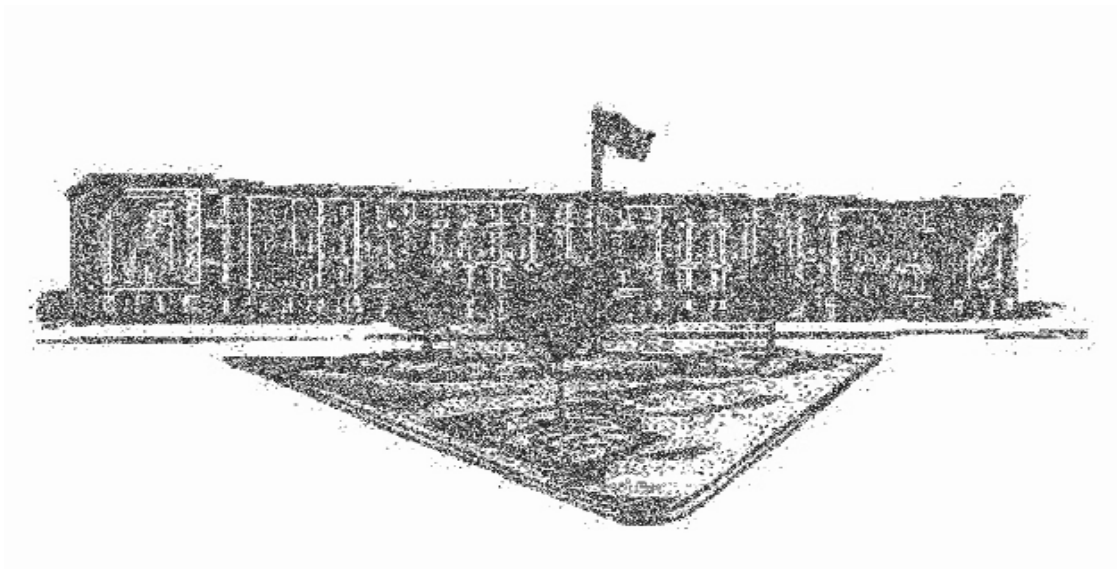


Quincy Public Schools  
North Quincy High School  
School Improvement Plan  
2008 - 2009



School - North Quincy High School

Principal – Earl F. Metzler, II

Assistant Principal – Pamela Q. Mateu

Date Submitted – **August 28, 2008**

# Essential Elements

## SIP Table of Contents

- I. Mission Statement
- II. Principal's Message
- III. Improvement Plan
  - Assessment
    - Reflection on the 2006-07 School Improvement Goals
    - Analysis of the Spring 2007 MCAS Test results
    - Goal Statements (2008-09)
    - Action Steps and Monitoring Criteria
    - Related Professional Development
    - Cabinet Goals (2008-09)
- IV. School Site Assessment Team
- V. School Council
- VI. Appendix
  - Class Size
  - Support Services
  - Budget
  - Facilities
    - Improvements
    - Areas of Need
  - Data Charts and Trends
  - Safety and Security Plan
- VIII. Submission Page

# 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 School Improvement Plan for North Quincy High School was developed by the School Reform Council. The council met to incorporate district goals, school goals, and other building concerns into a clear and concise document. This document is essential in order to formulate an action plan to address any needs that exist at North. The following goals were identified as most important to the culture of our school: one hundred percent of students who meet local requirements will pass the MCAS and graduate; By June 2009 reduce the number of students in the Warning and Needs Improvement categories on the MCAS by 6%; By September 2008, increase student enrollment in Honors and Advanced classes by 5%. In addition, other concerns such as budget, technology, student handbook, and building maintenance were included in the plan.

During the 2008-2009 school year we will continue working on our interdisciplinary work connecting departments and projects that increase student opportunities to demonstrate excellence. Departments will be required to identify two goals. One goal will be specific to their department and one goal will be a school-wide goal mutually agreed upon by the Cabinet members. Included in this document is the evidence we collected from our 2007-2008 cabinet goals. Our cabinet goals will be a major focus of the additional professional development time allotted to departments this year.

It is the hope of the School Reform Council that this plan will provide an impetus for positive change. We are grateful for the opportunity to present this document to you. Your comments and feedback are most welcome.

On behalf of the North Quincy community I wanted to take this opportunity to thank you for your continued support.

Respectfully,

Earl F. Metzler, Principal

## III. Improvement Plan

### A. Assessment

#### *1. Reflection on the 2007-2008 School Year:*

This year our annual science fair celebrated its 50<sup>th</sup> consecutive competition. The streak of 50 consecutive science fairs is the second longest in the Commonwealth of Massachusetts, second to only Boston Latin. North Quincy High School had 17 students qualify for the South Shore Regional Science Fair. 11 Students qualified for the State Science Fair. One student qualified for the International Science Fair.

Many students were honored by being inducted in to honor societies this spring. 44 North students were inducted this year into the National Honor Society. 59 students were inducted into the Foreign Language Honor Society. The class of 2008 has eight National Merit Scholars.

We were proud to be able to offer 45 clubs. These clubs gave students an activity that met their interest and provided a place to belong. Sold out talent shows, choral and band concerts, drama productions, art gallery displays, theatre, dance, voice recitals, and the Renaissance Program “Celebration of the Arts” were outstanding and highlighted the special artistic talents of the students at North Quincy High School. The ROTC drill team continued to excel in every drill meet that they entered, and the AFJROTC unit at North Quincy was named a “Distinguished Unit” with merit for the fourth consecutive year! Our Math Team was outstanding, and our Academic Decathlon team was a state finalist again this year.

#### *2. Reflection on the GOALS from the 2007-2008 SIP & Data from 2006-07 School Year*

We are proud that we were able to successfully graduate 100% of the seniors that met all of the local requirements. Our Goal of 100% of students that met local requirements would also pass the MCAS is a goal every year. Since the inception of the MCAS we have been able to meet this goal every year.

We were able to successfully increase the proficiency rate in math by greater than 3%. In math 72% of North’s students were proficient as compared to **67% the 2006-07 school year.**

We were not able to increase the proficiency rate in ELA by greater than 3%. In ELA 69% of North’s students were proficient in both years.

All North Quincy High School teachers had an individual web site during the 2007-2008 school year.

## B. Goal Statement

1. **Goal Statement:** 100% of students who meet local requirements will pass the MCAS and graduate.

### C. Action Steps /Monitoring Criteria

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	Identify incoming 9 <sup>th</sup> grade students who are in the W and NI categories and refer data to math/English teacher.	September	Assessment Team Department Heads
b.	Identify incoming 9 <sup>th</sup> graders in need of English remediation and place those students in the English Reading and Study Skills class. <b>Progress will be monitored by classroom teacher.</b>	September	English Department Head
c.	Identify current students who have failed either section of the MCAS.	October - June	Department Heads Assessment Team
d.	Create a new ISSP for each student who failed either portion of the MCAS.	October - June	Assessment Team
e.	Enroll 11 <sup>th</sup> grade students who failed the math MCAS in Skills Plus. <b>Progress will be monitored by classroom teacher.</b>	October - June	Department Heads Guidance
f.	Remediate all 12 <sup>th</sup> grade students who failed either portion of the test; <b>Students will be assigned an individual tutor who, along with the department head, will monitor progress.</b>	October - June	Department Heads
g.	Refer students to extended day programs such as Prep for Success	October - June	Department Heads

2. **Goal Statement:** By June 2009 reduce the number of students in the Warning and Needs Improvement categories by 6%

### Action Steps/ Monitoring Criteria

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
a.	Analyze incoming 9 <sup>th</sup> grade MCAS scores to identify students in the Needs Improvement and W categories.	September - October	Assessment Team
b.	Use student reports and test item analysis to pinpoint strands that need improvement.	October - November	Assessment Team Department Heads MCAS Focus Teams
c.	Use test item analysis to ensure that all strands are covered in the curriculum.	October - December	Assessment Team Department Heads MCAS Focus Teams
d.	Teams will create materials and tutorials for remediation to be used in the classroom. <b>Classroom teacher will monitor progress.</b>	October - June	Assessment Team Department Heads MCAS Focus Teams
e.	Identify incoming 9 <sup>th</sup> graders in need of English remediation and place those students in the English Reading and Study Skills class. <b>Progress will be monitored by classroom teacher.</b>	September	English Department Head
f.	Identify current students who have received a W or NI on either section of the MCAS.	October - June	Department Heads Assessment Team
g.	Enroll 11 <sup>th</sup> grade students who failed the math MCAS in Skills Plus.	October - June	Department Heads Guidance
h.	Remediate all 12 <sup>th</sup> grade students who failed either portion of the test; <b>Students will be assigned an individual tutor who, along with the department head, will monitor progress.</b>	October - June	Department Heads
i.	Refer students to extended day programs such as Prep for Success	October - June	Department Heads

3. **Goal Statement:** By Sept. 2008, increase student enrollment in Honors and Advanced classes by 5%

**Action Steps/Monitoring Criteria**

<b>Steps</b>	<b>WHAT Strategies/Activities</b>	<b>WHEN Timeline</b>	<b>WHO Team/Person(s) Responsible</b>
a.	Review breakdown of Stanford and Otis-Lennon scores for incoming 9 <sup>th</sup> graders to identify talented students.	September - October	Administration Guidance Department Heads
b.	Cross-check course selections for above-mentioned students.	September – October	Guidance Department Heads
c.	Identify talented students in the classroom and encourage these students to take higher level classes.	September - June	Teachers Departments Heads Guidance
d.	Using results from the PSAT identify students with AP Potential.	October	Guidance
e.	Share names of students with AP Potential with department heads and teachers	October	Guidance Department Heads

# D. Related Professional Development

## Professional Development Plan

### 1. Staff Development Tuesdays

Date(s)	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/2/08	Dept. Meetings	9-12	2 Hrs		Dept. Heads	
10/14/08	<b>MCAS/Focus Teams:</b> Assessment Team members and teachers in each discipline will study MCAS results to identify curricular needs and strategies as we move all students to proficient; <b>NEASC-</b> Teachers will develop interdisciplinary units of study and “expand interdisciplinary curriculum.”	High School	1:00-3:00	NQHS	Administration Department Heads Assessment Team Members	1-2-3
1/13/09	Assessment Team will present 2007 MCAS results	High School	1:00-3:00	NQHS	Administration Assessment Team	1-2
3/10/09	Same as 10/14	High School	1:00-3:00	NQHS	Administration Department Heads Assessment Team	1-2
4/14/09	Same as 3/10	High School	1:00-3:00	NQHS	Administration Department Heads Assessment Team	1-2

## **2. Contractual Hours**

Date(s)	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
11/6/08	Content Area	High School	2:30-4:30	NQHS	Administration	3
1/8/09	Content Area	High School	2:30-4:30	NQHS/QHS	Dept. Head	1-2
2/5/09	Content Area	High School	2:30-4:30	NQHS/QHS	Dept. Head	1-2
3/5/09	Content Area	High School	2:30-4:30	NQHS/QHS	Dept. Head	1-2
5/7/09	Content Area	High School	2:30-4:30	NQHS/QHS	Dept. Head	1-2

## **Department Contractual Time** **1 Hour Delayed Entry**

Date	Topic Description	Grade	Time	Location	Facilitator	Goal #
11/6/08	Dept Goal/Interdisciplinary Work/NEASC	High School	7:45-8:45	NQHS	Dept. Head	Cabinet Goals 1 & 1A
12/4/08	Dept Goal/Interdisciplinary Work/NEASC	High School	7:45-8:45	NQHS	Dept. Head	Cabinet Goals 1 & 1A
2/5/09	Dept Goal/Interdisciplinary Work/NEASC	High School	7:45-8:45	NQHS	Dept. Head	Cabinet Goals 1 & 1A
4/2/09	Dept Goal/Interdisciplinary Work/NEASC	High School	7:45-8:45	NQHS	Dept. Head	Cabinet Goals 1 & 1A
6/4/09	Dept Goal/Interdisciplinary Work/NEASC	High School	7:45-8:45	NQHS	Dept. Head	Cabinet Goals 1 & 1A

## **Compensatory Time**

Dates: 12/9/08, 2/10/09 & 5/12/09

## North Quincy High School Cabinet Goals 2008-09

### Career and Technology

- **Goal #1:** Interdisciplinary Collaboration: The Career and Technology Department will work with an academic area to meet the NQHS goal of helping students pass MCAS and reducing the retention rate through various activities and/or projects.
- **Goal #2:** Interdisciplinary Collaboration: Implement a pilot program of teachers team-teaching in various areas within the department. Example: Anne McEvoy will teach CPR and First AID to Child Care 2 classes while Joan Walsh will teach Food and Nutrition to Introduction to Health Care. These courses will be scheduled at the same time.
- **Goal #3:** Increase Articulation Agreements with secondary schools. Currently we have an Articulation Agreement with Massasoit Community College. By the spring of 2009 we would like to have an Agreement with Quincy College.
- **Goal #4:** Continue to expand and improve our interaction with outside businesses and institutions.

### English

- **Goal #1:** To increase the level of interdisciplinary activities between the English department and other departments.  
Process:
  - Continue our work with other departments on interdisciplinary projects from 2007-2008
  - Attend Primary Sources presentations as scheduled
- **Goal #2:** To develop strategies for providing for the needs of LEP kids in mainstream English classes.  
Process:-
  - Meet with ELL staff from Quincy High School to learn about ELL/LEP issues and to discuss instructional challenges and potential strategies
  - Put together a "best practices" session for the department to share ideas and strategies
- **Goal #3:** To develop common academic expectations and rubrics between NQHS and QHS English departments.  
Process:
  - Meet with QHS English department to establish familiarity with each other's curriculum
  - Revise curriculum guides
  - Begin to develop academic expectations and rubrics

## Foreign Language

- **Goal #1:** Interdisciplinary Collaboration: Teachers will continue to work with colleagues from other departments to design and implement interdisciplinary units. This past year teachers identified areas where curricula overlapped, and partnered with teachers from other subjects to develop teaching units. This work will continue throughout the coming year.
- **Goal #2:** Increased use of technology in our Foreign Language instruction: Teachers will make a concerted effort to use the new equipment that has been ordered for their classes. Most teachers in the Foreign Language Department requested new LCD projectors and upgraded computers. Many teachers are eager to enhance their class lessons via use of the internet and computer technology. (The department has made a request to DITMS to allow more internet sites to be available for classroom use.)
- **Goal #3:** Piloting a new French program: The French teachers will pilot a new program with the intent of purchasing new texts for the 2009 - 2010 school year. This spring at the vertical team meeting all of the QPS French teachers met to discuss and preview several French texts. A decision was made to pilot Bien Dit (Holt) at both the high school and middle school levels.

## Math

- **Goal #1:** To work by subject across levels to update the syllabi.
  - Complete alignment of syllabi with the Massachusetts State Frameworks.
  - Ensure all classes move at approximately the same pace so that students who transfer to different classes in the same subject will be on task.
  - All of the standards will completed be for that course before finals.
- **Goal #2:** To create more lesson plans for cross curriculum.
  - Continue to work with the Social Studies classes to introduce Mathematician and topics from that time period.
  - Work with other departments to create cross curriculum lessons, business department, science and English.

## Science

- **Goal #1:** To provide tenth grade biology students with curriculum experiences that will prepare them for the MCAS testing program.
- **Goal #2:** To provide curriculum experiences for all classes that will enhance conceptualization of content, inquiry skills and critical thinking skills.

**Social Studies**

- **Goal #1:** To explore the potential for interdisciplinary education with an eye to creating four to six units which logically connect with other major subjects taught at North Quincy High School.
- **Goal #2:** To examine the information available from the last administration of the History MCAS and integrate that into the review unit.

**Special Education**

- **Goal #1:** Use our interdisciplinary meetings with the English, Mathematics, Science, and Social Studies departments to improve our MCAS scores, to increase communication between departments, and to maintain the quality of our special education inclusion, resource room, and self-contained model curriculums.
- **Goal #2:** Plan, implement and refine two new course additions to our department for our ninth grade students this fall. These courses are a resource room Mathematics course and an Inclusion English course. Both courses are requests by the middle school Teams to provide services for students transitioning from the eighth grade to the high school.
- **Goal #3:** Plan, implement, and monitor the new Inclusive Concurrent Enrollment Grant (I.C.E.) in partnership with Bunker Hill Community College, Univ. of Mass., Boston, and the D.E.S.E. (formerly the D.O.E.). This grant will allow a select number of our moderate special needs Learning Center students to audit a free course at BHCC this fall.
- **Goal #4:** Plan, implement, and monitor the new MCAS Alternative Assessment Portfolio in the area of Social Studies beginning this fall, and due in May of 2009. A second year of Social Studies for Learning Center students has been added to our fall schedule, and staff will be sent to the Educator's Training Workshops in the fall.

**Guidance**

- **Goal #1:** The Guidance department will continue to work towards full implementation of the Massachusetts School Counseling Model, during the 2008-09 school year, by working on developing assessment tools to evaluate the effectiveness of our curriculum.
- **Goal #2:** The guidance department will participate in training on entering Career Plans in StarBase (pending availability of IT staff for training).

**Renaissance Creative Arts Program**

- **Goal #1:** To use the DVD to promote the program and enhance understanding of what Renaissance is all about.
- **Goal #2:** To continue to increase enrollment.
- **Goal #3:** To produce a successful musical (bi-annually).
- **Goal #4:** To develop an understanding of a new sound system and incorporate it into all performances.

**ROTC**

- **Goal #1:** Improve cadets' academics by tutoring, flight comps, and positive example. Achieve cadet average of 85% in all subjects by end of MP3.
- **Goal #2:** Raise flag in front of school 100% on time (end of Homeroom), 2% increase. Measure until Apr 1<sup>st</sup>.

**Health Office**

- **Goal #1:** Collaborate with Phys. Ed. teachers to develop and implement a program to train the students in CPR.
- **Goal #2:** Develop a website for the NQHS Health Office.
- **Goal #3:** Continue to provide health education via outside speakers, the health fair, the QPS Health Services Newsletter and individual health education.
- **Goal #4:** Promote the efforts of the Health Office by attending PAC meeting(s) and Back to School Night.
- **Goal #5:** Continue to become a more integral part of the NQHS support services team while raising the awareness of what we as the nurses in the building already do for the students and staff

## 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:

Pam Mateu, Coordinator

Judy Holliday, Facilitator

Members:

Kelly Brumleve, Teacher

Kelly Stukenburg, Teacher

Kipp Caldwell, Teacher

Lynn Byron, Teacher

Elizabeth McKinnon, Teacher

Dan Regan, Teacher

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

## V. 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.

<b>School:</b>	North Quincy High School
<b>Chair/Principal:</b>	Earl F. Metzler, II
<b>Co-Chair:</b>	Barbara Isola (617-479-6285) 34 Randlett Street Wollaston, MA 02170
<b>Teachers:</b>	Virginia Fidalgo 105 Highland Avenue Quincy, MA 02170
<b>Parents:</b>	Tracey Christello (617-328-9697) 172 Vassall St. Wollaston, MA 02170  Patti Leahy (617-479-2697) 41 Campbell St. Quincy, MA 02169  Gail Berry (617-479-5819) 33 Cliff St. Quincy, MA 02169
<b>Staff:</b>	Pam Mateu North Quincy High School
<b>Assessment Team:</b>	Judy Holliday Kipp Caldwell Lynn Byron Elizabeth McKinnon Kelly Brumleve Kelly Stukenborg Dan Regan

## VI. Appendix – Section A

### High School Class Size

Under 20	20-25	26-30	Over 30
281	185	41	2

## VI. Appendix – Section B

### Support Services

#### FTE

2.0	Nurse
9.2	Special Education Teachers
7.4	Guidance Counselor / 766 Chairperson
0	Literacy Specialist/s – Grade One
1	Media/Technology specialist
0	ESL Teacher/s
3	Physical Education Instructor/s
0	Adaptive Physical Education Instructor
1	Vocal Music Instructor/s
.5	Instrumental Music Teacher
2	Art Instructor/s
0	Speech and Language Instructor/s
1	School Psychologist/s
0	Occupational Therapist/s

## VI. Appendix – Section C

### Budget

	<b>Amount available In FY 2008</b>
<b><u>TEXT/LEARNING MATERIALS</u></b> (textbooks and learning materials/supplies needed to support classroom instruction)	\$34,385
<b><u>SUPPLIES</u></b> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$34,385
<b><u>ACTIVITY STIPEND ACCOUNT</u></b>	\$33,000
<b><u>SPECIAL FUNDING</u></b>	
Partnerships – State Street/BFDS	\$50,000
Golf Tournament	\$1,000
Mini-grants – Community Business Mini-Grants	\$1,800
Other - Science/Arts	\$2,000
	\$2,000

**GRANTS**

**PARENT TEACHER ORGANIZATION**

\$1,500
---------

## VI. Appendix – Section D

### Facilities

#### 1. Improvements

- Principal's office phones updated & upgraded
- Guidance office tiled
- Stairwell #12 painted
- A passageway was made for storage room
- Four new boilers installed
- Two boilers were changed from oil to gas
- New hot water heater
- New toilets and urinals installed
- Water savers for every sink
- New ballast and lights
- Upgraded lighting in Gym

#### 2. Areas of Need

- Removal of red "Raider" rug and replace with tile
- Paint wall outside of Auditorium
- Replace doors leading to the Art room. Secure Area
- Replace damaged window shades throughout building
- Repair or replace Atrium windows
- Repair water damaged wood in Atrium
- Sandblast stains off Atrium walls
- Intercom replacement installed
- Outside lighting
- Repair brick walkway
- Lighting in Auditorium
- Sound system in Auditorium
- New rug or rug removal
- Walls painted
- Shades replaced
- Heat problems
- Whiteboard installed
- Floor repaired
- Clock repaired
- Electrical
- Plumbing problems

- Lock repair
- Floor tile repair
- Light repair
- Ceiling panels
- Gas pipes repair
- Window repair

## VI. Appendix – Section E

### Data Charts and Trends

#### Assessment Team:

**Coordinator:** Pam Mateu

**Facilitator:** Judy Holliday

**Team Members:** Elizabeth McKinnon (math), Lynn Byron (math), Kipp Caldwell (math), Kelly Brumleve (English), Kelly Stukenborg (science), Dan Regan (social studies)

For the 2007-2008 school year, MCAS Focus Teams were created for math, English, science and social studies. These focus teams were comprised of Assessment Team leaders, content teachers, department heads and inclusion teachers. They met on the Tuesday release days throughout the year.

Those teachers who were not members of an MCAS Focus Team formed part of a NEASC pre-self study group to develop interdisciplinary curricula. One of the requirements of NEASC for the Pre-Self Study Report due on February 1, 2009 is to develop interdisciplinary units of study and expand interdisciplinary curricula.

The Assessment Team task began with three overriding goals:

- All students (100%) who meet local requirement will pass the MCAS and graduate
- By June 2008, increase the proficiency rate for math and ELA MCAS by three percent
- Align all biology and social studies syllabi to the Massachusetts state frameworks

By analyzing the 2007 data we found that:

- 97% of the NQHS students passed the ELA  
98% for the 2006 MCAS
- 93% of the NQHS students passed the math  
This was the same for the 2006 MCAS
- 90% of our students passed both ELA and math (state average 85%)  
This was the same for the 2006 MCAS.
- 69% of our students scored Adv/Proficient in ELA (state average 69%)  
This was the same for the 2006 MCAS.
- 72 % of our students scored Adv/Proficient in math (state average 68%)  
This was up from 67% for the 2006 MCAS.

New Data:

- 85% of the NQHS students passed the Biology MCAS. Spring 2007 was the first time Biology counted towards graduation.
- 51% of NQHS students scored Advanced/Proficient in Biology
- All populations have work to do in order to surpass state proficient levels for all strands and standards. Special education students are falling short of the state average, particularly in open response, measurement, and number sense

In response to our 2007-2008 School Improvement goal **100% of the students who meet local requirement will pass the MCAS and graduate** and, in an effort to close the gap between the special education scores and the state average, the team:

- analyzed 8th grade MCAS scores (current 9th graders) to pinpoint students in the warning and low needs improvement categories; the team created a tutorial for these students
- developed a tutorial for Patterns, Measurement, Statistics and Probability (areas of weakness on 2007 MCAS), to be used in the math classes
- updated the website “Open Response Tutorials” with English and science questions
- analyzed the special needs test results and prepared tutorial for the inclusion teachers
- prepared the Assessment Day, Tuesday, February 12; site Assessment Team presented MCAS data and highlighted areas for improvement.

In recognition of the need to improve our scores for the special education population, the TI-Navigator System was purchased through our partnership with State Street. The TI Navigator System is an interactive learning center for students who are learning disabled and/or low achievers. During Tuesday release time, math teachers created lesson plans to accompany this system.

Our School Improvement goals for the 2008-2009 school year are:

- |          |  |
|----------|--|
| Goal # 1 | 100% of the students who meet local requirements will pass the MCAS and graduate   |
| Goal# 2  | By June 2009 reduce the number of students in the NI and W categories by 6%        |
| Goal# 3  | By September 2008 increase student enrollment in honors and advanced classes by 5% |

During the 2008-2009 school year the Assessment Team will:

- review overall MCAS results
- analyze incoming 9<sup>th</sup> grade students in NI and W categories
- generate student profile reports for each student
- study test item analysis for all students in NI and W categories and identify commonly missed strands
- study subgroup results and highlight strands that need remediation

Using the data from the Assessment Team, the MCAS Focus Teams will:

- identify curricular needs
- ensure that students are properly placed
- identify ways to differentiate instruction
- develop where necessary MCAS tutorials – topic specific instructional packets for specific standards and strands

## Annual Comparison

<b>GRADE 10 ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>ADVANCED</b>	18	25	15	21
<b>PROFICIENT</b>	51	45	54	48
<b>NEEDS IMPROVEMENT</b>	28	26	29	28
<b>FAILING</b>	3	4	2	3

<b>GRADE 10 MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>ADVANCED</b>	36	43	42	45
<b>PROFICIENT</b>	30	28	25	27
<b>NEEDS IMPROVEMENT</b>	27	23	26	22
<b>FAILING</b>	6	6	8	7

## VI. 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 28-30**

(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 31-35**

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

**3. Contingency Plan \_\_\_\_\_ Page 36**

**4. Emergency Telephone Bomb Threat Procedures \_\_\_\_\_ Page 37**

**5. Emergency Letter/Package Bomb Procedures \_\_\_\_\_ Page 38**

## North Quincy High School Safety and Security Summary

In order to maintain a safe and secure school environment, North Quincy High School has the following procedures in place:

1. One security paraprofessional signs in/out visitors in the Main Lobby.
2. For the entire school day, including before school, the main center door is the only unlocked door in the school.
3. Students are not allowed to enter the building until 7:30 a.m., with the exception of the AFJROTC a.m. students who have I.D. cards.
4. Security personnel are on a rotating schedule throughout the day.
5. Surveillance cameras are in place in the main lobby, the Hunt Street Lobby, and the gym entrance. Tapes are effectively used in the investigation of problems.
6. Two-way radios are currently in use by the Principal, Assistant Principal, Deans, Security Personnel and the Nurse.
7. Teachers, Deans, and Security Personnel are on duty in the hallways and are constantly vigilant.
8. Staff and students were briefed at meetings at the opening of school to become part of the security information system, and have followed through on a daily basis.
9. Evacuation plans are posted in every classroom. Procedures are reviewed with staff each year.

## SCHOOL SECURITY

1. **DOORS:** All doors are locked during the day with the exception of the front door which is manned by a security guard. Students are allowed into the building before normal school hours if they are participating in the school breakfast program. A security guard is at the front door and allows entrance. During the course of the school day all visitors must sign in.
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 7:50 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 on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

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.

15. **STUDENTS WALKING TO SCHOOL:** Students are crossed by Officer S. Burgio on East Squantum Street and directed to enter the front of building only. Crosswalks are clearly defined and enforced.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents are directed to a designated drop off area on East Squantum Street. The area is clearly defined and school security assist parents to help make the process effective and safe for our students.

## **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.

## Evacuation Procedures

1. Students will leave the building by their designated exits.
2. Students will follow the student leader who will be carrying a Room Sign.
3. Students CANNOT go to their lockers.
4. The teacher will leave the room last and will close the door/s upon leaving.
5. Students and teachers will assemble at their designated meeting area.
6. The teacher MUST take attendance, and report in writing, the names of any unaccounted students, or ALL PRESENT. Every teacher must send an attendance slip to the office. Do not include the names of students that you know are absent.
7. If the alarm sounds while a student is out of his/her class, he should leave the building through the nearest exit and go to the designated attendance area. The designated attendance areas will be the flag-pole, for the front of the building, and the corner of Hunt and East Squantum Streets, for the back of the building.
8. If the alarm sounds while students are passim (between periods), students should leave the building through the nearest exit and meet their next period teacher at the designated meeting area unless it is on the other side of the building. In that case, they should go to the designated attendance area. Again, the designated attendance areas will be the flagpole, for the front of the building, and the corner of Hunt and East Squantum Streets, for the back of the building.

**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 –

Students will be dismissed and administration will communicate with staff through the snow chain. Families will be notified via our school messenger system.

## **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. 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

