

# Florence Roche

## Mission and Vision Statements 2008-2010

### **Vision Statement**

The Florence Roche Elementary School community believes that a comprehensive elementary education is the basis and the foundation of all academic achievement. We are a collaborative group of professional educators who provide a nurturing and enriching learning environment that fosters the growth and development of the whole child.

### **Mission Statement**

Our mission is to provide an educational experience and environment that will support high expectations for all students and staff.

#### Beliefs:

- All students and teachers across each grade level share a clear and common understanding of expected learning goals for each content area.
- Assessments and data analysis provide information to be reflective about instructional practices and programs.
- Our primary focus is on student achievement and meeting the needs of all learners.
- Differentiated instructional methods and a variety of supplemental resources are necessary to provide teacher the tools to teach children.
- Teachers continually update scope and sequence maps aligned to the Massachusetts Frameworks.
- Teachers, Building based curriculum team and Administration collaboratively develop common assessment for content areas
- Teachers, staff, parents and administration need to develop a horizontal and vertical understanding of curriculum expectations at each grade level.
- All staff demonstrate a commitment to monitoring student progress across academic, social and emotional dimensions in order to identify and respond promptly to students individual needs.
- All staff are engaged in professional development, data analysis and contributing to a research based action plan for our school, focusing on differentiated instruction and student achievement.
- All staff frequently communicate with building Administration, building based curriculum leaders, and grade level team members.

## Florence Roche School Improvement Plan 2008-2010

Goal 1: To improve student learning and achievement in mathematics.

Objective 1: All students will demonstrate an understanding of math concepts studied and apply those understandings to solve mathematical problems efficiently and accurately, meeting proficiency standards of district assessments and MCAS Assessments.

Strategy to Accomplish the Objective	Persons Responsible	Resources Required	Timeline	Evidence of Achievement
1. Establish benchmark expectations for Kindergarten mathematics program	Kindergarten Teachers in consultation with Math building based coordinators, building based team	Time to establish benchmarks/ Common Planning time required for grade level team	Ongoing	K Benchmarks established and documented – work in progress
2. Identify and prioritize instructional focus areas based on: <ul style="list-style-type: none"> <li>• <b>Alignment of curriculum to Massachusetts Frameworks</b></li> <li>• Math Facts Assessments</li> <li>• Investigations Assessments after every unit K-4</li> <li>• New Investigations Curriculum for Grades 3 and 4</li> <li>• K-3 <i>Assessing Mathematical Concepts</i> materials (*Kathy Richardson program) district curriculum guide</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, Grade level team and vertical team discussions, Math building based coordinator and Building based curriculum team and Administration.</li> <li>• Grade Level Teachers Administer Math Facts Assessments</li> <li>• Outside consultant, District Curriculum Coordinator, Grade Level Teachers and Math coordinators.</li> <li>• Kindergarten Teachers With Math building coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common planning time for teachers to analyze data and plan lessons.</b></li> <li>• Common Planning time required for teams to identify target areas, and develop K-4 scope and sequence maps.</li> <li>• Timely data analysis of results.</li> <li>• Investigations units training Grades 3 &amp; 4</li> <li>• Kathy Richardson course, <i>Assessing Math Concepts, K-3</i></li> </ul>	2008-2010  Ongoing  Ongoing  Ongoing  Ongoing	<ul style="list-style-type: none"> <li>• Instructional focus areas aligned to the Massachusetts State Frameworks. Scope and Sequence Maps to be updated to represent current programs in use</li> <li>• Math Professional Development Training with outside consultant New Investigations Math for Grade 3 &amp; 4</li> <li>• K-4 Investigations and New Investigation Units and Assessments in Grades 3/ 4</li> <li>• Math facts flash card for home</li> <li>• Use of Kathy Richardson Assessments Kindergarten</li> <li>• Use of Investigations software in computer lab</li> <li>• Math Problem of the Day and Calendar Math</li> </ul>

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3. Use MCAS data in conjunction with district assessments, and unit assessments to analyze instructional practices and methods <ul style="list-style-type: none"> <li>Focusing on differentiated instruction to meet all learners needs</li> </ul>	Teachers, Grade level and vertical team discussions, Special Education and Reading teachers, Specialists, Guidance, Administration, and Building based curriculum team work together	<ul style="list-style-type: none"> <li>Timely data analysis of MCAS results.</li> <li>Access to TEST WIZ</li> <li><b>Common planning time for teachers to analyze data and plan for instruction and intervention</b></li> <li>Professional Development days focused on MCAS analysis and Vertical Team discussions on Math results</li> <li>Intervention Materials for differentiated instruction</li> </ul>	Ongoing	<b>2007-2008</b> Creation of MCAS Data Analysis School Based Team																																	
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Strategy to Accomplish the Objective	Persons Responsible	Resources Required	Timeline	Evidence of Achievement
<p>4. Identify struggling students and develop appropriate, specific, short term interventions</p> <ul style="list-style-type: none"> <li>• Emphasis on early intervention, progress monitoring and data analysis</li> </ul>	<p>Classroom Teachers in Consultation with Grade Level Teams, Special Education and Reading Staff, Specialists, Guidance staff, Building based curriculum team and Administrators</p>	<ul style="list-style-type: none"> <li>• Appropriate intervention materials</li> <li>• <b>Common planning time for teachers to analyze data and plan for instruction and intervention strategies.</b></li> <li>• Professional development w/ differentiated instruction</li> <li>• A building schedule that supports a unified grade level approach to teaching and learning and the ability to “cluster” students according to needs.</li> <li>• Child Study Team</li> <li>• Individual Success Plans</li> <li>• Title one funds for MCAS Math after school tutoring/ Unavailable to Flo Ro 2008-2009/Used building based budget to maintain program 2008-2009</li> <li>• Goal for 2009- MCAS</li> </ul>	<p>Ongoing</p> <p>2008-2010</p> <p>Ongoing</p> <p>2008-2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>Start in October 09</p>	<p><b><u>MCAS data analysis continued</u></b></p> <p><b><u>Grade 3 MCAS Math</u></b> 2006 to 2007 - Increase of 22% in the Advanced category 2007-2008- Increase of 4% in the Advanced category and a 8% decrease in the Proficient category.</p> <p><b><u>Grade 4 MCAS Math</u></b> 2006-2007-Increase of 21% in the Advanced category 2007-2008- Decrease of 17% in the Advanced category and a 6% decrease in the Proficient category.</p> <p><b><u>Classroom Strategies</u></b> Small group review/tutoring 1:1 conferencing Extra practice on computers Extra practice at home Cooperative Group learning Use of supplemental materials</p> <ul style="list-style-type: none"> <li>• MCAS Afterschool Tutoring for students in NI and Warning</li> </ul>

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				<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Non fiction strategies</li> <li>• Reading comprehension assessments</li> </ul>
5. Integrated use of Technology that is engaging and age appropriate to reinforce mastery of math facts	K-4 Classroom Teachers, Specialists, Special Education and Reading teachers, Computer specialist, Library Media Specialist, Math building based coordinator, Building based curriculum team	<ul style="list-style-type: none"> <li>• Building scheduling that support equal access to Computer Lab for all grade levels.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• 2008-2010 Building schedule aims to support this</li> </ul>
6. Purchased New Math Computer Software	Administration in conjunction with all teachers and staff, Building based curriculum team, and District Technology department	<ul style="list-style-type: none"> <li>• Building budget and PTA sponsored Technology improvements for 2008</li> <li>• Need for more reliable building based Technology that support a variety of math computer programs</li> </ul>	2008-2010  Ongoing	<ul style="list-style-type: none"> <li>• Use of Investigation Program software Fizz and Martina's Math Adventures Buddies for Life- Grade 1-2</li> <li>• Blue Falls Elementary- Grades 3-4</li> <li>• Caves of Blue Falls – Grade 2</li> <li>• Lights, Camera, Fractions!- Grade 4</li> <li>• Project Sphinx- Grade 4</li> <li>• Rainforest Math- Grade 1</li> <li>• Math Facts in a Flash – Grade 1</li> <li>• 26 Donated Lap tops from PTA for teacher use</li> <li>• Building purchased 2 Smart Board</li> <li>• Use of Smart board to present lessons in a multi-sensory approach</li> <li>• Creation of Flo Ro Technology Committee 2009/ Goal to brainstorm ways to improve our technology available for students and staff.</li> </ul>
7. Mathematical Educational Programs	Grade 4 Teachers ,Math building coordinator, Building based curriculum team and Administration	<ul style="list-style-type: none"> <li>• Town of Groton Lecture Fund</li> </ul>	January 2008-2010	<ul style="list-style-type: none"> <li>• Mad about Math- Keith Johnson Organized by 4<sup>th</sup> grade team</li> </ul>

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8. Staff use of professional mathematics' websites as a resource to expand repertoire of lessons, materials, and teaching strategies to support student learning	Teachers, Computer lab specialist, Building based curriculum team, Special Education Teachers, Reading specialists, and Library Media Specialists and paraprofessionals	<ul style="list-style-type: none"> <li>• School <i>ikeep</i> website account &amp; passwords for all teachers</li> <li>• Internet access</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Teachers sharing effective lessons at professional learning community meetings</li> <li>• Teachers list successful website on <i>ikeep</i> website</li> <li>• Lab reference manual</li> </ul>
9. Provide useful information about math teaching and learning to parent community to strengthen partnership and collaboration with parents	Teachers, Math building based coordinator, Building based curriculum team, Special Education and Reading teachers, Library Media Specialist, Computer specialist and Administration	Classroom newsletters, Curriculum Department articles, appropriate website resources for students and parents	Ongoing	Florence Roche Website lists a variety of Math resources for parents

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Strategy to Accomplish the Objective	Persons Responsible	Resources Required	Timeline	Evidence of Achievement																																																																		
<ol style="list-style-type: none"> <li>1. <b>Align curriculum to Massachusetts Frameworks</b></li> <li>2. Teachers will provide enriching curriculum that promotes a common language regarding characteristics of effective writing</li> <li>3. Teachers will participate in professional development to further their understanding of differentiated instructional strategies</li> <li>4. Teachers will participate in creating reading curriculum maps at each grade level</li> </ol>	<p>Teachers, Grade level team and vertical team discussions, ELA building based coordinator and Building based curriculum team, Reading and Special Education teachers, Guidance and Administration.</p>	<ul style="list-style-type: none"> <li>• <b>Common planning time for teachers to analyze data and plan for instruction and intervention strategies.</b></li> <li>• A Reading Program/ to insure a comprehensive and explicit approach to meet the needs of all learners</li> <li>• Timely analysis MCAS data, DIBELS data, District Assessments, Common assessments</li> <li>• Time for progress monitoring of curriculum programs, instructional practices and student achievement</li> <li>• Professional development funds</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><b><u>MCAS Results: Grade 4 ELA</u></b></p> <table border="1" data-bbox="1287 511 1759 820"> <thead> <tr> <th>PERFORMANCE LEVEL</th> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>ADVANCED</td> <td>5%</td> <td>4%</td> <td>14%</td> <td>25%</td> <td>19%</td> </tr> <tr> <td>PROFICIENT</td> <td>62%</td> <td>58%</td> <td>57%</td> <td>55%</td> <td>42%</td> </tr> <tr> <td>NEEDS IMPROVEMENT</td> <td>31%</td> <td>37%</td> <td>26%</td> <td>18%</td> <td>36%</td> </tr> <tr> <td>WARNING</td> <td>2%</td> <td>1%</td> <td>3%</td> <td>1%</td> <td>3%</td> </tr> </tbody> </table> <table border="1" data-bbox="1287 852 1759 1209"> <thead> <tr> <th colspan="6"><b>GRADE 03 Reading</b></th> </tr> <tr> <th>PERFORMANCE LEVEL</th> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>ADVANCED</td> <td>N/A</td> <td>N/A</td> <td>32%</td> <td>28%</td> <td>29%</td> </tr> <tr> <td>PROFICIENT</td> <td>74%</td> <td>77%</td> <td>48%</td> <td>46%</td> <td>49%</td> </tr> <tr> <td>NEEDS IMPROVEMENT</td> <td>22%</td> <td>23%</td> <td>19%</td> <td>22%</td> <td>15%</td> </tr> <tr> <td>WARNING</td> <td>4%</td> <td>0%</td> <td>1%</td> <td>3%</td> <td>6%</td> </tr> </tbody> </table> <p><b><u>Grade 4 ELA Results:</u></b>  <b>2006-2007-</b> Increase of 11% in the Advanced category and Decrease of 2% in the Proficient category  <b>2007-2008-</b> Decrease of 6% in the Advanced category and decrease of 13% in the Proficient category. Increase by 18% in the Needs Improvement</p>	PERFORMANCE LEVEL	2004	2005	2006	2007	2008	ADVANCED	5%	4%	14%	25%	19%	PROFICIENT	62%	58%	57%	55%	42%	NEEDS IMPROVEMENT	31%	37%	26%	18%	36%	WARNING	2%	1%	3%	1%	3%	<b>GRADE 03 Reading</b>						PERFORMANCE LEVEL	2004	2005	2006	2007	2008	ADVANCED	N/A	N/A	32%	28%	29%	PROFICIENT	74%	77%	48%	46%	49%	NEEDS IMPROVEMENT	22%	23%	19%	22%	15%	WARNING	4%	0%	1%	3%	6%
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Goal 2: To improve student learning and achievement in written expression.

Objective 1: All students will demonstrate an understanding of written expression, studied and apply those understandings to efficiently and accurately communicate through writing, meeting proficiency standards of district assessments and MCAS Assessments.

				<p><b><u>Grade 3 Reading Results</u></b>                  2006-2007- Decrease of 4% in the Advanced category and a 2% decrease in the Proficient category                  2007-2008- Increase of 1% in the Advanced category and Increase of 3% in Proficient category</p> <p>Classroom writing assessments, Student work, Open response practice, Running Records</p>
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<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
5. Developing effective - lessons to support instruction & student learning	Classroom teachers, grade level teams, ELA building based coordinator, Building based curriculum team, Special education and Reading teachers, and Specialists	Common planning time for teachers to analyze data and plan for instruction and intervention strategies  Creation of scope and sequence maps to help drive unit lesson and consistency across grade levels  Lucy Caulkins units of study for teaching writing	Ongoing	Student work, MCAS data, DIBELS data, common assessments, and district writing assessments
6. Student use of technology integrated throughout the curriculum	Classroom teachers, grade level teams, ELA building based coordinator, Building based curriculum team, Special education and Reading teachers, and Specialists	<ul style="list-style-type: none"> <li>• Access to reliable computers/Alpha smarts</li> <li>• Appropriate word processing software for student use</li> <li>• Lexia software</li> <li>• Smart Boards</li> <li>• Portable computers for student use/roll cart accessibility to all</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Computer Lab programs for Graphic organizers</li> <li>• Kidspiration Software grades 2-4</li> <li>• Microsoft Word</li> <li>• Lexia data</li> <li>• Smart board lessons</li> </ul>
7. Collaborative team planning to analyze work samples, determine teaching focus areas, develop formative assessments, and plan for differentiated instruction	Classroom teachers, grade level teams, ELA building based coordinator, Building based curriculum team, Special education and Reading teachers, and Specialists	Building Based Schedule to support this—allowing all grade level teachers to have specials for their students at the same time	Ongoing	Professional Learning Communities minutes and collaborative lessons

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<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
8. Incorporate technology frameworks with writing expectations and instructional practices	Classroom teachers, grade level teams, ELA building based coordinator, Building based curriculum team, Special education and Reading teachers, and Specialists	<ul style="list-style-type: none"> <li>• Access to reliable computers that support software application</li> <li>• LCD projectors, Overhead projectors and screens</li> <li>• Smart boards</li> <li>• Scope and Sequence maps integrating the technology frameworks into all curriculum areas</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• PTA purchased wireless computers (2008) to use with in-focus projectors for teacher instruction in the classroom. and donated 26 laptops for teachers(2008)</li> <li>• Use LCD monitors/ projection systems to share student work samples and reinforce instruction</li> <li>• Use of Smart boards</li> </ul>
9. Identify struggling students	Classroom teachers, grade level teams, ELA building based coordinator, Building based curriculum team, Special education and Reading teachers, and Specialists	<ul style="list-style-type: none"> <li>• Time in schedule for Child study team meetings</li> <li>• DIBELS, MCAS data, observations and student work and varied assessments</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• MCAS data</li> <li>• District assessments</li> <li>• Classroom work samples</li> <li>• Progress Monitoring</li> <li>• Report cards</li> <li>• Common Assessments</li> </ul>
10. Access to Test Wiz for data analysis	Administration, Classroom teachers, grade level teams, Building based curriculum team, Special education and Reading teachers, and Specialists	<ul style="list-style-type: none"> <li>• Working computers with downloaded historical data</li> <li>• Test Wiz training for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive data analysis on current programs and assessments</li> <li>• Information identifies student's specific strengths and weaknesses</li> </ul>



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Goal 3: To improve student learning and achievement in reading.

Objective 1: All students will demonstrate the ability to apply background knowledge and interpret fiction and nonfiction genres and provide evidence from text to support their understandings meeting proficiency standards of district assessments and MCAS.

<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
4. Develop common language and understanding of various instructional reading strategies to support the diversity of learning of all students	Classroom teachers, grade level teams, ELA building based coordinator, Building based curriculum team, Special education and Reading teachers, and Specialists and Administration	<ul style="list-style-type: none"> <li>• <b>Collaborative planning time both vertically and horizontally</b></li> <li>• In house professional development</li> <li>• A research based reading program</li> <li>• Normed Assessment/ GRADE and GMADE</li> <li>• Comprehension common assessment</li> <li>• Fountas Phonics Lessons:</li> <li>• Talian Letters</li> <li>• Lexia software</li> <li>• Differentiated instructional materials</li> <li>• Comprehension tool kits</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• <b>Faculty Meetings designated for professional development in the area of reading and reading assessments</b></li> <li>• Building based curriculum team outlined frameworks and MCAS results</li> <li>• Reading Specialist began working with grade level teams to composed scope and sequence reading curriculum maps</li> <li>• Reading Specialist and Special education teachers in conjunction with K and 1 teachers formed intervention groups based on result of DIBELS assessment</li> <li>• Hanson Language and Literacy Institute facilitated professional development for K, 1, 2 teachers</li> </ul>

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Goal 4: To support the development of students as responsible citizens of the world.

Objective 1: All Students will demonstrate awareness of and respect for cultural and individual differences.

<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
1. Participation of all students in Open Circle meetings guided by classroom teachers and guidance counselors	Students, Classroom teachers, Guidance, Specialists, Special Education and Reading teachers, and Administration	<ul style="list-style-type: none"> <li>• Classroom schedule for Open Circle meetings</li> <li>• Open Circle Training</li> </ul>	Ongoing	<u>Students are learning to:</u> <ul style="list-style-type: none"> <li>• Be respectful</li> <li>• Listen to others</li> <li>• Share their thoughts and feelings in a safe environment</li> <li>• Solve problems peacefully</li> <li>• Communicate their needs to both adults and peers</li> <li>• They are active and responsible members of a larger community</li> </ul>
2. Establish routines and clear expectations for student behavior in the classroom	Classroom teachers and students, Specialists, Special Education and Reading Teachers, Guidance, all staff and Administration	<ul style="list-style-type: none"> <li>• School Handbook</li> <li>• Clear rules and regulations that make sense to children that are visual posted and a part of our students' lives</li> </ul>	Ongoing  Ongoing	<ul style="list-style-type: none"> <li>• Students demonstrate care and respect for each other in their daily actions and words</li> <li>• Weekly Principal Citizenship Awards, and Student of the Month Awards</li> <li>• Students demonstrate they can follow routines and show appropriate behavior in and out of the classroom</li> </ul>
3. Begin to implement a social curriculum developmentally appropriate for each grade level	Classroom teacher and Guidance counselors	<ul style="list-style-type: none"> <li>• Appropriate and engaging curriculum to teach character building skills, responsibility and respect as well as communication skills to support and promote a bully free and safe learning environment for all our students</li> <li>• Continuation of the Child Abuse Prevention Program</li> </ul>	Ongoing  Ongoing	<u>Purchased Guidance and Health Programs:</u> <ul style="list-style-type: none"> <li>• Building Blocks of Good Character</li> <li>• Should I speak up</li> <li>• All about Responsibility</li> <li>• Building Healthy Relationships</li> </ul> <p>Students come forward with any issues that need to be resolved</p>

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Goal 4: To support the development of students as responsible citizens of the world.

Objective 1: All Students will demonstrate awareness of and respect for cultural and individual differences.

4. Teach our students self advocacy	<ul style="list-style-type: none"> <li>• Students, Classroom teacher, Guidance, Specialists, Special Education and Reading teachers, all staff and Administration</li> <li>• <b>4<sup>th</sup> grade Student Council new 2008.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of High School Peer Leaders mentoring 4<sup>th</sup> graders on tobacco and alcohol use</li> </ul>	Ongoing	<u>Student Council Representatives have accomplished:</u> <ul style="list-style-type: none"> <li>• Baskets for Seniors /Thanksgiving time</li> <li>• Name the Cafeteria</li> </ul>
5. Raise awareness of different cultures	Students, PTA Enrichment Coordinator, Classroom Teachers, Specialists, Special Education and Reading teachers, all staff and Administration	<ul style="list-style-type: none"> <li>• Cultural Events sponsored by PTA Cultural committee,,</li> <li>• Literature/Videos/Art/Music/</li> <li>• Foreign Language/Curriculum units.</li> <li>• Exposure to a variety of cultural songs and works of art in both music and art class</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Students and staff demonstrate an appreciation for each other in their daily activities</li> <li>• Acceptance and appreciation of people of different cultures is celebrated through student work; arts, music, literature, and discussion</li> <li>• School concerts and Art displays</li> </ul>

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Goal 4: To support the development of students as responsible citizens of the world.

Objective 1: All Students will demonstrate awareness of and respect for cultural and individual differences.

<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
6. To continue to support district wide peer modeling	Students, Classroom Teachers, Guidance, Specialists, Special Education and Reading teachers, all staff and Administration	Communication and creativity	Ongoing	<ul style="list-style-type: none"> <li>• GDRHS Internship program</li> <li>• Kids helping Kids Program</li> <li>• 6<sup>th</sup> graders reading to 2<sup>nd</sup> graders program</li> <li>• H.S. Peer leaders discuss alcohol, tobacco and drugs with 4<sup>th</sup> graders</li> <li>• Book buddies</li> </ul>
7. Promote positive transition for students grade to grade/ building to building	Students, Classroom Teachers, Guidance, Special Education and Reading teachers, all staff and Administration	<u>Communication between:</u> <ul style="list-style-type: none"> <li>• Parents and staff</li> <li>• District wide staff</li> <li>• School visits</li> <li>• Social events</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Step up day</li> <li>• New school visits/tours with students and teachers</li> <li>• Ass't Principal and Principal visits to transitioning schools</li> <li>• SPED PAC sponsored transitional roundtable meetings</li> </ul>
8. Students will participate in age appropriate community service	Students, Classroom Teachers, Specialists, Special Education and Reading Teachers, Volunteers, All staff and Administration	Student interest, Family and Community support, PTA involvement and local agencies	Ongoing	<ul style="list-style-type: none"> <li>• Grade level projects</li> <li>• School wide Projects</li> <li>• 4<sup>th</sup> Grade Poetry project</li> <li>• Diabetes Walk</li> <li>• American Cancer Society</li> <li>• Pennies for Peace</li> </ul>

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Goal 4: To support the development of students as responsible citizens of the world.

Objective 2: Students will resolve conflicts effectively and peacefully.

1. All staff and students utilize the Open Circle Program to support common language around conflict resolution	Students, Classroom Teachers, Specialists, Special Education and Reading Teachers, all staff and Administration	Open Circle training and curriculum	Ongoing	<ul style="list-style-type: none"> <li>• Use of common language</li> <li>• Positive learning community</li> </ul>
2. School rules and Behavior expectations are consistent throughout the school	Students, All Staff, Parents, and Administration	<ul style="list-style-type: none"> <li>• Florence Roche Behavior Plan and Behavioral Expectations Agreement</li> <li>• Student Handbook needs revision by a school based committee</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Decrease in number of behavior incidents because students understand the rules and regulations</li> <li>• Students, staff and parents refer to School Behavior Plan</li> </ul>



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Goal 5: To use technology ethically and responsibly and to demonstrate a broaden educational experience for our students and staff

Objective 1: Teachers and students will demonstrate proficiency in the use of technology.

<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
1. Teachers and Administrators will participate in professional development to become competent, confident users of equipment and appropriate software to support professional requirements and student learning	District and building based technology personnel, All staff, Administration	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Reliable technology equipment and infrastructure</li> <li>• District K-12 Technology Competency Document</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All staff have been trained and can demonstrate proficient use of equipment</li> <li>• Samples of student work</li> <li>• Samples of teacher lessons</li> </ul>
2. Provide reliable technology in classrooms, library, and computer lab to support curriculum	District Technology Department	<ul style="list-style-type: none"> <li>• Additional working computers in classrooms, library and computer lab</li> <li>• Appropriate software</li> <li>• Building schedule that supports equal time in computer lab and library</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Existing computers in computer lab and library</li> </ul>
3. Provide students with consistent access to the technology to ensure grade level proficiency in technology standards	District Technology Department, Computer and Lab Specialists, Classroom Teachers, Special Education Teachers	<ul style="list-style-type: none"> <li>• Additional working computers in classrooms, library and computer lab</li> <li>• Appropriate software</li> <li>• Building schedule that supports equal time in computer lab and library</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Log of classroom visits to computer lab</li> <li>• Samples of student work</li> </ul>

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Goal 6: To provide a safe and secure learning environment for students, faculty and staff.

Objective 1: To build consistent policies and procedures around all crisis and emergency events/issues and to insure safety and security on a daily basis for our students, staff and community.

<b>Strategy to Accomplish the Objective</b>	<b>Persons Responsible</b>	<b>Resources Required</b>	<b>Timeline</b>	<b>Evidence of Achievement</b>
1. Securing the playground area.	All staff, Building Maintenance, Administration	A fence that encloses the playground area and is retractable for emergency vehicles to enter	2008-2009	<ul style="list-style-type: none"> <li>• Fence put in playground area to keep students safe at recess- 2008</li> </ul>
2. Building Security at all entries	All staff, Building Maintenance, Administration	<ul style="list-style-type: none"> <li>• Video surveillance camera</li> <li>• Working PA system outside playground area, nurses room, copy room</li> <li>• Working locks on all doors</li> <li>• Working shades for lockdowns</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All doors remained locked except for the front door of the school</li> <li>• Installation of new security system</li> </ul>
3. Continual improvement of safety procedures	All staff, Building Maintenance, Parents.	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Community support</li> <li>• District wide policies and plans</li> <li>• Frequent communication with local police and fire department</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Kindergarten Safety Complex Visits</li> <li>• Fire/Ambulance/EMT visit to school with Smoke House</li> <li>• Fire Safety Week</li> <li>• CPR Training for Staff</li> <li>• Defibrillator Training</li> <li>• Staff ID cards (new 2007)</li> <li>• Visitor ID's/sign in procedures</li> <li>• Guest Teacher ID's</li> <li>• Parent Pick up sign out procedures</li> <li>• Dismissal procedures</li> <li>• Additional supervision on playground</li> <li>• Staff responsible for locking all outside doors</li> </ul>

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Goal 7: To Further develop Social Studies and Science Curriculum and assessments that are aligned to the Massachusetts State Frameworks.

Objective 1: To integrate Social Studies and Science Curriculum in to other content areas of instruction.

Strategy to Accomplish the Objective	Persons Responsible	Resources Required	Timeline	Evidence of Achievement
1. Align Social Studies and Science Curriculum to the Massachusetts State Frameworks.	Classroom Teachers, Specialists, Special Education and Reading Teachers, Social Studies building based coordinator, Building based curriculum team and Administration	<ul style="list-style-type: none"> <li>• Science Kits</li> <li>• Social Studies materials</li> <li>• Globes</li> <li>• Maps of USA, Canada , World</li> <li>• Museum of Science Engineering is Elementary Kits</li> <li>• Creation of School Garden Committee</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Museum of Science/Simple Machines/ Engineering is Elementary/ Stick in the Mud/ Magnets Kits/ Funded through GDEF</li> <li>• T.V. Network/Meteorologist Visit to 4<sup>th</sup> grade students</li> </ul> <p><u>Field Trips</u></p> <ul style="list-style-type: none"> <li>• Lowell Field trip</li> <li>• Aquarium- in house field trips/ K-Tidepools /2- Penguins</li> <li>• Plymouth Plantation</li> <li>• Mnt. Wachusett -4<sup>th</sup></li> <li>• Nashoba River Canoeing Trip- 4</li> <li>• Beaver Brook Trip- K</li> <li>• Drumlin Farms-1</li> <li>• Acton Discovery Museum</li> <li>• Groton Library visits K-4</li> <li>• Safety Complex-K</li> <li>• Author visits</li> <li>• Eyes on Owls presentation-2</li> <li>• Fossil presentation-1</li> </ul>

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Goal 8: To promote actions, behaviors and learning that create a healthy and safe environment for all students, faculty and staff

Objective 1: To keep students and staff healthy over time, reinforcing positive healthy behaviors throughout the school day, and making it clear that good health and learning go hand in hand.

Strategy to Accomplish the Objective	Persons Responsible	Resources Required	Timeline	Evidence of Achievement
1. Promote activities and opportunities for students and staff that enhance an awareness of good health and well-being	Nurse, Guidance, Classroom Teachers, Specialists, Special Education Teachers, All Staff, Administration, Parents, Students, District Wellness Committee	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Scheduled classroom lessons (nurse, guidance)</li> <li>• Professional development time dedicated to health and wellness</li> <li>• Additional funding for staff education to properly implement a health and wellness program</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Weekly Crisis Team Meetings</li> <li>• Allergy awareness programs</li> <li>• Peanut/ Tree Nut free classrooms</li> <li>• Peanut/Tree Nut free lunch table</li> <li>• Cafeteria awareness of allergies</li> <li>• Allergy Support Group/FAST</li> <li>• Wellness Professional development courses</li> <li>• Physical Fitness Curriculum</li> <li>• CPR and Defibrillator Training for staff</li> <li>• New shade at Playground to protect students/staff against sun damage</li> <li>• Diabetes Walk</li> <li>• Nurse Lang awarded the Mariel C. Furlong Award for Making a Difference!</li> </ul>
2. Increased implementation of the initiatives in the District Wellness Policy	Nurse, Guidance, Classroom Teachers, Specialists, Special Education and Reading Teachers, All Staff, Administration, Parents, Students, District Wellness Committee	<ul style="list-style-type: none"> <li>• Scheduled time during ½ days to increase staff awareness of current health trends and implement initiative in a consistent manner</li> </ul>	2008-2010	

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Goal 9: To find alternative funding sources to support student and staff learning

Objective: To continually improve educational goals and objectives and to foster a professional learning environment for staff as well as students.

Strategy to Accomplish the Objective	Persons Responsible	Resources Required	Timeline	Evidence of Achievement
1. To write grants	Administration, Building Based Curriculum Team, Teachers, Library/Media Specialists, Specialists, School Council Team, Parents, PTA	time and creativity	Ongoing	<ul style="list-style-type: none"> <li>• Evidence: Grants written this year for</li> <li>• Lexia</li> <li>• Telian Letters</li> <li>• Garden</li> <li>• Technology</li> </ul>