

Dracut Public Schools

2010-2011

School Improvement Plan



The Greenmont Avenue Elementary School

37 Greenmont Avenue

Dracut, MA 01826

(978) 453-1797

www.dracutpublicschools.net

School Site Council Membership

2010-2011

Mr. David S. Hill ~ *Principal and Co-Chair*
Mrs. Rosemary Connors ~ *Teacher Representative and Co-Chair*
Mrs. Kimberly Tierney-Honan ~ *Parent Representative*
Mrs. Jennifer Dailey ~ *Parent Representative*
Mrs. Christine Germain ~ *Parent Representative*
Mrs. Kristen Sheppard ~ *Parent Representative*
Mrs. Robyn Ferronetti ~ *Teacher Representative*
Mrs. Kathleen Mason ~ *Teacher Representative*
Mrs. Jan Hagman ~ *Community Representative*

Mr. David S. Hill ~ Principal / Co-Chair

Mrs. Rosemary Connors ~ Teacher Rep. / Co-Chair

Mrs. Robyn Ferronetti ~ Teacher Rep.

Mrs. Christine Germain ~ Parent Rep.

Mrs. Jennifer Dailey ~ Parent Rep.

Mrs. Kimberly Tierney-Honan ~ Parent Rep.

Mrs. Jan Hagman ~ Community Rep.

Mrs. Kathleen Mason ~ Teacher Rep

Mrs. Kristen Sheppard ~ Parent Rep.

Dracut Public Schools Mission and Vision Statements

The Dracut School Community is committed....

TO FOSTER.....a safe and caring learning environment where tolerance, respect, and cooperation are valued.

TO PROVIDE.....our students with the knowledge and skills necessary for success in a changing world.

TO INSPIRE.....all students to become life-long learners and responsible, productive citizens.

The Dracut Public School System embraces a vision of an educational community committed to developing each student as a life-long learner, capable of meeting his or her fullest intellectual, emotional and physical potential in an ever changing, culturally diverse and technologically expanding society.

Greenmont Avenue Elementary School ~ Mission and Vision Statements

MISSION STATEMENT

The established mission of the Greenmont Avenue School is

- To provide a safe, stimulating, nurturing, learning environment for every student to grow academically, emotionally, intellectually and socially.
- To nurture the development of the necessary social skills of cooperation, respect of self and others, responsibility and tolerance.
- To foster a sense of community commitment and understanding of citizenship.
- To inspire the innate creativity and inquiry in all children so they will become lifelong seekers and learners of aesthetic beauty and knowledge

VISION STATEMENT

The Greenmont Avenue School sees itself as an educational community of active and respectful students, parents, and faculty working cooperatively to stimulate and nurture the intellectual, social and emotional potential of each student. Our vision sees each student as a self directed, highly motivated and socially competent individual who appreciates the value of being a life-long learner and understands his/her importance as an integral part of our school community.

Massachusetts Education Reform Act School Improvement Goal:
Means for meeting diverse learning needs

Dracut Public Schools – District Blueprint of Goals to Enhance Student Achievement:
To develop, implement and assess curriculum and instruction

Greenmont Avenue School: School Improvement Plan – SMART Goals K-4, Resource and Special Needs.
To improve student performance and high achievement in ELA and Mathematics

S.M.A.R.T. Kindergarten ELA Goal

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 95% of Kindergarten students will identify 24 of 26 letters and the correct sound associated with each one as measured by the end of the year Kindergarten Inventory.</p>	<p>The team will continue with a specific 30 minute guided developmental reading time. Students will be assessed in September to determine needs and ability groups. Students in need of intensive support will be in a group no larger than 5 students and will be referred to the Reading Resource Teacher for an additional 20 minutes of reading support twice a week. Student’s progress will be monitored using informal observation, daily assignments and the Kindergarten Inventory.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Designate a 30 minute reading three times a week for small group, homogenous guided reading groups. 2. Integrate letter/sound representations across the curriculum. 3. Work with the Reading Resource teacher two times a week to implement specific strategies for At Risk students for in class and pull out support. 4. Meet with Principal bi-weekly to assess student progress and instructional strategies. 5. Meet with Principal, Reading Support Specialist and Special Ed. Teacher to review progress. 	<p>* The team will administer the Kindergarten Inventory assessment tool four times a year to assess progress.</p> <p>* The team will also use informal observation and daily classroom assignments as assessment tools to track student progress.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. Student growth and movement to higher groups attaining proficiency. 2. 95% of students demonstrating the correct identification and sound associations by June on the Kindergarten Inventory. 3. Kindergarten Inventory used four times a year. 4. Formal assessment as administered by Reading Resource Teacher on At-Risk students.

S.M.A.R.T Kindergarten Math Goal

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 95% of Kindergarten students will correctly visually identify numbers 0-20 and the associated amount represented by it with 90% accuracy as measured by the end of the year Kindergarten Inventory.</p>	<p>The team will designate a math block three times a week to highlight and focus on number concept and value recognition. Students will be assessed to identify current instructional level and placed into homogenous small instructional groups. Differentiation of instruction will be provided for each instructional group. Students in need of intensive support will receive additional reinforcement during the school day and after school through late help support. Students who have demonstrated mastery will receive enrichment activities during the same instructional block.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Design and plan the daily 20 minute designated mathematics block three times a week. 2. Create and implement the supplemental 15 minute support period for At Risk students. 3. Create fluid homogenous small groups for instruction 4. Create specific instructional strategies and assignments for all ability groups 5. Meet with the Principal on a bi-weekly basis to review student learning and instruction. 	<p>* The team will administer the Kindergarten Inventory Assessment and other math assessment tools at least four times a year, starting in September, to monitor and track student progress.</p> <p>* The team will also use daily informal observation and anecdotal notes to track student progress.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. Daily informal observation and notes. 2. Student movement into higher ability groups, as needed. 3. 95% of students demonstrating the ability to identify numbers 0-20 and the associated amount represented by the end of school year in June as measured by the end of the year KI and end of the year assessment tools.

S.M.A.R.T 1st Grade ELA Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 85% of 1st grade students will be able to answer questions using the essential parts of a sentence using TTQA (Turn the Question Around),the correct capitalization and punctuation with 80% accuracy as measured by the end of the year formative assessment.</p>	<p>The team will plan and initiate daily modeling and practice of capital letters and punctuation. Purposeful direct instruction will be planned daily through regular exercises like the Morning Message. Students will be assessed in September to determine level of proficiency. Students requiring additional support will be assigned a member of the team to receive additional support during the school day. Student accuracy and growth will be assessed and measured informally on a daily basis.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Purposefully plan and initiate daily modeling and practice of capitalization and punctuation starting in September. 2. Create a formative assessment to assess student understanding in September. 3. Identify students in need of additional support and instruction. 4. Meet with the Principal monthly to review and track student progress and discuss instructional strategies. 	<p>The team will administer formative assessment three times a year beginning in September.</p> <p>The team will use daily informal observation and assessment to determine level of proficiency.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. Daily informal teacher observation. 2. 85% of students demonstrating the use of proper capitalization and punctuation with 80% accuracy on the formative assessment in June. 3. Evidence as noted through weekly assessment tool.

S.M.A.R.T. 1st Grade Mathematics Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 80% of 1st grades students will be able to correctly solve a mathematical word problem and explain how they were able to find the answer using the QSFA formula correctly with 100% accuracy.</p>	<p>The team will design and implement weekly word problems for students to demonstrate their ability to solve and explain their thinking using the QFSA formula.</p> <p>Students determined to need additional re-teaching and practice will be provided small group instruction with a team member.</p> <p>Students demonstrating proficiency will be provided enrichment through extension activities.</p> <p>Students progress will be monitored on an on-going basis using informal and formal assessments.</p>	<p>The team will</p> <ol style="list-style-type: none"> 1. Design and implement weekly Problem of the Day to practice and assess student understanding using the QFSA methodology. 2. Begin word problem terminology in the month of December. 3. Track progress daily to determine students in need of additional reinforcement and re-teaching. 4. Meet as a team weekly and with Principal bi-weekly to assess current student learning and instructional methods. 	<p>Weekly informal and formal assessments will be used to assess student learning and understanding of QFSA formula.</p> <p>The team will use daily informal observations and periodic written assessments to determine level of understanding.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. 80% of students demonstrating the ability to answer and correctly explain their thinking using the QFSA formula with 100% accuracy during the end of the school year assessment. 2. Individual students demonstrating increasing proficiency on end of the unit assessments.

S.M.A.R.T. 2nd Grade ELA Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 85% of students will be able to correctly answer an Open Response question /prompt using the essential parts of an OR answer: topic sentence (TTQA), three supporting details, and a concluding sentence using a formulated scoring rubric to self assess at the conclusion of the school year.</p>	<p>The team will continue to devote a defined and daily 60 minute writing block for instruction and practice. Students determined to need additional reinforcement and instruction will be given small group re-teaching when necessary. Students assessed at meeting the standard will be given opportunities to enhance their understanding and mastery through enrichment and extension activities created by the team. Individual student proficiency will be measured through continuous informal and formative assessment.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Continue to plan a 60 minute defined and daily writing block. 2. Design appropriate reinforcement activities for students requiring additional practice and enrichment through extension opportunities for students demonstrating mastery. 3. Meet weekly as a team and bi-weekly with Principal to discuss progress and student learning and to plan for future instruction. 4. Continue daily informal and formal conferencing with students. 5. Develop bi-weekly Open Response prompts to correlate with stories and units of study. 	<p>The team will continue to plan a monthly, pre-selected John Collins Writing piece for use as reliable assessment and evaluation of skill attainment and mastery.</p> <p>The team will also consistently use a weekly Open Response writing prompt during independent writing journal.</p> <p>The team will use daily informal and formal conferencing with students individually to assess student learning.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. Demonstrated student growth through Open Response writing prompts with 85% of students demonstrating accuracy of a score of three or better on the OR rubric. 2. Monthly completion of pre-selected John Collins writing pieces with defined FCA's and rubrics. 3. Successful demonstration of mastering the essential parts of an Open Response writing prompt paragraph at the end of the year formative assessment writing piece.

S.M.A.R.T. 2nd Grade Mathematics Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 85% of 2nd grade students will be able to solve a mathematical word problem and explain how they were able to find the answer using the QFSA formula correctly with 100% accuracy.</p>	<p>The team will design weekly word problems where students will be able to demonstrate an ability to solve and explain their thinking using the QFSA formula. Students determined to need additional re-teaching and reinforcement will be provided weekly small group instruction with a team member. Students demonstrating proficiency will be provided with enhancement and enrichment through extension activities and games and the option of serving as peer tutors. Individual student competency will be evaluated and assessed formally and informally throughout the year. A defined Math MCAS word of the week will be developed to enhance student understanding of specific vocabulary.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Develop a specific weekly Problem of the Week to assess student understanding using the QFSA methodology. 2. Develop pre and post assessments on a bi-weekly basis to assess student learning. 3. Design appropriate re-teach and reinforcement activities for students requiring additional instruction. 4. Create enrichment activities for students demonstrating mastery including the opportunity to serve as peer tutors. 5. Meet weekly as team and bi-weekly with Principal to discuss student learning and instruction. 	<p>Weekly informal and formal assessments will be used to assess student learning and understanding of QFSA formula.</p> <p>The team will administer a monthly formal word problem to assess student learning of QFSA formula and understanding of defined Math MCAS vocabulary.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. Daily informal teacher conferencing indicating student growth. 2. 85% of students demonstrating the ability to answer and correctly explain their thinking using the QFSA formula with 100% accuracy during the end of the year assessment. 3. Individual students demonstrating increasing proficiency on end of the unit assessments.

S.M.A.R.T. 3rd Grade ELA /MCAS Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 75% of 3rd grade students will demonstrate grade level proficiency answering a specific Open Response prompt/question with a score of 8 or above using a defined end of the year formal assessment and rubric.</p>	<p>The team will designate and plan a daily 2.5 hour ELA block using a balanced literacy ELA curriculum. Student's progress will be assessed and monitored using daily informal observations. Weekly formal and standardized assessments will determine students requiring additional instruction and reinforcement. A specific focus on effectively answering Open Response questions will include the introduction of the following strategies, TTQA (Turn The Question Around) , identifying main ideas "Big Ideas" that answer question completely, "Jail the Details" and "Slash the Trash" and underline supporting evidence, teach to write within border given and use of the OR Checklist.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. The team will design and implement on-going assessment using informal observation, and formal and standardized assessment to determine level of student understanding. 2. The team will analyze the results of monthly formative assessments to guide instruction and pacing and identify At Risk students who will require additional instruction and practice. 3. The team will provide weekly practice and reinforcement of the OR Checklist for correctly answering Open Response questions. 4. The team will meet weekly and monthly with Principal to assess student learning and instruction. 	<p>The team will develop on-going weekly Open Response questions to assess student learning beginning in October.</p> <p>The team will develop and administer MOCK MCAS tests in January and March to assess student learning.</p> <p>The team will plan "intensive small group instruction" for a designated 60 minute focus on Open Response questions.</p> <p>The team will provide late help assistance to At Risk students.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. 75% of students demonstrating grade level proficiency, with a focus on Open Response questions, with a score of 8 or above using the defined end of the year assessment and rubric. 2. 75% of students exhibiting proficiency on monthly formative assessments ending in June. 3. Weekly/Monthly assessment of skill development and mastery.

S.M.A.R.T. 3rd Grade Mathematics/ MCAS Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 85% of 3rd grade students will be able to correctly identify with 100% accuracy the key mathematical vocabulary as identified through the end of the year formative assessment with a defined scoring rubric.</p>	<p>The team will designate and plan for a 60 minute mathematics block each day for direct instruction, independent and small group practice and assessment. The team will plan weekly practice of skills and Open Response questions through Daily Bite, weekly assessment and informal teacher observations. The team will also create one MOCK tests to be administered for analysis of student learning. Students designated At Risk will be provided additional re-teaching and reinforcement through in class small groups and after school tutorial. Student growth will be tracked weekly using multiple forms of assessment.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Meet weekly as a team and bi-weekly with the Principal to discuss student learning and instruction. 2. Administer practice MCAS questions three times a week to assess for understanding. 3. Identify and assess the needs of students deemed At Risk. Create specific strategies for additional reinforcement of concepts and skills. 4. Create one MOCK MCAS tests to be administered for analysis of student learning. 	<p>The team will administer beginning of the year assessment to determine student's prior knowledge.</p> <p>At Risk students will be identified in October and provided additional assistance through individual and small group reinforcement and late help tutoring.</p> <p>MOCK MCAS tests will be administered once prior to actual test to assess student understanding.</p> <p>The team will assess students using informal observations, formal standardized tests and formative assessments from Sept.-June.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. 75% of 3rd grade students demonstrating proficiency on MCAS Mathematics test. 2. Student proficiency on year end formative assessment. 3. Weekly/Monthly assessment of skill development and mastery.

S.M.A.R.T. 4th Grade ELA / MCAS Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year, 80% of 4th grade students will demonstrate proficiency or above by scoring an 8 or higher on Open Response questions, as measured by an end of the year formal assessment and scoring rubric.</p>	<p>The team will devote and plan appropriately for a daily 120 minute ELA instructional block. The team will implement the following effective strategies for answering Open Response questions; TTQA (Turn The Question Around) , identifying main ideas “Big Ideas” that answer question completely, “Jail the Details” and “Slash the Trash” and underline supporting evidence, teach to write within border given and use of the OR Checklist. The team will identify students “At Risk” and develop a comprehensive plan to provide additional instruction and reinforcement. Monthly formative assessments will be used with daily informal observation and conferencing to track student growth.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Meet weekly and monthly with the Principal to discuss instruction and current levels of student performance. 2. Create bi-weekly practice assessments of Open Response questions integrating the use of effective OR strategies and OR Checklist. 3. Determine a list of At Risk students in October and develop comprehensive plan including additional individual and small group reinforcement and after school tutorial. 	<p>The team will create and administer a monthly assessment of student learning and prior knowledge to begin in September.</p> <p>The team will identify At Risk students in October and develop multiple opportunities for re-teaching and reinforcement of skills.</p> <p>The team will plan “intensive small group instruction” for a designated 60 minute focus on Open Response questions, use of strategies and OR Checklist.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. 85% of 4th grade students will demonstrate proficiency or above by scoring an 8 or higher on Open Response questions, as measured by an end of the year formal assessment and scoring rubric. 2. 85% of students exhibiting proficiency on monthly formative assessments ending in June. 3. Weekly/Monthly assessment of skill development and mastery with a focus on OR proficiency.

S.M.A.R.T. 4th Grade Mathematics / MCAS Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2009-2010' school year, 80% of 4th grade students will demonstrate grade level proficiency in mathematics as measured by the end of the year formative assessment and scoring rubric.</p>	<p>The team will devote and plan for a 60 minute block of mathematics instruction and assessment. Assessment of students will be on-going beginning in September with designed formative assessment to assess prior knowledge and the use of Daily Bite, morning math and mad minute. The team will create and implement a weekly practice and instruction of Open Response questions. Students determined to be At Risk will be receive additional instruction through individual, small group and after school tutoring at late help. Progress will be continuously monitored using assessment tools.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Team will meet weekly and bi-weekly with the Principal to assess student learning and instructional focus and practice. 2. Team will design monthly formative assessments of student learning. 3. At Risk students provided additional small group instruction and reinforcement using specifically designed instructional strategies. 4. Create two MOCK Math tests to simulate real test situations and provide assessment of student learning. 5. Create small group focus groups for instruction. 	<p>The team will administer beginning of the year formative assessment three times a year beginning in September to assess student's prior knowledge.</p> <p>At Risk students will be identified in October and provided additional assistance through in class individual and small group reinforcement and late help tutoring.</p> <p>MOCK MCAS tests will be administered twice prior to actual test to assess student understanding.</p> <p>The team will assess students using informal observations, formal standardized tests and formative assessments from Sept.-June.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. 80% of 4th grade students demonstrating proficiency on the formative end of the year assessment. 2. Student proficiency on year end formative assessment. 3. Weekly/Monthly assessment of skill development and mastery. 4. Proficiency as demonstrated on MOCK MCAS tests.

S.M.A.R.T. Reading Resource / Special Education Goal: Grades K-3

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>During the 2010-2011 school year:</p> <ul style="list-style-type: none"> -Kindergarten students referred will demonstrate a 50% improvement in letter /sound identification. - At Risk 1st grade students will demonstrate 50% sight word improvement, will be able to identify 80% of vowels /sounds and will advance 2 DRA levels in their oral reading fluency and comprehension. -At Risk 2nd grade students identified will demonstrate a 50% increase in sight word recognition, will identify 90% of vowels and sounds and will advance 2 DRA levels in their oral reading fluency and comprehension. -At Risk grade 3rd grade students will demonstrate a 90% mastery of Dolch word list, demonstrate mastery of 95% of vowels/sounds and advance 1 DRA level. 	<p>The team will determine baseline reading levels using a phonic/sight word assessment and DRA reading assessment. The team will also use quarterly Running Records and grade level assessment to assess student learning. Students will be grouped according to specific needs. Individual or small groups no larger than four will be mandated to ensure optimal instructional learning. Student progress will be continually monitored in reading fluency, sight word recognition and mastery and phonics.</p>	<p>The team will:</p> <ol style="list-style-type: none"> 1. Team will meet weekly and monthly with the Principal and classroom teachers to assess student learning and instructional methodology. 2. Team will design bi-monthly assessments to assess students learning. 3. Monthly updates of student progress will be communicated to families. 4. Create individualized instructional plans for all students. 	<p>The team will administer a September baseline assessment to all students.</p> <p>At Risk students will be identified and families notified of individualized educational plan during the beginning of October.</p> <p>Support services will be active by October 15th</p> <p>Administer quarterly skills and reading assessments.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> 1. A comparison of initial baseline assessment with quarterly assessments demonstrating progress. 2. Daily teacher informal observations and ongoing formal assessments. 3. Students demonstrating mastery of targeted goal areas by grade at the conclusion of the school year.

Massachusetts Education Reform Act School Improvement Goal:
Means for meeting diverse learning needs

Dracut Public Schools – District Blueprint of Goals to Enhance Student Achievement:
 To provide a safe, healthy and nurturing learning environment for all students by:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Success
<p>To increase the awareness, importance and integration of physical activity into the everyday lives of 100% of students during the 2010-2011 school year</p>	<ul style="list-style-type: none"> -introduction of daily incentive based walking program using pedometers during recess -introduction of Presidential Physical Fitness program during Physical Education/Wellness classes to be administered on end of the month Fridays. -continuation of Health/Wellness program through Physical Education teacher and nurse. -continuation and expansion of Jump Rope for Heart to include whole week of physical activities -expansion of Field Day activities to include active staff participation in events -continuation and expansion of Health/Wellness week 	<ul style="list-style-type: none"> -The Principal, Lead Teacher and Physical Education teacher will coordinate the introduction of the daily walking program. -PE Teacher and Principal will coordinate the PPF program and JRfH. -Field Day Coordinators and Principal will expand Field Day activities and Health Wellness Week. 	<p>All students in grades K-4 will be assessed at the beginning, mid point and conclusion of the year using online survey</p>	<p>All students assessed in June will demonstrate an increased awareness, importance and integration of physical activity based on data gathered through online survey.</p>

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Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Success
<p>To increase in all students grades K-4, the awareness, education and integration of Health/Wellness and its direct correlation on student learning and overall student health during the 2010-2011 school year</p>	<ul style="list-style-type: none"> -to initiate discussions with the Food Services Director regarding changing lunches and snacks served -to initiate heart healthy snack appreciation and recognition with a certificate and sticker during snack and lunch times -to continue Heart Healthy classroom parties and celebrations as a viable alternative -to integrate heart healthy snacks into monthly Gator Gathering -to ensure heart healthy snacks and food served at PTO and school related functions -to further develop and enhance Health/Wellness week to include healthy snack with colors 	<ul style="list-style-type: none"> -Principal and Food Services director will initiate discussions regarding heart healthy snacks. -Principal and Lead Teacher will ensure Heart Healthy parties and PTO related snacks. 	<p>All students in grades K-4 will be assessed three times during the year, (September, January June) using an online healthy heart survey, which will tabulate results.</p>	<p>Results and data tabulated from beginning of the year to end of the year will show marked improvement in awareness, education and integration of physical activity</p>

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Team SMART Goal	Team SMART Goal	Team SMART Goal	Team SMART Goal	Team SMART Goal
<p>To educate all students in grades K-4 and increase their awareness and understanding of Code of Conduct / Core Values with an emphasis on the essential topics of bullying, teasing and harassment during the 2010-2011 school year</p>	<ul style="list-style-type: none"> -continue monthly Class Meetings with Principal and a predetermined essential topic highlighted and discussed each month -Morning Meeting concept, used in Responsive Classroom ideology, will be initiated 5 times a week at a predetermined time -plan and schedule four predetermined topics for discussion/lecture for families to attend -development of 3rd/4th grade enrichment program to plan and practice skits based on essential topics such as bullying and teasing -development of Second Step program -invite high school students as guest lecturers on imp. topics 	<ul style="list-style-type: none"> -The Principal will coordinate weekly class meetings. -Classroom teachers will initiate daily morning meetings. -The Principal will organize and plan parent informational nights on three selected topics of interest. -Principal and Lead Teacher will initiate Second Step discussions and use of high school students as invited guest speakers on essential topics. 	<p>All students in grades K-4 will be assessed three times during the year, (September, January June) using an online essential topics survey, which will tabulate results</p>	<p>Results and data tabulated from beginning of the year to end of the year will show 50% decrease in the number of teasing, bullying and harassment related incidents. Student's awareness and understanding of the essential topics will also significantly increase through an online survey.</p>