

*Quincy Public Schools
School Improvement Plan
2009 - 2010*

*Among the many purposes of schooling, four stand out to us as having special moral value: to love and care, to serve, to empower and, of course, to learn.
~Andy Hargreaves and Michael Fullan*

School: Merrymount Elementary School

Principal: Ann M. Pegg

Assistant Principal: Andrea Q. Santoro

Date Submitted: October, 2009

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I. Mission Statement

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

Our success will be measured by our students who exemplify a lifelong love of learning.

II. PRINCIPAL'S MESSAGE

Dear Members of the Quincy School Committee:

The following document is the Merrymount School Improvement Plan for the 2009-2010 school year. It was developed according to the guidelines of the Massachusetts Education Reform Act. The purpose of this legislative act is to strengthen the local school system's leadership for school improvement and to provide for school-based planning responsibilities of school councils as the foundation for a more focused, responsive and accountable system for serving our students.

The Merrymount School believes its school improvement plan is consistent with the educational goals of our country, state and school system. Our school council is grateful for the opportunity to participate in the school improvement process.

Our School Improvement Plan focuses on three values that are consistent with our school's mission statement.

- *Our school is committed to creating an inclusive and supportive learning environment that nurtures young students and allows each to maximize his or her individual potential.*
- *Our school strives to create a safe atmosphere for learning that encourages mutual respect, cooperation, appreciation of diversity, open communication, and non-violent conflict resolution.*
- *Our school is committed to supporting our families, and to working with parents as partners in fulfilling our mutual responsibilities relative to the education and care of our children.*

The Merrymount School recognizes the need for students to be prepared for the 21st century and this need includes the ability to use technological resources. Merrymount parents, under the direction of the PTO and School Council, continue to recognize, support and supplement the needs and goals of the staff. It is a partnership that fosters success.

The Merrymount staff should be recognized for their skills, expertise and extraordinary commitment. They spark intellectual drive and curiosity, fuel ideas, and understand the developmental challenges that children navigate. The Merrymount staff promotes an environment of inquiry and exploration, responsibility and compassion. They provide opportunities, both academic and social, so that every student grows through meaningful, memorable learning experiences. Through an active learning environment our students are helped to develop **confidence, competence and character**.

Sincerely,

Ann Pegg
Principal

III. Improvement Plan

A. Assessment

1. Reflection
 - i. 2007-2008 SMART Goals
 - ii. 2008-2009 SMART Goals
 - iii. Literacy 2008-2009
2. Analysis of Spring 2008 MCAS Test Results
3. Analysis of Spring 2009 MCAS Test Results

1. REFLECTION

*“Why should we look to the past in order to prepare for the future?
Because there is nowhere else to look.”
—James Burke*

2007-2008 SMART GOALS

Goal One

Merrymount School students in grades K-5 will utilize strategies to enhance vocabulary development through direct instruction across the curriculum. Student vocabulary acquisition and knowledge will be monitored through weekly Trophies vocabulary tests and monthly content-area tests.

2008 Results

<i>Grade</i>	<i>Merrymount</i>	<i>State</i>	<i>Difference</i>
<i>Grade 3 Reading</i>	<i>91%</i>	<i>84%</i>	<i>+7%</i>
<i>Grade 4 ELA</i>	<i>87%</i>	<i>84%</i>	<i>+3%</i>
<i>Grade 5 ELA</i>	<i>79%</i>	<i>83%</i>	<i>-4%</i>

Goal Three

Math teachers in grades K-5 at the Merrymount School will implement various math initiatives to increase student success in mathematics. Initiatives will result in fifty percent of the students in K-5 scoring at proficient or above on year-end assessments K-1: Houghton Mifflin, Grade 2: Q-Math, Grade 3-5: MCAS.

2008 Results

<i>Grade</i>	<i>Combined Proficient/Advanced</i>
<i>Grade 3 Math</i>	<i>84%</i>
<i>Grade 4 Math</i>	<i>67%</i>
<i>Grade 5 Math</i>	<i>60%</i>

2008-2009 SMART GOALS**TECHNOLOGY**

Staff in grades K-5 will use technology to enhance and supplement the existing reading, math, science and social studies curriculum. Through the use of various technology programs, classroom teachers and support staff will work on raising the individual performance levels of 50% of our students on the grades 3-5 Reading/ELA and Mathematics MCAS tests.

The Cinco de Mayo silent auction in 2007 raised enough funds to outfit a new state of the art computer lab. This lab is equipped with 20 computers with internet access. Buoyed by their 2007 success, the PTO and School Council decided to hold the event again in 2008 to raise funds for software to enhance our current resources. Thanks to the success of these events, students at Merrymount School have access to cutting edge technology.

This cutting edge technology includes access to a comprehensive, web-based program entitled "Study Island." Study Island offers states standards-based learning programs for students across the curriculum. The program includes instruction, practice, assessment and reporting. Staff members received professional development from a Study Island representative in early September 2008. This professional development was offered so that the staff could fully utilize all the features of this program. Following this in-service, Merrymount students in grades 3-5 were able to utilize the math and reading components throughout the year. Additionally, the program's science and social studies components were available to fifth grade students.

Students explored this program, which was available to them on classroom computers, in the media lab and at home, in a variety of ways. Staff members utilized the program as a tool for reinforcing curriculum concepts and standards and assessing individual student skill acquisition. Students in grades 1 and 2 had the opportunity to use Brainpop Jr., another web-based program, as introduction to or wrap up of various academic topics. Staff members utilized it as part of a whole-group lesson or allowed students to navigate it independently in our state-of-the-art computer facility. Brainpop Jr. provides educational movies for students, leveled quizzes, homework help, games and activities on a range of topics for each subject area and many activities are provided for each topic. This makes it a suitable technological companion for our primary students.

In addition to these enriching web-based programs, staff and students were able to utilize our computer lab in several exciting ways. For example, third grade teachers guided their students through the research process. Students were taught how to use these computers and the internet as a research and writing tool for the Animal and Habitat Fair project. In addition, the students used the lab to investigate information for their year end biography project. Students in grade four created Powerpoint presentations based on a science research topic and used the internet in their state fair research report. Furthermore grade five students used technology to compete in NECN weekly weather word contest. They also used the computer lab as a writing and research tool for their year-long heritage fair project. The continued implementation of a bi-weekly, computer lab schedule, enabled staff members to reach their technology goals.

Upon reflection, staff members are enthusiastic about the technological advances that have occurred at Merrymount. They have decided to continue using web-based programs to enhance our curriculum and are pursuing implementing Study Island in our primary grades.

With all of these initiatives, it is our hope to create technologically competent and skilled learners. Merrymount is “plugged” into the future!

WRITING

Through the continued use of the Four-Square Writing Method, the John Collins Writing Program and the implementation of the Six Traits of Writing Program, students will increase their scores as compared with the 2007 MCAS test results. Fifty percent of Merrymount students will achieve a score of 16 or above on the 4th grade long composition test and a score of 3 or above on 3rd, 4th, and 5th grade open response questions.

We are proud of the successful writers we develop at Merrymount. We have worked diligently to synthesize the components of several writing programs (such as John Collins and the Four Square Writing Method), to provide our students with a comprehensive approach to the writing process. To further enhance our writing curriculum, and align it with that state’s standards and composition expectations, we implemented the 6 + 1 Traits of Writing and worked to weave it into our already existing writing program for grades K-5. The 6 + 1 Traits of Writing is an instrument that teachers can use to provide accurate, reliable feedback to students and to help

guide instruction. The Traits, common characteristics of good writing, include *Ideas, Voice, Organization, Word Choice, Sentence Fluency, Conventions, and Presentation*. Professional development included a DVD series, which introduced the 6 + 1 Traits philosophy to staff members, a PowerPoint overview, and distribution of binders that contained colored posters, rubrics, lesson ideas, websites, word banks, checklists, student support materials and the curriculum frameworks for composition. Staff members began the implementation process during the 2008-2009 academic year and have decided to continue to expand and enhance our writing program with the 6 + 1 Traits of Writing in 2009-2010.

SCIENCE

Grade Level units will be developed to correlate with the Quincy Design for Learning. These units will include hands-on, inquiry-based components. Sixty percent of Merrymount 5th grade students will achieve a combined advanced/proficient score as compared to the 2007 MCAS Science test results.

The science program at the Merrymount School focuses on hands-on, inquiry-based investigation. Teachers at all grade levels recognize the importance of interactive science instruction and work diligently to implement an inter-disciplinary approach. To enhance this approach, teachers created grade-level units to correlate with the Quincy Science Design for Learning and the Massachusetts Science Curriculum Frameworks.

Furthermore, emphasis has been placed on science related enrichment programs and field trips. Highlights include:

- National Grid
- New England Aquarium Tidepools
- Manomet Bird Sanctuary
- Harvard Museum of Natural History
- Radical Reptiles of Randolph
- Museum of Science
- Beach Investigations
- Norwell Natural Science Center
- Massachusetts Audubon Society
- Wards Berry Farm
- Animals and Habitats Fair
- Science PowerPoint Presentations
- Family Science Night
- Merrymount Outdoor Classroom
- Journey to the Planet-After School Enrichment Program

LITERACY

During the school year 2008-2009 Merrymount School students were able to benefit from the *Trophies* reading program which is now implemented school-wide in kindergarten-fifth grades. The inclusion of a comprehensive reading program in our elementary school is particularly important because it allows students to build on the scope and sequence of literacy skills throughout their elementary education. DIBELS, Dynamic Indicators of Basic Early Literacy Skills, is an assessment tool to categorize students using the 3 Tier Model for instruction within a balanced literacy program. It was used to group students within the classroom while providing differentiated instruction in literacy centers and guided reading. In grades kindergarten-third the DIBELS also was used in conjunction with Developmental Reading Assessments (DRA), the Observation Survey, the GRADE test, and *Trophies* assessments to identify students who required intervention services. Progress of our students was monitored with the DIBELS test through benchmark assessments (three times per year) and frequent progress monitoring (every two weeks). The Integrated Learning Team (ILT), which includes the principal, literacy teacher, special education teacher, the ELL teacher, and the classroom teacher met three times directly following each benchmark period to discuss each student's placement within the 3 tiers, the progress being made, and which interventions, if any, need to be delivered. The ILT has proven to be an invaluable method of communication and opened the doors between classrooms, literacy and special education. The students involved made significant gains as a result of the various interventions available in order to best meet their needs. The literacy teachers along with classroom teachers, ELL teacher and the resource room teachers were able to service all children who fell into the tier 3 category and provide differentiated instruction in the literacy room and the classroom. Support programs include: *Trophies* Intervention, Early Literacy Program, Early Reading Intervention Program (ERI), Project Read Phonology, Quickreads, Great Leaps, LIPS/Seeing Stars and Project Read Comprehension (Report Form and Story Form). Project Read Report Form is a scientifically based intervention program that focuses on comprehension of non-fiction text. This intervention has been used by the literacy staff and more recently shared with classroom teachers through system-wide professional development. As indicated by the 2007-2008 MCAS and GRADE results, Report Form was shared due to an increased need for comprehension of non-fiction text. In addition to Report Form, the Text mapping and Question Answer Relationship strategies were introduced. More intensive professional development of these strategies is planned for the 2009-2010 academic year. Staff and students participated in school wide vocabulary events and activities as a means to strengthen vocabulary acquisition. Teachers were supported to continue to develop their skills in delivering instruction in Reciprocal Teaching and Project Read Phonology and Comprehension.

The following chart highlights Merrymount's students' progress throughout the three benchmark periods. Overall, students made significant gains in the acquisition of reading skills.

Grade	Tier	Fall	Tier	Winter	Tier	Spring
Kindergarten	Tier 1	44	Tier 1	47	Tier 1	49
	Tier 2	4	Tier 2	10	Tier 2	8
	Tier 3	9	Tier 3	1	Tier 3	1
Grade 1	Tier 1	28	Tier 1	29	Tier 1	31
	Tier 2	7	Tier 2	11	Tier 2	8
	Tier 3	9	Tier 3	2	Tier 3	5
Grade 2	Tier 1	36	Tier 1	42	Tier 1	42
	Tier 2	11	Tier 2	5	Tier 2	7
	Tier 3	7	Tier 3	8	Tier 3	7
Grade 3	Tier 1	43	Tier 1	41	Tier 1	42
	Tier 2	2	Tier 2	4	Tier 2	5
	Tier 3	5	Tier 3	4	Tier 3	6

Full-day kindergarten continues to provide students with the opportunity to receive early intervention services. As evidenced in the kindergarten DIBELS scores, students steadily progressed through the tiers with five kindergarteners ultimately moving into tier 1 by the spring benchmark. As a result of the literacy program and the use of progress monitoring, students requiring more intensive instruction are identified early in their education and are able to receive appropriate services to ensure future academic progress.

Throughout the 2009-2010 school year the classroom teachers, literacy teacher and the resource room teachers will continue to work together to refine classroom and small group implementation of a balanced literacy program and will continue to focus on improving reading instructional strategies and assessment tools.

2. Analysis of the Spring 2008 MCAS Test Results

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”
 ~Aristotle

Throughout the fall of 2008, the Merrymount Assessment Team utilized Test Wiz to analyze Merrymount’s 2008 MCAS scores. This testing data was presented to the staff in both subject and subgroup formats. Careful review of AYP was also provided, as well as individual student reports. Careful analysis of the 2008 MCAS data provided the following highlights. Please refer to Appendix E for year by year comparisons.

ELA/Reading

- 69% of third grade students scored proficient or advanced on their reading test
- Merrymount's reading score earned it a rank of 268 out of 1,002 schools in Massachusetts
- Grade 3 reading CPI of 86.1

- 77% of fourth grade students scored proficient or advanced on their ELA test
- Merrymount's ELA score earned it a rank of 85 out of 985 schools in Massachusetts
- Grade 4 ELA CPI of 90.4

- 59% of fifth grade students scored proficient or advanced on their ELA test
- Merrymount's ELA score earned it a rank of 510 out of 912 schools in Massachusetts
- Grade 5 ELA CPI of 81.1

Mathematics

- 84% of third grade students scored proficient or advanced on their math test
- Merrymount's math score earned it a rank of 95 out of 1,002 schools in Massachusetts
- Grade 3 Math CPI 93.8

- 67% of fourth grade students scored proficient or advanced on their math test
- Merrymount's math score earned it a rank of 193 out of 985 schools in Massachusetts
- Grade 4 Math CPI 86.7

- 60% of fifth grade students scored proficient or advanced on their math test
- Merrymount's math score earned it a rank of 325 out of 912 schools in Massachusetts
- Grade 5 Math CPI 81

Science

- 56% of fifth grade students scored proficient or advanced on their science test
- Merrymount's science score earned it a rank of 367 out of 912 schools in Massachusetts
- Grade 5 Science CPI 81.1

3. Analysis of the Spring 2009 MCAS Test Results

“To follow, without halt, one aim: there’s the secret of success.”~Anna Pavlova

This September, the Merrymount Assessment Team utilized Test Wiz to analyze Merrymount’s 2009 MCAS scores. This testing data was presented to the staff in both subject and subgroup formats during our A Day 1 and A Day 2 sessions. Careful review of AYP was also provided, as well as individual student reports. Staff members will continue to use this testing data to develop instructional goals that address our students’ needs throughout the academic school year.

Careful analysis of the 2009 MCAS data provided the following highlights. Please refer to Appendix E for year by year comparisons.

ELA/Reading

- 90% of third grade students scored proficient or advanced on their reading test
- Merrymount’s reading score earned it a rank of 12 out of 980 schools in Massachusetts
- Grade 3 reading CPI of 95.4

- 69% of fourth grade students scored proficient or advanced on their ELA test
- Merrymount’s ELA score earned it a rank of 227 out of 967 schools in Massachusetts
- Grade 4 ELA CPI of 87.1

- 87% of fifth grade students scored proficient or advanced on their ELA test
- Merrymount’s ELA score earned it a rank of 62 out of 896 schools in Massachusetts
- Grade 5 ELA CPI of 96

Mathematics

- 82% of third grade students scored proficient or advanced on their math test
- Merrymount’s math score earned it a rank of 112 out of 981 schools in Massachusetts
- Grade 3 Math CPI 92.9

- 69% of fourth grade students scored proficient or advanced on their math test
- Merrymount’s math score earned it a rank of 135 out of 967 schools in Massachusetts
- Grade 4 Math CPI 89.4

- 84% of fifth grade students scored proficient or advanced on their math test
- Merrymount’s math score earned it a rank of 62 out of 897 schools in Massachusetts
- Grade 5 Math CPI 90.7

Science

- 71% of fifth grade students scored proficient or advanced on their science test
- Merrymount's science score earned it a rank of 136 out of 897 schools in Massachusetts
- Grade 5 Science CPI 88.7

B. Goal Statements (2009-2010)

1. MATHEMATICS

Math teachers in grades K-5 at the Merrymount School will implement various math initiatives (see Action Steps) to increase student success in mathematics. Initiatives will result in seventy percent of the students in K-5 scoring at proficient or above on year-end-grade-level assessments (K-1: Houghton Mifflin, Gr. 2: Q-Math, Gr. 3-5: Math MCAS exams). Additionally, seventy percent of students in grade 3 will score a 2 on their math open response questions and seventy percent of students in grade 4 and 5 will score a 3 or above on their math open response questions.

2. LITERACY/WRITING

Through the continued use of the Four-Square Writing Method, the John Collins Writing Program and the implementation of the Six Traits of Writing Program, sixty percent of Merrymount students will achieve a score of 16 or above on the 4th grade Long Composition test and thirty percent will score a 3 or above on their 3rd, 4th, and 5th grade ELA open response questions.

3. NON-FICTION

Merrymount teachers and support staff in grades K-5 will implement various reading initiatives to increase student success with reading and understanding non-fiction texts. Initiatives will result in raising the non-fiction percent correct performance levels to sixty percent on the grades 3-5 ELA/Reading MCAS test.

C. *Action Steps/Monitoring Criteria*

Goal 1 MATHEMATICS

Math teachers in grades K-5 at the Merrymount School will implement various math initiatives (see Action Steps) to increase student success in mathematics. Initiatives will result in seventy percent of the students in K-5 scoring at proficient or above on year-end-grade-level assessments (K-1: Houghton Mifflin, Gr. 2: Q-Math, Gr. 3-5: Math MCAS exams). Additionally, seventy percent of students in grade 3 will score a 2 on their math open response questions and seventy percent of students in grade 4 and 5 will score a 3 or above on their math open response questions.

Action Steps/Monitoring Plan

<i>What</i> <i>Strategies/Activities</i>	<i>When</i> <i>Timeline</i>	<i>Who</i> <i>Team/Person(s)</i> <i>Responsible</i>
a. Create new Math-a-thon books. Work with special educators to modify packets for students on IEPS.	Professional Development Workshop 09/29/09	Math Focus Teachers Resource Room Teachers
b. Hold two-week Math-a-thon in October. Highlights will include an “Arithmetickles” performance and a “Top Secret Math Night.”	October 2009	All Staff
c. Create a resource booklet of math websites for classroom, computer lab and family use.	January 2010	All Staff
d. Measurement Olympic Theme Activities to be held in individual classrooms during the Winter Olympics. Kindergarten classrooms will rotate to participate in various Olympic events.	February 2010	All Staff
e. Create and utilize Open Response Booklets by strand in grades 3-5. Resource Room teachers will work with	Ongoing	All Staff

special education students one-on-one and in small groups in developing and enhancing Open Response strategies.		
f. "Explain your Thinking" open response journals will be implemented in the primary grades. Kindergarten will implement math sharing circles.	Ongoing	Grades K-2 Staff
g. Purchase math literature and establish a math focus area for books in the Media Center and in each classroom.	Ongoing	All Staff
h. Students in grades 1-5 will master the math facts for their grade level. *Fluency will be assessed through daily and weekly math fact quizzes.	Ongoing	Math Focus Teachers Grades 3-5 Classroom Teachers Grades 1 and 2 Resource Room Teachers
i. Continue Study Island and other computer based learning programs to enhance, supplement and assess acquisition of math skills. Institute a Study Island Log to encourage and track student usage. Implement a Blue Ribbon Raffle to reward student success on Study Island.	Ongoing	Grades K-5
j. Continental Math League	Ongoing	Grades 2-5
k. Math Mates will be incorporated into the reading buddy program.	Ongoing	Grades K-5
l. Develop summer math packets for students coming into grades 1-5.	June 2010	Grades K-5
m. *Student performance monitoring will be ongoing using the Study Island assessment feature.	9/09-6/10	Grades 1-5 Staff ELL Teacher Resource Room Teacher
n. *Proficiency levels of 70% will be reached by	03/09-05/09	K-5

Merrymount math students at each grade level.		
o. *The development and evaluation of Goal #1 for staff members through the clinical supervision process will be ongoing.	9/09-6/10	Ann Pegg, Principal Andrea Santoro, Assistant Principal

Goal 2 LITERACY/WRITING

Through the continued use of the Four-Square Writing Method, the John Collins Writing Program and the implementation of the Six Traits of Writing Program, sixty percent of Merrymount students will achieve a score of 16 or above on the 4th grade Long Composition test and thirty percent will score a 3 or above on their 3rd, 4th, and 5th grade ELA open response questions.

Action/Monitoring Plan

<i>What Strategies/Activities</i>	<i>When Timeline</i>	<i>Who Team/Person(s) Responsible</i>
a. Purchase Trait Crates and supplemental materials (posters, stamps, picture books) for each writing teacher. Each teacher should also have 6+1 Traits book (Primary or Intermediate).	September 2009	All Staff
b. Incorporate 4-square pictures/writing for each monthly character value. View progression from pictures to writing.	Ongoing	Grade 1 Staff
c. Meet monthly to discuss successful writing lessons and activities done in the class, share ideas and plan writing curriculum.	Ongoing	Grade Level Teams K-5 Resource Room ELL
d. Merrymount Study Group will have round-table discussions to assess students' writing pertaining to the 6 + 1 Traits of Writing rubrics.	2 hours monthly	Merrymount Study Group (Ellen Wallace, Corinne Sullivan, Kate Baldwin, MaryBeth Kurttila, Julie Campbell, Karin Lanham, Susan Joyce, Rebecca Leuchte, Claire Poles, Dawn Ciardi)

e. Create laminated Six Traits Card and Editing Reference tool for classroom and home use. Develop grade level writing handbooks as a student resource.	1/12/10 Professional Development	All Staff
f. A Powerpoint will be presented on the 6+ 1 Traits of Writing at PTO meeting.	January 2010	Study Group Members
g. Merrymount Study Group will present progress and findings.	2/9/10	Study Group Members
h. Merrymount will begin annual "Visiting Writer" program, which will invite local, professional writers to come to school and talk about their profession and offer advice and mini-lessons on the craft.	February 2010	
i. Teachers will meet to share lessons, student writing assessments and rubrics. Ideas and lessons will be added to teachers' 6 + 1 Writing Traits Binders.	2/9/10 Professional Development	Grade Level Teams Resource Room Teacher Literacy Teacher
j. Teachers will research and develop individual "Merrymount Writing Portfolios" entitled "Merrymount Memories." These portfolios will include writing samples that will progress with students through the grades.	5/11/10	All Staff
k. Merrymount will hold an ALL DAY WRITING EVENT entitled "CELEBRATE WRITING" in grades K-5. Students in grades 3-5 will produce five paragraph essays, while students in grades K-2 will have a day full of a variety of	June 2010	Grades K-5 Resource Room ELL Teacher

writing activities.		
l. Continue to utilize and supplement instructional materials in the 6 + 1 Traits Resource Binder.	Ongoing	All Staff
m. Students will utilize “whisper phones” during the editing process to ensure student accountability for their writing.	Ongoing	All Staff
l. 6 + 1 Traits of Writing bulletin boards/posters will be displayed in each classroom.	Ongoing	All Staff
m. Implement “Pencil Pal” program across the grade levels. Students will team up with their reading buddy to share writing pieces with each other.	Ongoing	Grades K-5
n. Strategies for answering open response questions will continue to be taught at all grade levels. Responses in grades 3-5 will be assessed using the 0-4 point rubric to determine student performance and identify areas of strength and weakness. Review and assessment of student work will be done on overhead projector. Teachers will use and create various graphic organizers to assist with responses and will look into homework ORQ booklets prior to MCAS.	Ongoing	Grades 3-5 Resource Room Teachers ELL Teacher
o. *Writing assignments will be assessed monthly using grade-level rubrics.	Monthly	Merrymount Study Group
p. *60% of fourth grade students will achieve a score of 16 or above on their MCAS long composition test	March-May, 2010	Grades 3-5

and 30% of 3rd, 4th, 5th grade students will achieve a score of 3 or above on their Open Response questions.		
q. *The development and evaluation of Goal #2 for staff members through the clinical supervision process will be ongoing.	09/09-06/10	Ann Pegg, Principal Andrea Santoro, Assistant Principal

Goal 3 NON-FICTION

Merrymount teachers and support staff in grades K-5 will implement various reading initiatives to increase student success with reading and understanding non-fiction texts. Initiatives will result in raising the non-fiction percent correct performance levels to sixty percent on the grades 3-5 ELA/Reading MCAS test.

Action/Monitoring Plan

<i>What</i> <i>Strategies/Activities</i>	<i>When</i> <i>Timeline</i>	<i>Who</i> <i>Team/Person(s) Responsible</i>
a. Through the use of the Rotary Club Grant, non-fiction materials will be purchased for grades K-5. Materials will be purchased for the classroom and the media center and will include periodicals.	September 2009	K-5 Staff
b. Literacy Teacher will provide classroom teachers with quick reads across the curriculum.	September 2009	Literacy Teacher
c. Daily non-fiction warm-ups will be incorporated into the curriculum.	Ongoing	Grade 4
d. Grade level teams will collaborate together to compile non-fiction texts at various reading levels, to supplement the Trophies weekly fiction stories.	10/27/09 Professional Development	All Non-Math Focus Teachers Resource Room Teachers Literacy Teacher

e. Presentation will be made on Instructional Strategies for Understanding Non-Fiction Texts, through the use of text mapping.	10/27/09 Professional Development	Kate Baldwin Wendy Clouse
f. Grades 1 and 2 teachers will develop non-fiction projects and report sharing.	Ongoing	Grades 1-2
g. Grades 3-5 will work on Animal Fair, State Fair and Heritage Fair Projects.	Ongoing	Grades 3-5
h. Library Teacher will implement non-fiction reading incentive program.	Ongoing	Donna Dunbar
i. Staff members will utilize non-fiction components of Study Island to enhance and supplement classroom instruction.	Ongoing	1-5 Staff
j. Reading buddies will incorporate non-fiction books to read with buddies.	Ongoing	K-5 Staff
k. *Proficiency levels of 60% will be reached by Merrymount ELA students in grades 3-5.	09/09-06/10	3-5 Staff
l. *Student performance monitoring will be ongoing using the Study Island assessment feature.	09/09-06/10	All Staff
m. *The development and evaluation of Goal #3 for staff members through the clinical supervision process will be ongoing.	09/09-06/10	Ann Pegg, Principal Andrea Santoro, Assistant Principal

1/12/2010	PROFESSIONAL DEVELOPMENT Six Traits of Writing Handbook and Reference Card Development	K-5	1.5 hrs	Media Ctr.	Ann Pegg Merrymount Study Group (Ellen Wallace, Corinne Sullivan, Kate Baldwin, MaryBeth Kurttila, Julie Campbell, Karin Lanham, Susan Joyce, Rebecca Leuchte, Claire Poles, Dawn Ciardi)	#2
2/09/10	PROFESSIONAL DEVELOPMENT Merrymount Study Group will present progress and findings Assessing Student Writing/Rubrics	K-5	3.5 hrs	Media Ctr.	Ann Pegg Merrymount Study Group Grade Level Teams	#2
5/11/2010	PROFESSIONAL DEVELOPMENT Research and develop Merrymount Writing Portfolios and all-day writing event	K-5	1.5 hrs	Media Ctr.	Ann Pegg Merrymount Study Group	#2
5/25/2010	SIP REVIEW	K-5	1.5 hrs	Media Ctr.	Ann Pegg Andrea Santoro Dawn Ciardi Ellen Wallace Kate Baldwin Allison Hodges	ALL

IV. School Site Assessment Team Members

“Failing to plan is planning to fail.”

Thus, we plan; not from above, but from within. The School Improvement Plan is written with many pens and built by many hands.

Teachers, Counselors and specialists, made it real and gave it life. It celebrates the strengths and addresses the needs of real students. Those strengths and weaknesses were analyzed and identified by a Site Assessment Team. That team whose names appear below, was the star whose light will allow this plan’s goals to grow.

Students cannot be taken to a better place tomorrow if we don’t know where they are today. Our Site Assessment Team has shown us where our students are today. Our goals will show us where to take those students tomorrow.

“The widely acknowledged key to true school improvement is genuine instructional leadership. But educational leadership cannot be the sole responsibility of any one woman or one man, no matter how excellent an educational leader he or she may be. Instructional leadership must be seen as the responsibility of everyone in the school, regardless of his or her role.” *

Thanks to our goal setting process and to our School Assessment Team.

Our School Assessment Team members are:

Dawn Ciardi, Grade Four Teacher, Team Facilitator
Ellen Wallace, Grade Three Teacher
Kate Baldwin, Grade Four Teacher
Ann Pegg, Principal
Andrea Santoro, Assistant Principal

**** “Building the Capacity to Make Standards Driven Reform Work”, M.E. Hickey***

V. Integrated Learning Team Members

The purpose of this team is to insure that students receive highly coordinated instruction that aligns the Tier I classroom instruction with the intervention programs that service our Tier II and Tier III students. This team will work with the classroom teachers to manage and analyze assessment data to aid in appropriate intervention placements and to monitor the effect of those interventions on student progress.

The principal facilitates these meetings and makes the final determination as to grouping and interventions that will assist students in achieving greater levels of proficiency in reading.

Team Members

Name	Position
Wendy Clouse	Literacy Teacher
Ann Pegg	Principal
Allison Hodges	Resource Room
Sharon Massaadi	ELL Teacher
*Kerry Bertrand	Guidance
Classroom Teachers	

VI. School Council Members

The Education Reform Act of 1993 established school councils to give a voice to parents in the operation of local schools. Parent involvement has been recognized as an important component in school reform and improvement.

School:	Merrymount Elementary School
Chair/Principal:	Ann M. Pegg 51 Victoria Rd., Quincy, MA 02169 (617) 984-8762
Co-Chair:	Kristen Kopp 34 Mallard Rd., Quincy, MA 02169
Teachers:	Andrea Santoro 27 Linden Circle, Cohasset, MA 02025 (781) 383-0123 Ellen Wallace 51 Cottage Lane, Weymouth, MA 02188 ((781) 331-4558 Anna Barnes 29 Leos Lane #26 Avon, MA 02322 781-974-5130
Parents:	Charlene Archer 60 Hudson St., Quincy, MA 02169 Andree Jaehnig 6 Neponset Rd., Quincy, MA 02169 Jo-Anne Hurley 10 Pontiac Rd., Quincy, MA 02169 Jane Cook 46 Maypole Rd., Quincy, MA 02169 Veronica Mazzini 45 Algonquin Rd., Quincy, MA 02169

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
11	6	0

VII. Appendix – Section B

Support Services

FTE

- 1.0 Nurse
- 2.0 Special Education Teachers (Resource Room/Inclusion)
- 1.0 Guidance Counselor / 766 Chairperson
- 1.0 Literacy Specialists –K-3
- 0.5 ESL Teacher
- 0.8 Speech and Language Instructor
- 0.4 School Psychologist
- 0.4 Occupational Therapist/s

VII. Appendix – Section C

Budget - Elementary

**Amount available
In FY 2008-2009**

TEXT/LEARNING MATERIALS

(textbooks and learning materials/supplies needed to support classroom instruction)

\$8,109.00

SUPPLIES

(pens, pencils, rulers, paper, glue, photocopy paper, etc.)

\$7,650.00

ACTIVITY STIPEND ACCOUNT

\$5,048.00

**Other: Media Center
__Supplies_____**

\$1,188.00

***Media Center--Gifts, Donations and/or Repairs**

\$ 572.75

TOTAL—Media Center

\$1,760.75

Science

\$ 918.00

Art

\$ 2,054.00

SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)

PTO/School Council Technology Fundraiser

\$6,000.00

PTO Financial Assistance

\$15,000.00

School Sponsored Math-A-Thon

\$3,600.00

Community Partnership Mini-Grants

\$1,800.00

Lowes Grant

\$5,000.00

Home Depot Grant

\$1,000.00

VII. Appendix – Section D

Facilities

1. Improvements

- New roof for elevator shaft
- New boiler with bypass switches
- New intercom system

2. Areas of Need

- Repointing is needed on front steps
- Repointing is needed on Perkins Field side of the building and front of the building and chimney
- All windows need to be recaulked on Perkins Field side of building
- Rain damage to ceilings and walls on Perkins Field side of building need repair and painting—first/second floor girls' bathroom; rooms 36, 35, 24; stairwells B and C
- Screen material should be installed over univents outside air access in rooms 37 and 38 to prevent birds from nesting in univents (health issue)
- Fix cracks in floor in kitchen
- Fill cracks in gym floor
- Repave school parking lot and play area
- New windows in kindergarten rooms facing back lot

VII. Appendix – Section E

Data Charts and Trends

THIRD GRADE READING SCORES

	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W
2002	72	25	3	28
2003	82	15	3	18
2004	91	9	0	9
2005	57	37	6	43
2006	68	29	2	31
2007	85	15	0	15
2008	69	22	8	30
2009	90	8	2	10

FOURTH GRADE ENGLISH/LANGUAGE ARTS SCORES

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W	COMBINATION AD/PR
2002	8	54	27	11	38	62
2003	23	60	18	0	18	83
2004	30	43	27	0	27	73
2005	22	55	22	2	24	77
2006	14	48	36	2	38	62
2007	8	42	42	8	50	50
2008	25	52	22	2	24	77
2009	24	45	27	3	30	69

FIFTH GRADE READING SCORES

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W	COMBINATION AD/PR
2006	22	56	17	3	20	78
2007	28	37	33	2	35	65
2008	13	46	31	9	40	59
2009	32	55	13	0	13	87

THIRD GRADE MATHEMATICS SCORES

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W	COMBINATION AD/PR
2006	0	48	38	15	53	48
2007	26	55	19	0	19	81
2008	53	31	17	0	17	84
2009	37	45	16	2	18	82

FOURTH GRADE MATHEMATICS SCORES

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W	COMBINATION AD/PR
2002	14	38	32	16	48	52
2003	15	55	30	0	30	70
2004	16	27	50	7	57	43
2005	5	27	59	9	68	32
2006	26	16	50	8	58	42
2007	16	43	31	10	41	59
2008	30	37	30	3	33	67
2009	45	24	30	0	30	69

FIFTH GRADE MATHEMATICS SCORES

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W	COMBINATION AD/PR
2006	17	28	43	12	55	45
2007	20	35	35	10	45	55
2008	17	43	26	13	39	60
2009	44	40	8	8	16	84

FIFTH GRADE SCIENCE SCORES

	ADVANCED	PROFICIENT	NEEDS IMPROVEMENT	WARNING	COMBINATION NI/W	COMBINATION AD/PR
2005	27	49	20	4	24	76
2006	20	52	25	3	28	72
2007	10	47	41	2	43	57
2008	13	43	34	9	43	56
2009	24	47	26	3	29	71

VII. Appendix – Section F

School Safety and Security Plan

All incidents will be reported to the Coordinator of Safety and Security and the Superintendent.

Each year the Safety and Security Plan will be reviewed and explained to staff and students. All parties, including the parents will have the opportunity to change or update the plan through their representative bodies.

Table of Contents

1. School Security _____ Pages 33 -36

(Doors, Video Cameras, Visitors, Attendance, Contact Cards, Classroom Call Buttons, Intercom, Personal Radio, Verizon Phones, Fire Alarm, Smoke Detectors, Fire Drills, Classroom Coverage, Lavatory Use, School Office, After Hours Policy, Bus Policy, Walkers)

2. Emergency Procedures _____ Pages 36-39

(Lockdown, Evacuation, Reverse Evacuation, Drugs/Alcohol Influence, Weapons/Hostage, Fights, Group Violence, Fire/Explosions, Physical Restraint, Hazardous Materials)

3. Contingency Plan _____ Page 40

4. Emergency Telephone Bomb Threat Procedures _____ Page 41

5. Emergency Letter/Package Bomb Procedures _____ Page 42

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 7:45 a.m. with the exception of the front door which remains open until 8:00 a.m. and is monitored by our office para-professional. Anyone wishing to enter the building after 8:00 a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera or access window, a visual and/or audio check is made by our office para-professional or office personnel before entry into the building is allowed.

After dismissal at 2:00 p.m., all school doors are locked. The front door remains locked. All students are dismissed from after school activities through the front door. The Quincy After School Day Care has a special buzzer system at the side door (stairway B). Day Care personnel answer the door to allow access to parents/guardians to pick up children.

2. **VIDEO CAMERAS** – Each school is equipped with a video camera directed at the front door of the school and an intercom. In general, the school secretary or office para-professional allows visitors to enter the school after answering the intercom and visually identifying the visitor. Visitors are asked to state their name and reason for the visit.

3. **VISITORS AND ANCILLARY PERSONNEL:** A sign is posted on the window near the front door instructing all visitors to report to the office. Periodically throughout the school year parents are reminded by written notice of the importance of the office staff knowing who is in the school building at all times. We remind parents to sign in at the school office whether it is to bring a child in late, volunteer, drop off a forgotten lunch, and/or pick up a sick child. Volunteers/visitors are asked to wear a badge so that when students see an adult wearing this badge, they know the adult belongs in the school. It is also requested that parents/guardians/visitors sign out upon leaving the building.

All school personnel are asked to inform the office of any unauthorized person in the building. Also, they have been instructed to question any person appearing at a classroom door for any purpose as to whether he or she reported to the school office.

Lunch attendants and other ancillary personnel enter the building through the front door where the procedures outlined above are followed.

During the school day, all deliveries to the school are dropped off at the front door and signed for by the office staff. Vendor addresses are checked for verification prior to opening. After school deliveries may be signed for by available staff, but not opened unless vendor address is verified.

Note: Students are instructed not to answer the door under any circumstances

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:00 a.m. each day. A record of the absentee/tardy students is compiled by the general office para-professional and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office para-professional will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

Parents are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parents are asked to give prior notification to the school regarding an early dismissal and are required to come into the school to sign out a student.

5. **CONTACT CARDS:** Contact cards for all children are maintained in the office. The information includes the names of parents, guardians and contacts. In cases where a parent is legally prohibited from taking a child as a result of a restraining order, special notation is placed on the contact card and a copy of the order is placed in the cumulative record. If the school receives a note from a parent with instructions that a different person from those on the contact card is going to pick up a child, a license or picture identification is required to verify the identity of that person.

6. **CLASSROOM CALL BUTTON:** Each classroom is equipped with a call button to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the intercom indicates which teacher needs assistance.

7. **INTERCOM:** The intercom is the usual means of sending a general message throughout the building and/or contacting a particular classroom teacher.

8. **PERSONAL RADIO:** The Walkie-Talkie and charges are kept in the custodian's office. The senior custodian checks it for service on a weekly basis.

9. **CELL PHONES:** Building principals have been equipped with cell phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Coordinator of Security in the case of emergencies.

10. **FIRE ALARM SYSTEM, SMOKE DETECTORS, FIRE DRILLS:** The fire alarm system and smoke detector system is regularly inspected and maintained. The fire safety officer from the QFD or the building principal conducts evacuation drills on a regular basis. The school's occupancy permit is current and fire extinguishers meet requirements.

11. **CLASSROOM COVERAGE:** If a teacher must leave his/her classroom, the general office para-professional is sent for coverage; however, under emergency situations, the teacher in the adjacent room will supervise both classes until coverage arrives.

12. **LAVATORY USE:** Students use the lavatory under the supervision of the classroom teacher. Younger students are usually escorted to the lavatories in groups by their classroom teacher. When students use the lavatory on an individual basis the teacher employs a method of noting the time and return of the student. Students are encouraged to use the lavatory facilities prior to going to lunch. If an emergency arises at lunchtime, one of the lunch attendants supervises the student.

13. **SCHOOL OFFICE:** No students are utilized to cover the school office. In the unlikely event that the secretary, general office para-professional, or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.

14. **STAFF WORKING AFTER HOURS:** Since Merrymount houses the Quincy After School Day Care Program, the building is open until 6:00 p.m. Staff may work in the school until 5:30 p.m. It has been requested that at dusk, staff members utilize common work areas that are in close proximity to the principal’s office. Any staff member remaining after 4:30 p.m. is required to inform the principal or custodian of his/her presence.

14. **BUS PROCEDURES:** Merrymount School has two bus routes. In the morning, bus students are dropped off at the front of the school on Agawam Road where they are greeted by the assistant principal or another staff member. The children then proceed to their respective doors for entrance where they are escorted by a teacher into the building. At dismissal time, bus students are escorted to their buses by designated teachers. No vehicles are allowed into the circular driveway at entrance or dismissal times with the exception of vans picking up day-care youngsters. These procedures are clearly outlined in a letter sent home with the students on the first day of school.

15. **WALKERS:** To help ensure their safety, our walkers are assisted at the crosswalk on Agawam Road by our crossing guard. The principal, assistant principal and a number of classroom teachers are posted at various positions around the school to guide children as they enter or exit the schoolyard. At dismissal time, classroom teachers escort walkers to the crosswalk. Here students are greeted by parents or guided safely across the street by the crossing guard. Due to the increase in the number of students at Merrymount, there has been a major increase in the number of vehicles that drop off and pick up students at the front of the building each day. Making Agawam Road a one-way street during school opening and dismissal times has helped to facilitate the traffic flow. Letters are periodically sent home to parents of walkers informing them of safety procedures for drop off and pick up. All safety procedures are posted on the Merrymount School PTO website. The following list indicates safe walking routes to and from Merrymount School.

School Walking Routes

Armory Street	Furnace Brook Pkwy. Cross at Southern Artery to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
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Butler Road	Southern Artery to Frunace Brook Pkwy. Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Delano Avenue	State St. to Riverside Ave. to Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Edgemere Circle	Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Edgemere Road	Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Edgewood Circle	Russell Pk. To Southern Artery to Furnace Brook Pkwy. Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Elcott Road	Post Island Rd. to Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Faxon Avenue	Coddington St. to Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Gannett Road	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Gilson Road	Greenleaf St. to Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Greenleaf Street	Southern Artery to Furnace Brook Pkwy. Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Hudson Street	Butler Rd. to Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Johnson Avenue	Hancock St., Greenleaf St., Southern Artery, Furnace Brook Pkwy., Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Linden Court	Gilson Rd. to Greenleaf St. to Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Mallard Road	Gannett Rd. to Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Merrymount Road	Samoset Rd. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Merrymount Road	Southern Artery to Furnace Brook Pkwy. To Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Noanet Street	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Oneida Street	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Parkman Street	Hancock St. to Furnace Brook Pkwy. cross Southern Artery continue on Furnace Brook Pkwy. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Pequot Road	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Poplar Road	Post Island Rd. to Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Post Island Road	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Putnam Street	Southern Artery to Furnace Brook Pkwy. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Riverside Avenue	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Russell Park	Southern Artery to Furnace Brook Pkwy. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Thayer Street	Alleyne St. to Hancock St. to Furnace Brook Pkwy. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Utica Street	Sea St. to Chickatabot Rd. to Narragansett Rd. to Agawam Rd.
Whitney Road	Woodward Ave. to Greenleaf St. to Southern Artery to Furnace Brook Pkwy. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.
Woodward Avenue	Greenleaf St. to Southern Artery to Furnace Brook Pkwy. to Quincy Shore Dr. to Squanto Rd. to Virginia Rd. to Agawam Rd.

16. STUDENTS BEING DROPPED OFF AT SCHOOL: A letter is sent home to parents the first day of school clearly outlining procedures for dropping off students. The letter includes a diagram of the procedures on the back of the letter. Agawam Rd. is **“One Way During School Hours”** at the junction of Agawam Rd. and Virginia Rd. All cars must enter Agawam Rd. from Narragansett Rd. and stop on the right hand side of the road only. To further ensure safety, parents are asked to kindly obey the following school procedures:

- **Do not drive into the circular driveway at the beginning of the school day or at dismissal.**
- **Do not drop off or pick up students in the school parking lot.**

- **It is absolutely imperative that we leave our school buses some clearance as they make the turn onto Virginia Rd. Do not park on the corner of Agawam and Virginia.**
- **When possible, consider dropping off and picking up older children on Squanto Rd. They may walk on the path through the mini-park to the crossing guard on Agawam Rd.**
- **Children should disembark on the school sidewalk side of the street which will allow them to easily and safely walk to the appropriate class lines.**
- **Children crossing the street must cross in the crosswalk. Parents are asked not to call out to children across the parking lot as this can be quite dangerous.**
- **At arrival and dismissal times we ask that cars not pull into traffic until all the children are safely across the street and the crossing guard has given the signal to proceed.**

EMERGENCY PROCEDURES

The following procedures will be instituted by a call over the public address system and will be referred to by "**Lockdown Drill**" and "**Evacuation Drill**". In the absence of a working public address system the office personnel will announce the required drill according to the following directives:

The Principal, Assistant Principal, Counselors and other assigned staff will be responsible for notifying specified floors and sections of the school.

Lockdown

Staff will report to their doorways and clear all hallways. If possible, all doors will be locked and people are to remain in the classroom. People will stay away from all windows and doors. If necessary, the staff will direct students to stay on the floor. Staff should take note of missing students or additional students. Staff should keep students calm and quiet. Wait for instructions from the administration. Staff members who are unassigned should report to the nearest classroom to assist.

Evacuation/Reverse Evacuation

Staff should take the class roster out with them. Staff should direct student's attention to their posted fire exits and then follow that route. Unattached students should be directed to follow with you and their attendance should be noted. Staff should take students to their assigned areas

and stay with them. The assistant-principal will compile information about missing and additional students. All unassigned staff should assist with an orderly departure and then will report to the Principal's office and wait for direction. No one should report back into the building unless directed to by the principal or the assistant-principal.

Upon re-entering staff should make sure that the students are calm and orderly. When reporting to the classroom the attendance should be taken and any missing students should be reported to the office. Assigned staff will assist physically challenged students.

Evacuation Procedures

1. Do not: touch light switches, suspicious objects or lockers; use telephones or walkie talkies; or close windows or doors.
2. Visually scan room for suspicious objects if possible.
3. Take student roster, paper and pencil, and procedure chart.
4. Take the closest and safest way out as posted. Know alternate route.
5. Take any unattached students with your class and note their attendance.
6. Take students to designated areas; if in their possession, students take backpacks out with them.
7. Stay with students.
8. Take roll to determine if any students are missing.
9. A designated person will pick up any names of missing students.
10. All unassigned teachers should report to the Principal.

Physically challenged students will be assisted by assigned staff. Wait for further instructions. Keep students calm and orderly.

Reverse Evacuation Procedures

1. Move students/staff inside.
2. Report to classroom.
3. Take attendance, report any missing students.
4. Wait for further instructions.
5. **Physically challenged students will be assisted by assigned staff.**
6. Keep students calm and orderly.

Fire/Explosions

All fire escape routes are updated, posted, and reviewed annually according to the school floor plans. All fire and explosion incidents should immediately be reported to the office. If smoke or fire is present, pull fire alarm. The evacuation procedure should then be followed.

Drugs/Alcohol Influence

Look for symptoms, which may include: slurred speech, erratic behavior, sleepiness, odor of alcohol, glassy eyes etc...

Notify office immediately by intercom, note, or messenger and request immediate medical assistance. Continue to observe the student until help arrives. If possible, confiscate any visible contraband and give it to administrator. Teacher should keep the students calm, reassure them and refer any related information to the office.

Use physical restraint only to the extent needed to protect persons.

Weapons/Hostage

Report situation immediately to the office. A lock down procedure will be instituted. Move students to a safe area.

If taken hostage:

If possible, get word to the office. If possible, remove students from the area. Do not try to disarm the intruder. Keep calm and follow the intruder's instructions. Direct the students to be quiet and to sit away from intruder, windows, and exits. Be aware police may be able to hear what is taking place and may enter the room at any time. Follow the instructions of police.

Fights

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

Group Violence

Report gang identifiers (clothing, signs, colors, street names, pagers) to the main office. Report strangers to the office. Report all rumors of violence /threats to the main office. If a lockdown procedure is implemented, follow the steps outlined under this plan.

Physical Restraint

Notify the office and/or administration immediately. The administrator will determine if calling the police is necessary. The administrator will assemble the physical restraint team. The Coordinator of Safety and Security will be called. Assure the safety of all other students and staff. Move all the uninvolved students from the location if possible. Keep a safe distance between you and the involved student. Remain calm and speak in a low, calm voice. Use physical restraint only to the extent needed to protect yourself and other students.

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

For out of control adults: Explain appropriate behavior Request that the adult calm down Report the incident to the office. Call 911 if the adult does not comply Never engage in physical contact unless it is to protect yourself or students.

Hazardous Materials

Report materials leak/odors to the main office. Be prepared to describe the type of material (odor, color, amount, etc.). Administrator will notify the Quincy Fire Department. Avoid contact Remove the students from the area. Stay upwind from the affected areas.

If evacuation is necessary, follow the evacuation procedure.

Contingency Plan

In the event that circumstances necessitate the closing of the building and parents can not be notified through the media, the following actions will take place:

The Superintendent will be immediately notified. The Superintendent's Office will contact the principals of the feeder schools to make them aware of the situation.

The Superintendent's Office will also arrange for transportation to transport students to and from the other schools if necessary.

All specialists and non-teaching personnel will be assigned accordingly.

Merrymount School Contingency Plan

If it is determined that our school must be closed during the school day, all teachers and students will meet and group by grade level in the Perkins Field area outside stairway B to await transportation and/or instructions from the administration. Support staff will report to their assigned grade levels. If the weather is inclement or Perkins Field is not considered a safe location for any reason, the staff will gather classes and walk to Broad Meadows Middle School. Instant Alert will be utilized to contact parents.

EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

Directions for caller I.D. (**9*57**) and a checklist of directions are kept in a red folder in the top drawer of the secretary and office aide's desk. Procedures are reviewed periodically with office staff. All staff members are provided with a copy of the procedures.

1. Allow all incoming phone calls to ring at least twice.
2. Upon completion of the call. Hang up; pick up, dial (**9*57**) listen for instruction.
3. Check the caller I.D. unit
4. Inform the principal immediately

5. Stay calm and do not get excited or excite others.
6. Record the time of the call and the time of its conclusion.
7. Record the exact words of the caller.
8. If you can, ask the caller to repeat information to delay the conversation.

9. Ask the caller "What time is the bomb set to explode?"
 "Where is the bomb located?"
 "What kind of bomb is it?"
 "What does it look like?"
 "Why do you want to kill or injure innocent people?"

10. See if you can determine:

sex of the caller	accent
-------------------	--------

11. What can you determine about the caller's voice?

excited	slow	rapid	calm	loud
raspy	nasal	slurred	soft	lisp
laughter	crying	normal	stutter	whisper
familiar	deep breathing	deep voice	clearing throat	
disguised cracking voice				

12. Any Background Noise:

music	traffic	horns	static	motor
PA system	machines	voices	house noises	animals
long distance cellular	tape recorder			

13. Report the call to the principal immediately.
14. Call the police (911) and state " I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

LETTER/PACKAGE BOMBS

If a letter or package appears suspicious, isolate it and call 911.

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage	Protruding Wires or Tinfoil
Incorrect Titles	Visual Distractions
Titles but No Names	Foreign Mail
Misspelling of Common Words	Air Mail and Special Delivery
Oily Stains or Discoloration	Restrictive Markings such as Confidential, Personal, etc.
No Return Address	Hand Written or Poorly Typed Addresses
Excessive Weight	Excessive Securing Material such as Masking Tape, String, etc.
Rigid Envelope	
Lopsided or Uneven Envelopes	

VIII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature