dunstable Middle School is located in two buildings with a current population of 956 students. The South building is located at 344 Main Street and the North building is located at 346 Main Street. The middle school community is currently enjoying its second year in the renovated high school building as well as the addition of the fifth grade to the middle school concept.

The mission of the middle school is to respond to the developmental needs of students between the ages of ten and fourteen. As a bridge between elementary and secondary school, the middle school nurtures the intellectual, social and emotional development of the middle level child. A team approach, creating smaller learning communities for staff and students, ensures continuity and consistency in educational programs. School improvement initiatives have focused on improving student performance in mathematics and English language arts as well as the creation of a warm, safe and enthusiastic environment for learning.

Accomplishments 2006-2007

- Math teachers and Special Educators continue trainings throughout the school year in TERC and CMP, the newly adopted math programs.
- Literacy libraries in both buildings have been established in the past year. English Language Arts staff have also participated in a study group to develop understanding about exemplary literacy instruction.
- Title I reading was established for grades 5&6 and Title I math in grades 7&8.
- Ongoing curriculum work across all content areas that includes; MCAS analysis, writing across the curriculum and the establishment of power standards in science.
- Half-day planning sessions for teaching staff to support professional collaboration, ensure consistent implementation of curriculum and monitoring of student learning.
- Summer professional development for faculty leaders to develop school-wide and team-based initiatives.
- Peer training in student-led conferences continuing successful program of conferences giving students a stronger voice in their own development and goals.
- 16 English Language Arts staff completed writing course with Kathy Dodwell.
- Drop Everything and Read promotes school wide learning for pleasure.
- “A Million Pennies” project initiated to help students understand the magnitude of the Holocaust.
- Literacy Libraries near completion to assist staff with reading across all content areas.
- The pursuit of the “Largest Book on World Peace” continues into year 3. Parent volunteer team developed to assist students in the endeavor.
- Transition Team formed to plan a successful transition of grade 5, both staff, students, and families into the middle school.
- Teachers engage in technology workshops across all content areas to enhance student learning.
- Student led assemblies every month to build school wide community.
- School wide involvement in re-naming of teams with a theme of Respect and Responsibility.
- Student government.
- Parent involvement at an all time high, which included library, classroom, photocopying, book fairs, hospitality, field trip chaperones and reading volunteers.

Goals 2007-2008

- 1) In Mathematics we will target problem solving and critical thinking skills, resulting in measurable growth in student learning.
- 2) We will continue to create a school community which promotes respectful and responsible actions by all in and an enthusiastic, engaging environment.
- 3) In English Language Arts we will clarify and re-define expectations for learning and create an environment where students are actively building literacy skills resulting in measurable growth in student learning.

FLORENCE ROCHE SCHOOL

Florence Roche School currently serves 556 K through 4th grade students. Anticipated enrollment for the 2007-2008 school year is 556 students. A team approach, with teachers and support staff working together in grade-level and cross-graded teams, ensures continuity and consistency of expectations and programs. Staff and parents of the Florence Roche community believe that the accomplishments and initiatives described below reflect our commitment to providing a safe and welcoming environment in which our students may develop as responsible, capable and confident citizens of the community and the world.

Accomplishments for 2006

- Completed comprehensive family needs assessment survey (3 year cycle)
- Held bi-weekly faculty meetings focused on improved student learning in areas of need determined by staff through analysis of student performance data (e.g., math problem solving, written expression, effective reading instruction)
- Implemented staff based planning approach to determine staff development needs related to district and site initiatives and student performance
- Increased percentage of students in the advanced/proficient level in grade 3 MCAS English/Language Arts and advanced level in grade 4 MCAS Mathematics
- Expanded classroom based collaborative teaching teams to support an inclusive classroom model
- Updated and expanded science, math, and social studies materials for staff and students
- Strengthened early literacy efforts by providing targeted professional development at K-1st
- Provided a variety of enrichment opportunities tightly linked to curriculum standards
- Awarded several GDEF grants to support instruction through the integration of technology
- Purchased digital video camera for taping of teaching for teacher/staff use as a professional development tool
- Established a pilot project to explore effective integration of technology to support student learning
- Purchased 26 new computers for the Computer Lab and began staggered replacement plan of instructional computers for all teaching staff
- Initiated a proactive recess program involving training of all staff and students in games, procedures and expectations for safe, appropriate and respectful behavior on the playground
- Implemented recess before lunch (RBL) as a pilot program in conjunction with publication of new District Wellness policy
- Completed Phase I of new playground (resurfacing, new landscaping, basketball/dodge ball court)
- Donated over \$11,000 to local and national charity and relief efforts through student/parent projects
- Established a parent run, school wide recycling project in the school to support the playground through proceeds and the environment through recycling

Goals for 2007-2008

- Complete Phase II of Playground reconstruction (purchase of equipment)
- Use student achievement data to improve learning for all students in the areas of math and reading
- Enhance opportunities for instruction and student learning through the integration of technology and the classroom instructional program

PRESCOTT SCHOOL

The Prescott School is located at 145 Main Street and serves approximately 223 students in grades K-4. This is the third year for kindergarten at Prescott and we have one full day section and one 2.5-day section. The Prescott School offers an innovative and interactive experience for elementary age children. Technology integration, literacy, math *Investigations*, assessment, social competency, and writing are emphasized at all levels, with an interdisciplinary approach to learning. Students with learning disabilities are serviced through the inclusion and pullout model.

Accomplishments This Year:

- Continual improvement in writing and reading proficiency
- Artist-in-Residence programs (authors, artists, fiddlers)
- Healthier snacks and non-food birthday celebrations
- A walking trail around the perimeter of the playground has been created to support the physical health of students.
- MCAS Grade 4 Math Open Response scores reflected a 2% gain in student achievement over last year.
- Grants funded by GDEF and the Groton Trust.
- Three teachers have been trained in the Rebecca Sitton Spelling Program, providing Prescott with full implemented in grades 1-4.
- Repair of ventilation units in the classrooms has taken place
- Continued improvement on MCAS scores, especially in 4th grade Math.
- Wilson Training for SPED staff.
- Appointment of a Shared Literature Coordinator.
- Community Service Learning opportunities have been created through the establishment of the Prescott Ambassadors.
- Peer Mediation Program has been implemented.

Goals for FY2008:

- Continue to implement new TERC *Investigations*, Social Studies and Science units at each grade level.
- Organize and add to the Shared Literature Collection with the help of a Shared Literature Coordinator.
- Increase guidance services to three full days per week.
- Increase secretarial services in the Office.
- Provide a Math Specialist to improve math achievement in all grades.
- Provide an after school “math club” for struggling students in math.
- Continue to reduce the stress surrounding the transition from grade 3 to grade 4.
- Continue to track student improvement in all areas, especially reading, writing, math and Open Response questions on MCAS.
- Focus on improving “topic development” in student writing as measured by the district writing rubric.
- Continue to pursue the Community Preservation Grant in hope of refurbishing the interior of Prescott School.
- Research alternate funding sources to update the hardware in the computer lab and classrooms.
- Evaluate existing software before any further software purchases are made.
- Work with the district to improve air quality at Prescott.

SWALLOW UNION SCHOOL

The Swallow Union School is located in the center of Dunstable at 522 Main Street. We service about 320 students in grades K-4 from both Dunstable and Groton. We offer a variety of programs to support and enrich the learning experiences of students. We have a fully equipped computer lab, science lab, and gymnasium and separate rooms for both music and art, all taught by highly trained personnel. We also have a specially designed room for our children with PDD/Autism. We pride ourselves on being innovative and are committed to providing an environment in which the students feel safe and are excited about learning.

2006-2007 ACCOMPLISHMENTS

- Provide ongoing professional development in the areas of reading and writing instruction
- Continue to equip our classrooms and literacy libraries with quality books of different genres and levels
- Pilot a before-school math program for our third and fourth grade students
- Teachers are currently working in a collaborative manner to design grade level lesson plans
- Continue to work in area of Math to strengthen our delivery of instruction
- Formed an MCAS Action Team to help analyze and develop strategies to improve our scores
- Collaborated with the New England Center For Children to support our Applied Behavior Analysis program
- Supported the Lowell Wish Foundation by providing meals at Thanksgiving and collecting over 1,000 books during the holiday season
- Worked with the Dunstable Public Library to promote a summer reading program

2007-2008 SCHOOL GOALS

- To improve student learning in the area of Math – Open Response / Word Problems
- To evaluate and strengthen our literacy instruction using the reading and writing workshop model
- To build a schedule that will allow teachers the time to work collaboratively and utilize our learning time more effectively

BOUTWELL EARLY CHILDHOOD CENTER

The Boutwell Early Childhood Center is part of the Groton-Dunstable Regional School District. Boutwell is an integrated, language based early childhood education program that provides stimulating programming for children aged 3-5. In this integrated model, children with special needs attend along side their typically developing peers. Class sizes range from 12 to 15 children, with 25% to 35% of the children having special needs. Each class has a designated teacher and a classroom support assistant. The Boutwell Early Childhood Center provides preschool and pre-Kindergarten experiences for approximately 85 children. The preschool programs are integrated classrooms that support children with special needs, as well as typically developing 3-4 year olds. The Pre-Kindergarten programs are integrated classrooms that support children with special needs, as well as typically developing 4-5 year olds. In these models, children play in developmentally appropriate environments that offer them opportunities to create, explore, and engage in stimulating experiences. These experiences are based upon the Early Childhood Standards and the Guidelines for Preschool Learning Experiences established by the Massachusetts Department of Education.

The Boutwell Early Childhood Center oversees the transition of young children and their families from Early Intervention programs into the public school system. Highly trained teams of teachers and specialists work with children and parents to identify needs, then develop and implement individualized educational plans. In addition, the Boutwell Early Childhood Center is responsible for conducting community-wide screenings twice a year for preschool children whose parents have concerns about some aspect of their development. The entire staff at Boutwell understands and is committed to the importance of their role in introducing parents to the public school system. Emphasis is placed on communication, parental involvement, and increasing understanding of the developmental and educational needs of young children.

In addition to the above-mentioned programs, The Boutwell Early Childhood Center also offers a specialized preschool program for children with intense levels of special needs (For example children on the autism spectrum). This program uses the principles of:

- Applied Behavior Analysis (ABA)
- Direct Individual-difference Relationship (DIR) therapy more commonly known as Floor Time
- TEACCH, a model used across the state of North Carolina

These principals are matched to the individual needs of children and enable teachers to provide the individualized and structured learning experiences that each child requires. Children in this intensive specialized class are integrated into the inclusive preschool classes with trained support staff in order to learn with and from their peers. The philosophy of the Boutwell Early Childhood Center, based on current research and supported by the Massachusetts Department of Education, is founded in the belief that children learn best from each other. Three to five year olds learn life-long lessons about individuality, strengths and weaknesses, and differences in a nurturing

Accomplishments 2006

- Continual improvement in pre-numeracy, pre-writing and school readiness skills
- Parent run science workshops (designed y teachers)
- Beginning to align specific early childhood curriculum (the Carolina) with the Guidelines for Preschool Learning Experiences
- Improving our assessment process
- Reviewing social skills curriculum that are appropriate for preschool and in alignment with programs being used at the elementary schools (Open Circle)
- Establishing a Kindergarten forum to help staff at Boutwell and the elementary schools establish best practices for children transitioning to Kindergarten
- Our speech pathologist was sent to the National Conference to bring back the latest research on promoting language in an integrated language based early childhood center
- Brought the Parent Child Group to Boutwell providing play groups for parents and young children birth to age five in Groton, Dunstable and surrounding communities

Goals for 2007

- Continue to work on the alignment of specific preschool curriculum and the Guidelines for Preschool Learning Experiences
- Establish a School Council for the Boutwell School
- Reconfigure group offerings to better match the needs of young children and their families
- Upgrade the computer systems
- Upgrade the security systems
- Increase the enrollment of typically developing children

Boutwell welcomes the following new staff members for the 2006 – 2007 school year: Student Support Assistants – Lisa Frisby, Peg Craig and Stacey Lowe.