

Quincy Public Schools

School Improvement Plan 2008 - 2009

School: Montclair School

Principal: Renée Lalumiere-Malvesti

Assistant Principal: Nancy Joyce

Date Submitted: June 25, 2008

TABLE OF CONTENTS

I.	Mission Statement	
II.	Principal's Message	pp. 4
III.	Improvement Plan	pp. 5
	A. Assessment	pp. 5
	1. Reflection on our 2007-2008 Goals	
	2. Analysis of this year's test data	
	B. Goal Statements	pp. 8
	C. Action Steps	pp. 9
	D. Related Professional Development	pp. 13
IV.	School Site Assessment Team Members	pp. 15
V.	Integrated Learning Team Members	pp. 16
VI.	School Council Members	pp. 17
VII.	Appendix	
	A. Class Size	pp. 18
	B. Support Services	pp. 19
	C. Budget	pp. 20
	D. Facilities	pp. 21
	E. Data Charts and Trends	pp. 22
	F. Safety and Security Plan	pp. 25
VIII.	Submission Page	pp. 35

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,

On behalf of the Montclair Elementary School community, it gives me great pleasure to share with you our School Improvement Plan for the 2008-2009 school year. It was developed according to the guidelines of the Massachusetts Education Reform Act. The purpose of the legislative act is to strengthen the local school system's leadership for school improvement and to provide for the school-based planning responsibilities of school councils as the foundation for a more focused, accountable, and responsive system for serving our students.

The Montclair School believes its School Improvement Plan is consistent with the educational goals of our country, state, and school system. Our school council, parents, and staff are grateful for the opportunity to participate in the school improvement process.

The essence of what is of paramount importance to all adults and children associated with the Montclair Elementary School is expressed in our mission statement. *"Our mission at the Montclair Elementary School 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."*

In the upcoming year we have decided to focus on two MCAS related goals. The first goal will continue work we started two years ago to improve our scores on the Math MCAS by focusing on number sense items. The second goal is to improve scores on the Reading and English Language Arts MCAS test by focusing on the subgroups identified.

It is with great pride and enthusiasm that I have the opportunity to fulfill the role as educational leader at the Montclair Elementary School. I look forward another year as a principal in a wonderful school with a dedicated staff, remarkable students, devoted parents, and committed community members.

Your comments and feedback are most welcome.

Sincerely,

Renée Lalumiere-Malvesti
Principal

III. Improvement Plan

A. Assessment

1. Reflection on 2007-2008 goals:

The first goal of our School Improvement Plan was to integrate Trophies writing prompts into John Collins writing. To accomplish the goal, our teachers identified common writing prompts for the first three Trophies themes. The writing prompts were given to each class during the appropriate themes. Teachers then met in grade level teams to discuss the implementation of the prompts and to assess each other's student writing samples. In addition, students in grades 3 – 5 completed a daily Type 1 writing from Trophies prompts in their Reader's Response Journals and completed open response writing assignments from previous MCAS tests. Historically open response questions have been a problem for our students, and this goal addressed that problem and promoted more writing from students.

Our second goal was a carry-over and an extension of a similar goal from the 2006-2007 School Improvement Plan. On the 2006-2007 SIP a goal was to have all students in grades 3, 4, and 5 score at least 1 point on all math MCAS open response questions. I am happy to report that our goal was reached and became the foundation of the second goal in the 2007-2008 SIP; Students in grades 3-5 will score at least 2 points on each open response question on the May 2008 math MCAS. To accomplish this goal, every student participated in the Math Word of the Week activity held throughout the school year. Students in grades 2-5 also participated in the Mathletics Program. This program began in January, ended in May, and incorporated open response questions. Teachers also used the data from the 2007 MCAS tests to drive instruction in the math classes. Because of the testing data, teachers were able to identify the areas of concern for a student and address those concerns during the math class. We are looking forward to receiving the 2008 MCAS scores to see if each child reached this goal.

This year the Montclair School was one of the six elementary schools in Quincy to receive the 21st Century Grant. Throughout the year, many of our teachers ran after school programs or clubs for students in grades 2-5 that also addressed the goals in our 2007-2008 SIP. We filled 345 after school slots and ran programs that reached out to all different needs of our students.

2. Analysis of current test data:

Throughout the 2007-2008 school year, Montclair's Assessment Team worked with the staff to analyze and interpret the 2007 MCAS scores. Please see the Table 1A in *Appendix E – Data Charts and Trends* for a three year historical review of Montclair's Aggregate CPI. Also in *Appendix E* please find Table 2A ~ Adequate Yearly Progress History of Montclair, Tables 3A & 3B ~ ELA Subgroups, and Tables 4A, 4B, and 4C ~ Summary by Grade and Test of Trends.

Below is a summary of the 2007 MCAS scores by grade and test.

Grade 3 Reading

Fifty-one percent of our students scored at the proficient level or above on the third grade reading MCAS test. This compares to 59% statewide. Our proficient rate was consistent with what it has been in past years.

Grade 3 Math

Fifty-two percent of our students scored at the proficient level or above compared to 60% statewide. Sixteen percent of our students fall in the warning category which is equal to the statewide statistics.

Grade 4 ELA

Forty percent of our students scored at the proficient level or above on the ELA test. This compares to 56% statewide. However, 9% of our students failed this test as compared to 10% statewide.

Grade 4 Math

Twenty-four percent of our students scored at least at the proficient level on the math test. This is 4% higher than in 2006. In comparison, 29% of all students statewide scored at the proficient level or above.

Grade 5 ELA

Sixty-nine percent of our students scored at the proficient level or higher on the ELA test compared to 63% statewide. We also experienced a lower failure rate (6%) compared to statewide statistics (9%).

Grade 5 Math

Sixty-three percent of our students scored at the proficient level or above on the math test compared to 51% statewide. Students who scored in the proficient level or above increased 29% from 2006 to 2007. We also experienced a lower failure rate (11%) compared to the statewide statistics (18%).

Grade 5 Science and Technology

Forty-eight percent of our students scored at the proficient level or above on the science and technology test compared to 51% statewide. On the other hand, 0% of our students failed this test compared to 12% statewide.

B. Goal Statements

Goal 1: To increase the average percent correct in the area of MCAS English Language Arts non-fiction questions for English Language Learners and/or Low Income Students by 2%.

Goal 2: To increase the percentage of students in the proficiency category in grades 3-5 by 2% on the spring 2009 math MCAS.

C. Action Steps

Goal 1: To increase the average percent correct in the area of MCAS English Language Arts non-fiction questions for English Language Learners and/or Low Income Students by 2%.

Action Steps/Monitoring Plan

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Create a reading buddy program to pair non-ELL students with ELL students. The program will also include a conversation component structured around non-fiction passages.	October 28, 08 October 08 – June 09	K-5 Staff, ELL Teachers
	Principal will monitor Buddy Program in daily walk-throughs.*	October 08 – June 09	Principal
2	Invite and pursue ELL and/or Low Income Students to attend after school activities, Prep for Success and Summer Success programs that promote reading skills.	September 08 – May 09	Principal, Guidance Counselor, K-5 Staff
	Review of Attendance Lists from 21st Century Grant Programs.*	September 08 – May 09	21st Century Grant Program Facilitator
3	Vertical teams will share strategies and students' written responses as well as reading strategies for their ELL students. The ELL teachers will be part of this vertical team. ELL teachers continue to collaborate with classroom teachers to work with ELL students on non-fiction passages during ELL time.	September 08 – June 09	K-5 Staff, ELL Teachers
4	Provide students non-fiction reading options (i.e. Time for Kids, NIE, Cobblestone, and Weekly Reader). PTO will pay \$5 per child towards a subscription.	September 08 – June 09	K-5 Staff
5	The Assessment Team will analyze how the ELL and/or Low Income students performed on the spring 2008 ELA MCAS. Provisions will be made to the goal as needed.	December 9, 08	Assessment Team
	A summary of the analysis will be provided to staff as a follow-up to A-Day 1.*	December 08	Assessment Team
6	Montclair Reads! A team will choose a non-fiction book from MA ELA frameworks to be the foundation for school wide activities.	September 9, 09 (planning) March 09 (activity day)	Principal, Vertical ELA Teams

	Principal will share in planning and implementation of Montclair Reads! Day.*	September 9, 09 (planning) March 2009 (activity day)	Principal
7	A Graphic Organizer of the Month will be introduced during the literacy block. Each student will create a folder of graphic organizers as a resource.	October 28, 08 November 08 – June 09	K-5 Staff
	Include a short non-fiction passage on the curriculum newsletter for parents to read with students. Include optional “bonus” questions for parents and students to complete and return to school.	September 08 November 08 March 09	Principal
8	Non-fiction passages will be posted in the Curriculum Newsletter.*	September 08 November 08 March 09	Principal
	Students will write original non-fiction writing pieces. (i.e. biography of family members, newspaper articles, autobiography, etc)	September 08 – June 2009	K-5 Staff
9	Media Specialist will highlight non-fiction selections throughout the year.	September 08 – June 2009	Media Specialist
10	Administration of the Reading and ELA MCAS in grades 3, 4, and 5.*	March 08	Principal Grade 3, 4, and 5 Staff

***Indicates Monitoring Criteria**

Goal 2: To increase the percentage of students in the proficiency category in grades 3-5 by 2% on the spring 2009 math MCAS.

Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Continue the “Math Word of the Week ~ WOW” in the weekly notice and in classrooms.	September 08 – June 09	Principal, K-2 Teachers, 3-5 Math Focus Teachers
2	Install WOW bulletin board.* This board will display the Word of the Week and also have a “Wall of Fame” for the weekly winners.	September 08 – June 09	Principal and K-5 Staff
3	Encourage Art, Music, Physical Education and Media teachers to use the Math Word of the Week in their daily lessons.	September 08 – June 09	Principal, Art, Music, Physical Education, and Media Teachers
	Principal will look for evidence of Math Word of the Week during walk-throughs.*	September 08- June 09	Principal
4	Montclair will provide optional opportunities to practice and review math during summer months by handing out a summer math packet.	June 08	Grade Level Teams
	A summer luncheon will be held to recognize all students who completed the optional practice during the summer.*	September 08	Principal and Staff
5	Continue grade level Mathletics Folders. The format of the Mathletics answer sheets will mirror the MCAS to familiarize students with the test format.	January 09 – May 09	Principal, K-5 Staff
	Teachers, Parents, and Principal will sign off weekly in the Mathletics Folders.*	January 09- May 09	Principal, Teachers, and Parents
6	Analyze the 2007 math MCAS data during Assessment Team meetings.	December 9, 08	Assessment Team
7	Create and implement school wide Seasonal Estimation Activities.	September 9, 08 (Planning) October 08 – June 09	Principal, K-5 Staff
8	Mathletics Competition (Math Activity/Game Day) ~ Students, along with staff and parent volunteers, will participate in school wide Number Sense activities while moving through classrooms.	January 13, 09 (planning) May 09 (activity day)	Math Focus Teachers
	Principal will take part in planning and execution of Mathletics Competition.*	January 13, 09 (planning) May 09 (activity day)	Principal
9	Use past MCAS test questions to prepare students for present MCAS tests.	September 08 – May 09	3-5 Math Focus Teachers

10	Pilot a Math Fact Intervention Program in Grade 3 that is modeled on the three tier literacy program.	September 08 – June 09	Principal, Edith Hughes, and Grade 3 Teachers
	Monthly meetings will be held to discuss and reflection on the Intervention Program.*	September 09- June 09	Principal, Edith Hughes, Scott Perfetuo
11	Math Focus teachers will share activities/learning strategies from Bill Atwood’s PD workshops.	October 28, 08	3-5 Math Focus Teachers
	Administration of the Math MCAS in grades 3, 4, and 5.*	May 08	Principal Grade 3, 4, and 5 Staff

***Indicates Monitoring Criteria**

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/2/08	<u>Opening Meeting</u> Review of the following: School and District Goals Physical Restraint Procedures Civil Rights Schedules Daily Policies and Procedures	All Staff	9:00-11:00	Media Center	Principal Nurse	N/A
9/9/08	Vertical ELA team will review book selections for the Montclair Reads! Day in March. The team will also structure the "Buddy Program" to be held bi-weekly across the grades.	Vertical ELA Team	1:00-2:30	Media Center	Principal	1
	Vertical math team will create the monthly school wide estimation activities. They will also identify the graphic organizers that will be introduced to students each month.	Vertical Math Team	1:00-2:30	Media Center	Principal	2
10/28/08	Best Shared Practices – Teachers who attended the Bill Atwood workshops will share with their colleagues teaching techniques and/or strategies they learned. Many strategies can be used across the curriculum. Teachers will also solidify the plans for the Montclair Reads! Day to be held during Literacy Week.	1-5 Teaching Staff	1:00-2:30	Media Center	Math Focus Teachers	1 & 2
12/9/08	<u>Assessment Day 1</u> The Assessment Team will use test results to find weaknesses and implement improvements for the 2008-2009 school year. We will begin to develop our preliminary SMART goals according to the findings.	1-5 Teaching Staff	12:30-4:00	Media Center	Assessment Team	1 & 2
1/13/09	Grade level teams will meet to finalize on the weekly Mathletic activities/folders that begin this month. The grade level teams will also plan the culminating activities to be completed in May to celebrate the completion of Mathletics.	1-5 Teaching Staff	1:00-2:30	Various Classrooms by Grade Level	Principal	2

2/10/09	<u>Assessment Day 2</u> The Assessment Team will continue to use test results to find weaknesses and implement improvements for the 2008-2009 school year. We will further develop our SMART goal and action steps according to the findings.	1-5 Teaching Staff	12:30-4:00	Media Center	Assessment Team	1 & 2
5/12/09	<u>Assessment Day 3</u> Principal and entire staff will meet and discuss recommendations by the school council on the 2009-2010 SIP. Principal and staff will finalize goals, action steps, and professional development.	1-5 Teaching Staff	1:00-2:30	Media Center	Assessment Team	1 & 2
5/26/09	Reflection on 2008-2009 School Goals and Action Steps. Plan/prep for Action Steps that accompany 2009-2010 goals	1-5 Teaching Staff	1:00-2:30	Media Center	Principal & Assessment Team	1 & 2

IV. School Site Assessment Team Members

“Failing to plan is planning to fail.”

The School Improvement Plan is truly a school improvement plan when it 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.

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:

1. Renée Lalumiere-Malvesti , Principal
2. Allison Cox, Facilitator/Grade 4 Teacher
3. Nancy Joyce, Assistant Principal/Grade 5 Teacher
4. Carol Ann Marx, Grade 2 Teacher
5. Scott Perfetuo, Grade 3 Teacher

* ***“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
Renée Lalumiere-Malvesti	Principal
Tina Iredale	Literacy Teacher
Micah Siegel	Literacy Teacher
Janet Little	Special Education Teacher
Yuk Yee Fung	English Language Learner Teacher
Elaine Haraska	English Language Learner Tutor

Classroom teachers and guidance counselors will attend meetings to discuss particular students as necessary.

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: Montclair Elementary

Chair/Principal: Renée Lalumiere-Malvesti

Co-Chair: Co-Chair's Name
Address, Quincy, MA (zip)
Phone Number

Teachers: Nancy Joyce
8 Belmont Street
N. Quincy, MA 02171
617-984-8708

Janet Bargar
8 Belmont Street
N. Quincy, MA 02171
617-984-8708

Parents: Stephanie Michel-Moore
45 Elmwood Park
Wollaston, MA 02170
617-472-1968

John Dockrey
98 Highland Avenue
Wollaston, MA 02170
617-773-9347

Staff: Bic Lam
8 Belmont Street
N. Quincy, MA 02171
617-984-8708

Assessment Team: Allison Cox, Nancy Joyce, Renée Lalumiere-Malvesti, Carol Ann Marx,
Scott Perfetuo

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
16	4	0

Please use the opening of school numbers. You will have the opportunity to revise these numbers and use the official October 1 enrollment numbers should the presentation to the School Committee occur after October 1st.

VII. Appendix – Section B

Support Services

FTE

- 1 Nurse
- 1 Special Education Teacher (Resource Room/Inclusion)
- 0 Special Education Teachers (Substantially Separate)
- 1 Guidance Counselor / 766 Chairperson
- 2 Literacy Specialists
- 1 ESL Teacher
- 1 ESL Tutor
- 0 Adaptive Physical Education Instructors
- 0.6 Speech and Language Instructor/s
- 0.25 School Psychologists
- 0.2 Occupational Therapists

VII. Appendix – Section C

Budget - Elementary

	Amount available In FY 2009
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$6,066.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$7,751.00
<u>ACTIVITY STIPEND ACCOUNT</u> 21 st Century Grant Funds	\$44,778.00
Other	
Art Budget	\$1,059.00
Science Budget	\$939.00
TOTAL	
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
Montclair PTO	\$8,000.00
Lowe’s Toolbox for Education Grant	\$5,000.00
Quincy School-Community Partnership Mini-Grants	\$900.00
Stop n’ Shop Community Partnership	\$1,000

VII. Appendix – Section D

Facilities

1. Improvements

Over the 2007-2008 school year the phones in the entire school were replaced at Montclair. The school also had both boilers replaced and connected to the newly installed unit ventilators in the classrooms. We are currently working on updating the media center with the Lowe's Toolbox for Education grant we received in the spring of 2008.

2. Areas of Need

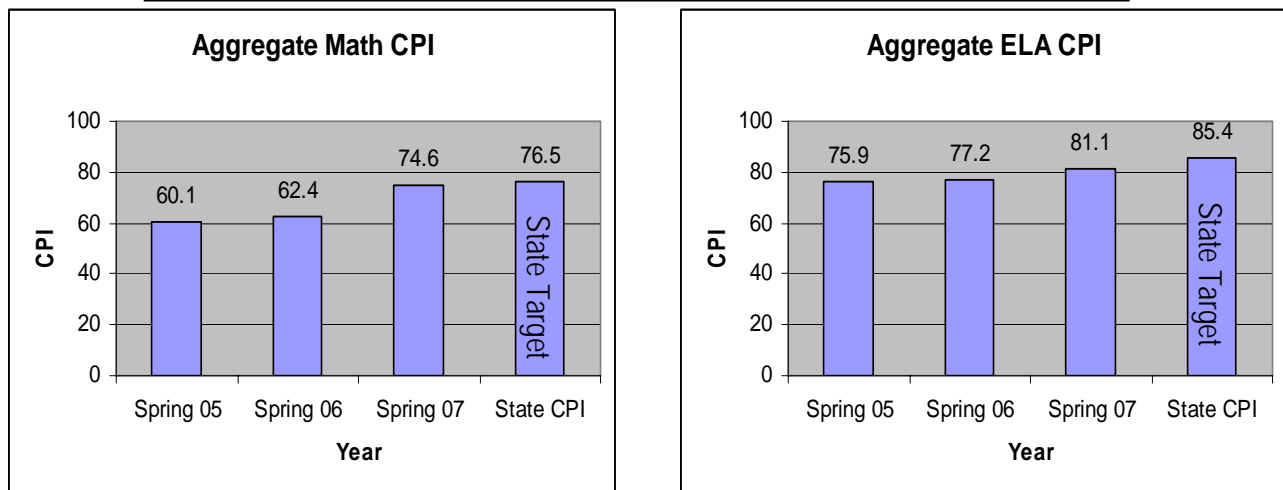
We need to have our intercom replaced for the safety and security of our students and staff. Each classroom is equipped with a call button to signal the office should a teacher or student need assistance. An audible signal and lighted room number on the intercom should indicate which teacher needs assistance. However, the call signals do not work and teachers have no way of communicating with the office and the office has no way of communicating with an individual classroom. The all-call feature on the intercom works sporadically. Maintenance has been out several times to fix our intercom system but parts are no longer available for our system as it is too old.

VI. Appendix – Section E

Data Charts and Trends

After an in-depth analysis of our MCAS scores the Assessment Team created the following graphs showing a three year historical review of Montclair’s aggregate CPI. Even though we have not yet met the state’s target, our aggregate CPI continues to improve each year.

Table 1A ~ 3 Year Historical Review of Montclair’s Aggregate CPI



Because of the information shown below in Table 2, the Assessment Team made the decision to look more closely at the subgroups having difficulty on the ELA MCAS.

Table 2A ~ Adequate Yearly Progress History of Montclair

Adequate Yearly Progress History											NCLB Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	2007	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Improvement Year 2 - Subgroups
	All Sub-groups	-	-	-	-	Yes	Yes	No	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Improvement Year 1
	All Sub-groups	-	-	-	-	Yes	-	-	-	Yes	

Tables 3A & 3B identify the ELL and/or Low Income subgroups as having difficulty on the ELA 2007 and 2006 MCAS tests. As the staff analyzed the test items, they found that the students in the ELL and/or Low Income subgroups had a particularly difficult time on non-fiction questions. Therefore, our second goal was created to address this area of difficulty for the identified subgroups.

Tables 3A & 3B ~ ELA Subgroups

Table 3A ~ ENGLISH LANGUAGE ARTS - Spring 2007

Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	148	148	100	Yes	140	81.1	No	80.2	2.5	80.2-85.2	Yes	97.5	0.1	Yes	Yes
Lim. English Prof.	58	58	100	Yes	55	79.1	No	82.3	2.2	82.3-89.0	No	98.6	-0.1	Yes	No
Special Education	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Low Income	70	70	100	Yes	64	77.3	No	77.7	2.8	77.7-85.0	No	98.0	0.1	Yes	No
Asian or Pacif. Isl.	66	66	100	Yes	62	83.9	No	83.9	2.0	83.9-90.4	Yes	98.5	-0.2	Yes	Yes
White	67	67	100	Yes	65	80.8	No	78.2	2.7	78.2-85.4	Yes	96.3	-0.1	Yes	Yes

Table 3B ~ ENGLISH LANGUAGE ARTS - Spring 2006

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	165	165	100	Yes	219	77.2	No	-2.1	Yes/SH	97.4	0.1	Yes	Yes
Lim. English Prof.	74	74	100	Yes	101	77.7	No	1.3	Yes/SH	98.7	0.1	Yes	Yes
Special Education	17	17	-	-	21	60.7	-	-	-	95.9	0.2	-	-
Low Income	79	79	100	Yes	106	72.4	No	-4.0	No	97.9	0.3	Yes	No
Afr. Amer./ Black	6	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	74	74	100	Yes	99	79.3	No	-0.4	Yes/SH	98.7	-0.2	Yes	Yes
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	81	81	100	Yes	107	76.4	No	-4.0	Yes/SH	96.4	0.3	Yes	Yes

Tables 4A, 4B, & 4C ~ Summary by Grade and Test of Trends

Table 4A ~ Grade 3 Strengths and Weaknesses			
Reading 2		Math	
Strength	Weakness	Strength	Weakness
Vocabulary (LS 4)	Non-Fiction (LS 13)	Patterns, Relations, and Algebra	Number Sense
	Style & Language (LS 15)	Data Analysis	Measurement

Table 4B ~ Grade 4 Strengths and Weaknesses			
ELA		Math	
Strength	Weakness	Strength	Weakness
Fiction (LS 12)	Non-Fiction (LS 13)	Measurement	Number Sense
	Vocabulary (LS 4)		Geometry

Table 4C ~ Grade 5 Strengths and Weaknesses			
ELA		Math	
Strength	Weakness	Strength	Weakness
Making Connections (LS 9)	Structure of English (LS 5)	Patterns, Relations, and Algebra	Number Sense
	Non-Fiction (LS 13)	Geometry	

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 26

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

2. Emergency Procedures _____ Pages 29-31

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

3. Contingency Plan _____ Page 32

4. Emergency Telephone Bomb Threat Procedures _____ Page 33

5. Emergency Letter/Package Bomb Procedures _____ Page 34

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 8:20 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:20 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 general office aide or office personnel before entry into the building is allowed.

After dismissal at 2:30 p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended.

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 aide 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.

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 8:30 a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide 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. **NEXTEL PHONES:** Building principals have been equipped with Nextel phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director 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 aide 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. In kindergarten through grade 2 students use the lavatory within their classrooms (when available). In grades 3-5 the students use the lavatory facilities contained in their wing of the school. 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 aide or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.

14. **STAFF WORKING AFTER HOURS:** It has been requested that staff members utilize the staff room as a work area when no one else is working near his/her room. The staff room is 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:** Quincy Public School buses drop-off/pick up students in the posted school bus zone on the Holbrook Road side of the school grounds. Private transportation vans drop-off and pick up students in this area also. Parking for private transportation vans is located between the crosswalk on Belmont Street and the QPS school bus zone. Building staff supervise students while boarding and exiting transportation.

15. **WALKERS:** Traffic Supervisor Locations and Hours

Belmont Street and West Squantum Street	7:45-8:15 a.m. 2:15-2:45 p.m.
Tuesdays	11:55-12:15 p.m.
 Belmont Street and Holbrook Road	 7:45-8:15 a.m. 2:15-2:45 p.m.
 Tuesdays	 11:55-12:15 p.m.
 Harvard Street and Wilson Avenue	 7:30-8:00 a.m. 2:35-3:00 p.m.
 Tuesdays	 12:00-12:30 p.m.
 Newport Avenue and Holbrook Road	 7:30-8:00 a.m. 2:30-3:00 p.m.
 Tuesdays	 12:00-12:30 p.m.

Harvard Street/Piermont Street area: Walk on Harvard Street to the Wilson Avenue intersection. The traffic supervisor will assist students to the school side of Harvard Street. Continue to follow Harvard Street to Holbrook Road. Turn right on to Holbrook Road and walk to traffic supervisor located at the intersection of Holbrook Road and Belmont Street.

Holmes Street area: Cross the pedestrian bridge to the traffic supervisor at the intersection of Newport Avenue and Holbrook Road. Follow Holbrook Road to Montclair School.

North Central Avenue/Farrington Street area: Walk on Holbrook Road to the traffic supervisor at the intersection of Holbrook Road and Belmont Street.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents transporting their children to and from school should use Holbrook Road. Holbrook Road is a one way street when approaching Montclair School from Newport Avenue. Children should be dropped off on the school side of Holbrook Road in the areas before or after the marked school bus parking zone. Holbrook Road is very congested on school mornings, members of the Montclair staff are in the schoolyard from 8:00 a.m. to entry to supervise students and assist adults.

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 vice-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 vice-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.

Building specific contingency plan –

If it is determined that the school must be evacuated and closed during the school day all staff and students assemble inside the tennis courts located at Bishop Field across Holbrook Road. Unassigned staff members assist classroom teachers in keeping students safe and orderly. Instructions and transportation plans are provided to the administration as available. In the case of inclement weather, all adults walk with students to the Stop and Shop Supermarket located at the corner of Newport Avenue and Holbrook Road and wait for instructions from the administrator.

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