

*Quincy Public Schools
School Improvement Plan
2008 - 2009*

The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education.

-Martin Luther King Jr.

School: Snug Harbor Community School

Principal: Daniel V. Gilbert

Assistant Principal: James D. Hennessy

Date Submitted: June 25, 2008

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I. Mission Statement

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

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

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

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

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

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

II. *PRINCIPAL'S MESSAGE*

June 2008

Dear Members of the Quincy School Committee:

With pleasure we present the Snug Harbor School Improvement Plan for the 2008-2009 school year. It was developed with input from the faculty and parents of the school community. It is consistent with the educational goals of our nation, state, and school system.

For the 5th year our assessment team has conducted a study and analysis of our MCAS scores. The updated findings of the assessment team have been incorporated into the School Improvement Plan and were used to develop all of the goals and action steps in this plan.

In the upcoming year we have decided to focus on two MCAS-related goals and one goal which addresses bullying. The first goal is to improve individual students' scores on the ELA/ Reading tests to increase the percentage of students scoring in the advanced and proficient categories for the 2009 MCAS test. Similar to our first goal, the second goal is to improve individual students' scores on the Mathematics tests to increase the percentage of students scoring in the advanced and proficient categories of the 2009 administration. Our final goal is reduce the incidents of bullying by fully implementing the Quincy Public Schools *Anti-Bullying Policy*.

In building a curriculum we often classify learning outcomes according to how much of an emphasis each will be given at a particular grade level. For example a given concept may be introduced at one grade level, be subject to more in-depth instruction at the next grade level, and reinforced in future grade levels. Our school improvement goals may be viewed the same way. While we have introduced new goals, we will continue to reinforce the goals of previous years. At the same time we will also work toward the completion of system-wide goals. In this respect, we are looking forward to participating in system-wide professional development opportunities in the upcoming year.

Your comments and feedback are most welcome.

III. Improvement Plan

A. Assessment

1. Reflection on 2007-2008 goals: The first goal of the 2007-2008 School Improvement Plan was to improve scores on the open response items of the third, fourth, and fifth grade MCAS Mathematics test by 2-3 additional percentage points in 2008. To accomplish this goal, which was a carry-over and extension of a similar goal from the previous SIP, our Math Focus teachers developed math journals that focused on math vocabulary and number sentences in grades K-2. Students in grades 3, 4 and 5 continued to utilize open response question booklets. Math Focus teachers also developed open response strategies, including spacing, format, labeling, vocabulary, and explanations as well as developing directing students in the use of rubrics for students to evaluate their own answers to open response questions.

Our second goal was to improve scores on the open response items of the MCAS third grade Reading, and fourth and fifth grade MCAS English Language Arts tests by 2-3 percentage points. To accomplish this goal teachers in grades 1-5 to implement *Trophies* Holistic Assessments at all grade levels utilizing the *Trophies* rubric (4 point scale with specific criteria) to grade open response questions. Also teachers will create an open response booklet for Reading/ELA at grade levels K-2 based on the writing prompts in *Trophies*. Teachers in grades 3-5 will create an open response booklet for Reading/ELA based on released MCAS questions from prior years. Students will be taught to incorporate supporting details from a reading selection to answer open response questions and teachers will Review student portfolios, writing folders, and open response booklets for use of supporting details.

Our final goal was to improve individual students' scores on the Reading/ ELA MCAS tests to increase the percentage of students scoring in the advanced and proficient categories of the 2008 administration by 5 percent. In order to accomplish this goal, teachers in grades 1 and 2 provide incentives to students to begin reading at home including reading contests throughout the school year. Teachers in grades 1 and 2 also require parental signatures for reading assignments. Teachers at all grade levels utilized all components of the *Trophies* reading program. Teachers in grades 3-5 will have students familiarize themselves with the MCAS by practicing previous MCAS passages and questions. Students also analyzed other students writing to learn what constitutes a 3 or a 4 on open response questions. Over the

course of last year students reviewed samples of student work using MCAS scoring criteria as well as teachers determining ways to incorporate grammar text into *Trophies* program.

2. Analysis of current test data:

Summary of 2006 MCAS Scores

Grade 3 Reading

Thirty percent of our students scored at the proficient or above levels on the third grade Reading MCAS test. This compares to 59% statewide. On the other hand, only 3% of our students scored in the warning category as compared to 9% statewide. This is consistent with prior years.

Grade 3 Math

Twenty-four percent of our students scored at the proficient level, compared to 60% statewide. Thirty-three percent of our students fell in the warning category compared to 16% statewide.

Grade 4 ELA

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

Grade 4 Math

Sixty-two percent of our students scored at the proficient level or above on the Math test. In comparison, 48% of all students statewide scored at the proficient level or above. Ten percent of our students failed this test compared to 13% statewide.

Grade 5 ELA

Fifty percent of our students scored at the proficient level or higher on the ELA test compared to 63% statewide. On the other hand, only 7% of our students failed this test compared to 9% statewide.

Grade 5 Math

Forty-eight percent of our students scored at least at the proficient level or higher on the Math test compared to 51% statewide. On the other hand, 21% of our students failed this test compared to 18% statewide.

Grade 5 Science

Twenty-six percent of our students scored at the proficient level compared to 51% of all students statewide. Similarly, our failure rate was 14% compared to 12% statewide.

B.1 Goal Statement

Goal 1: To improve individual students' scores on the ELA/ Reading tests to increase the percentage of students scoring in the advanced and proficient categories of the 2009 administration by 5 percent

C.1 Action Steps/Monitoring Criteria

Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Continue to utilize the Trophies Reading/Language Arts Program with all students.	Ongoing Sept. to June	Gr. K-5 Reading/ELA teachers, Special education teachers
2	Continue to utilize Trophies Holistic Assessments at all grade levels. Use the Trophies Rubric (4 point scale with specific criteria) to grade open response questions.	Ongoing Sept. to June	Gr. 1 -5 Reading/ELA teachers, Special education teachers, ILT
3	Review Holistic Tests using defined rubrics	Ongoing Sept. to June	Gr. 1-5 Reading/ELA teachers, Special education teachers, ILT
4	Create an open response binder for Reading/ELA consisting of released MCAS passages and questions	Ongoing Sept. to March	Reading/ELA teachers, Special education teachers
5	Students will develop test taking skills by completing previous MCAS passages and questions.	Jan. to April.	Reading/ELA teachers, Special education teachers
6	Students will be taught to incorporate a topic sentence, supporting details from a reading selection, and a clincher sentence to answer all open response questions.	Sept. to June.	Reading/ ELA teachers, Special education teachers
7	Students and teachers will analyze scored student responses from previous MCAS open response	Jan. to April	Reading/ ELA teachers, Special education teachers

	questions to learn what constitutes a score of 3 or 4.		
8	Using a 4-point rubric, students will self assess open responses.	Jan. to April	Reading/ ELA teachers, Special education teachers
9	Students will develop vocabulary skills through emphasis on Trophies vocabulary, specific MCAS vocabulary, and vocabulary that is relevant to content area subjects,	Ongoing Sept. to June	K-5 teachers, Special education teachers, ELL teachers
10	Assign Reading/ELA homework with parental signature required.	Ongoing Sept. to June	K-5 Teachers

B.2 Goal Statement

Goal 2: To improve individual students' scores on the Mathematics tests to increase the percentage of students scoring in the advanced and proficient categories of the 2009 administration by 5 percent

C.2 Action Steps/Monitoring Criteria

Action Steps/Monitoring Plan

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Initiate Math Vocabulary Word of the Week Program in weekly staff notice, school bulletin board, and individual classroom use.	Weekly beginning in September	Principal, K-2 teachers, 3-5 math focus teachers, Special education teacher, ELL teachers
2	Math Word Wall. Weekly contests will be held for students to display open response related questions or math word illustrations. A word wall will display all the words throughout the year.	Weekly beginning in September	Principal, K-2 teachers, 3-5 math focus teachers, Special education teacher, ELL teachers, specialists
3	Continue to update and use open response question booklets on a weekly basis in grades 3, 4, & 5	Weekly beginning in September	Math focus teachers Special education teachers
4	Review and assess students' use of open response strategies in open response question folders	Ongoing	Math focus teachers Special education teachers
5	Develop open response strategies, i.e. spacing, format, labeling, vocabulary, explanations, etc.	Weekly beginning in October	Math focus teachers Special education teachers
6	Academic Fair with Focus on Math. Students, families, and community	October	K-5 teachers, specialists, principal,

	guests will be invited to participate in various math activities after school.		assistant principal
7	Use math journals, focusing on math vocabulary and number sentences in grades K-2 once each week (using journal prompts from the math text)	One time each week beginning in October	K-2 teachers Special education teachers
	Review student math journals and portfolios for use of math vocabulary and number sentences	Ongoing	K-2 teachers Special education teachers
8	Friday Phone Call. Principal will call the parents or guardians of one teacher selected student from each classroom to congratulate outstanding mathematics achievement.	Weekly beginning in September	Principal Classroom teachers
9	Math Game Day. Students will rotate through different classrooms in order to participate in math focused games.		K-5 Teachers
10	A school-wide graph will be set up to monitor daily attendance and weather. Each day a student representative will come to the board to mark the attendance and weather for each day.	Daily beginning in September	K-5 Teachers

B.3 Goal Statement

Goal 3: To reduce incidents of bullying by fully implementing the new Quincy Public Schools *Anti-Bullying Policy*.

C.3 Action Steps/Monitoring Criteria

Action Steps/Monitoring Plan

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	The “Bullying Questionnaire” or similar instrument will be administered as a needs assessment to determine the extent to which students are subjected to bullying behavior	September	Principal and Support Staff
2	The policy will be distributed to staff at the opening day meeting and guidelines will be provided for reporting all instances of bullying	September	Principal/ Assistant Principal
3	Students will be informed of the new policy during grade level assemblies	September	Principal/ Assistant Principal
4	A summary of the policy, including the disciplinary steps that will be taken for violations, will be included in the parent handbook	September	Principal/ Assistant Principal
5	A representative from the Norfolk County District Attorney’s office will be invited to speak to students about bullying including cyber-bullying	October	Principal/ Assistant Principal
6	The <i>Second Step</i> violence prevention program will be continued in Grades K-4	Ongoing	Guidance Counselors
7	The D.A.R.E. program will be presented to the 5 th grade	As scheduled	Quincy Police D.A.R.E. Officer

		by Q.P.D.	
8	Activities such as “Mix It Up at Lunch Day,” and “Respect Week” will be conducted to promote a better understanding of diversity	Fall and Spring	Guidance Counselors
9	Support staff will continue to promote school-wide anti-violence and character development activities throughout the school year	On-going	Principal, Assistant Principal, Guidance Counselors, School Psychologist
10	A Quincy Police Officer will be invited to address students on using the internet safely	March	Principal/ Assistant Principal
11	A survey such as the “Working Together We Can Stop Bullying” questionnaire developed by the District Attorney’s Office will be administered as a pre- and post-test of students’ knowledge of what constitutes bullying and the consequences of bullying	September & June	Principal and Support Staff

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/9/08	Math Vocabulary/Word of the Week	3-5 Math Focus Teachers	12:45-2:15	Rm. 14	D. Hohmann	Goal 2
	Open Response Binders	3-5 ELA Teachers	12:45-2:15	Rm. 10	S. Egan	Goal 1
	Q Math 2, Grade Assessment Analysis	Grade 1 and 2 Teachers	12:45-2:15	Rm. 1	M. Casey	Goal 1 and 2
10/28/08	Math Journals/Open Response Strategies	3-5 Math Focus Teachers	12:45-2:15	Rm. 14	D. Hohmann	Goal 2
	Aligning Trophies Rubrics with MCAS Rubrics	3-5 ELA Teachers	12:45-2:15	Rm. 10	S. Egan	Goal 1
	Math Journals	Grade 1 and 2 teachers	12:45-2:15	Rm. 1	M. Casey	Goal 2
12/9/08	Assessment Day 1 Analyze 2008 scores	All	12:45-3:345	Media Center	D. Gilbert Assessment Team	All
1/13/09	Active Math Word Walls-MCAS Vocabulary	3-5 Math Focus Teachers	12:45-2:15	Rm. 14	D. Hohmann	Goal 2
	Aligning Trophies Rubrics with MCAS Rubrics (cont.)	3-5 ELA Teachers	12:45-2:15	Rm. 10	S. Egan	Goal 1
	Math Vocabulary Number Sentences	1-2 Teachers	12:45-2:15	Rm. 1	D. Ready	Goal 2

2/10/09	Assessment Day 2 Develop 2000- 2010 SIP Goals and Action Plans	All	1:00- 4:00	Media Center	D. Gilbert Assessment Team	All
5/12/09	Assessment Day 3 Finalize Goals and Action Steps; Plan 2009-2010 Professional Development	All	1:00- 2:30	Media Center	D. Gilbert Assessment Team	All
5/26/09	Active Math Word Walls- MCAS Vocabulary (continued)- Shared Practices	3-5 Math Focus Teachers	12:45- 2:15	Rm. 14	D. Hohmann	Goal 2
	ELA Open Response Strategies/Rubrics -Shared Practices	3-5 ELA Teachers	12:45- 2:15	Rm. 10	J. Wells, S. Egan	Goal 1
	Developing Math and ELA Vocabulary strategies-Shared Practices	1-2 Teachers	12:45- 2:15	Rm. 1	M. Casey	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:

Susan Egan, Facilitator

Dan Gilbert, Principal

James Hennessy, Assistant Principal

Stacie O'Callaghan, 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
Dan Gilbert	Principal
Jim Hennessy	Assistant Principal
Johanna Wynne	Literacy Facilitator
Karen Conneely	Special Education Teacher
Margaret O'Neill	Media Specialist/ Title I
Joanne Fox	ELL Teacher

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: School Name Snug Harbor Community School

Chair/Principal: Dan Gilbert
333 Palmer Street, Quincy, MA 02169
617-984-8763

Co-Chair: Tammy Quinlan
72 Palmer Street, Quincy, MA 02169
617-328-9835

Teachers: Jim Hennessy
333 Palmer Street, Quincy, MA 02169
617-984-8763

Parents: Tammy Quinlan
72 Palmer Street, Quincy, MA 02169
617-328-9835

Stephanie Nguyen
50 Captains Walk #3. Quincy, MA 02169
617-773-1615

Assessment Team: Susan Egan (Facilitator)
James Hennessy
Stacie O'Callaghan
Dan Gilbert

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
6	7	

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

- 1.0 Nurse
- 1.5 Special Education Teachers (Resource Room/Inclusion)
- 3.0 Special Education Teachers (Substantially Separate)
- 1.5 Guidance Counselors / 766 Chairpersons
- 1.0 Literacy Specialist
- 0.4 ELL Teacher
- 0.8 ELL Tutor
- 0.5 Speech and Language Instructor
- 0.3 School Psychologist
- 0.3 Occupational Therapist
- 0.5 Title I Teacher
- 0.6 Title I Tutor

VII. Appendix – Section C

Budget - Elementary

**Amount available
In FY 2009**

TEXT/LEARNING MATERIALS

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

\$4140

SUPPLIES

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

\$5290

21st Century Schools Grant

\$44778

**Other
Science
Art**

\$805

\$681

TOTAL

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

	\$
	\$
	\$
	\$
	\$
	\$

VII. Appendix – Section D

Facilities

1. Improvements

The telephone system was replaced this year.

Improvements have been made to the heating systems and new thermostats.

2. Areas of Need

The lower parking lot needs numerous potholes to be fixed.

The “tot-lot” needs to be overhauled and is in need of new gates on the fence for Pre-School students.

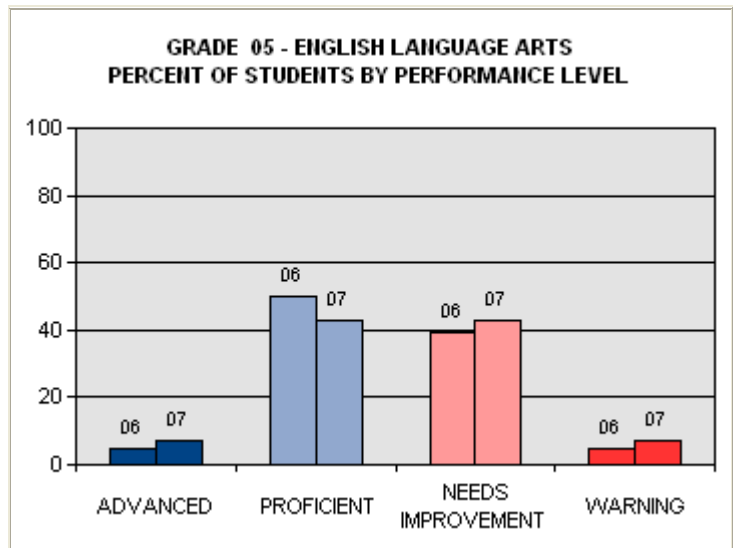
The school lockers need to be repaired and painted.

The floor in the gymnasium has buckled.

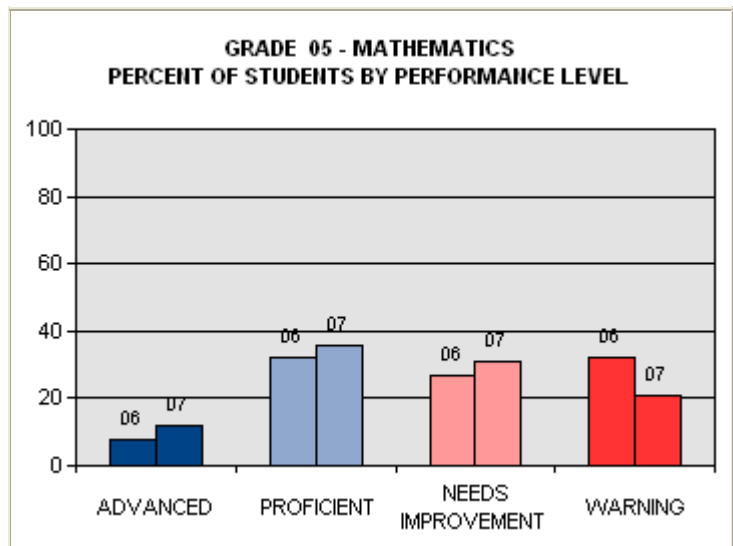
VI. Appendix – Section E

Data Charts and Trends

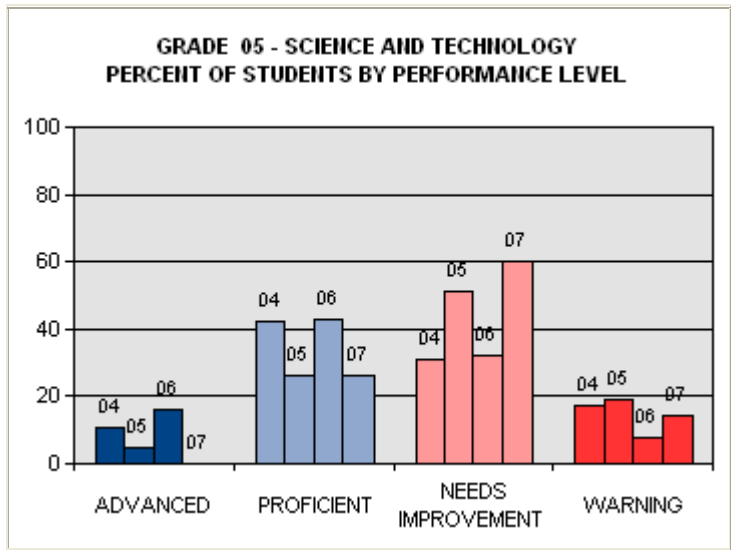
GRADE 05 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	5	7
PROFICIENT	50	43
NEEDS IMPROVEMENT	39	43
WARNING	5	7



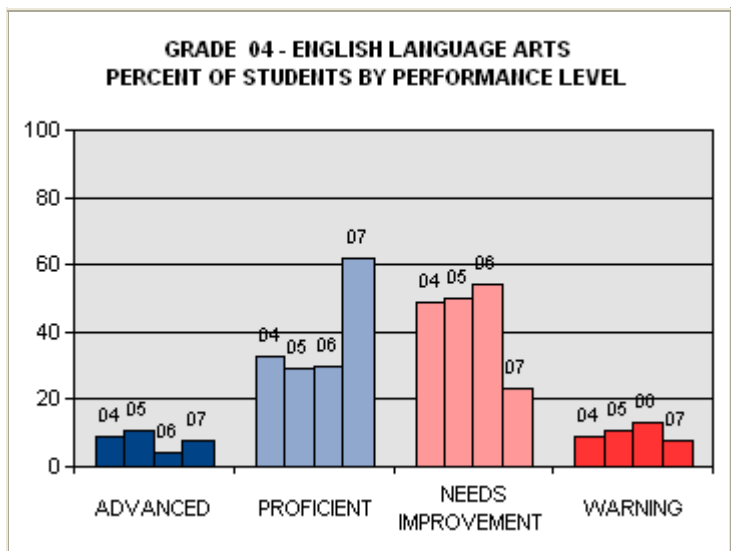
GRADE 05 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	8	12
PROFICIENT	32	36
NEEDS IMPROVEMENT	27	31
WARNING	32	21



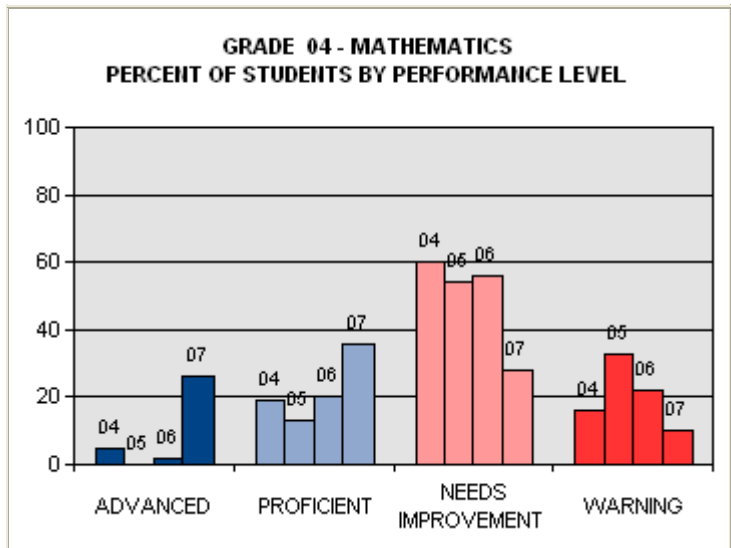
GRADE 05 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	11	5	16	0
PROFICIENT	42	26	43	26
NEEDS IMPROVEMENT	31	51	32	60
WARNING	17	19	8	14



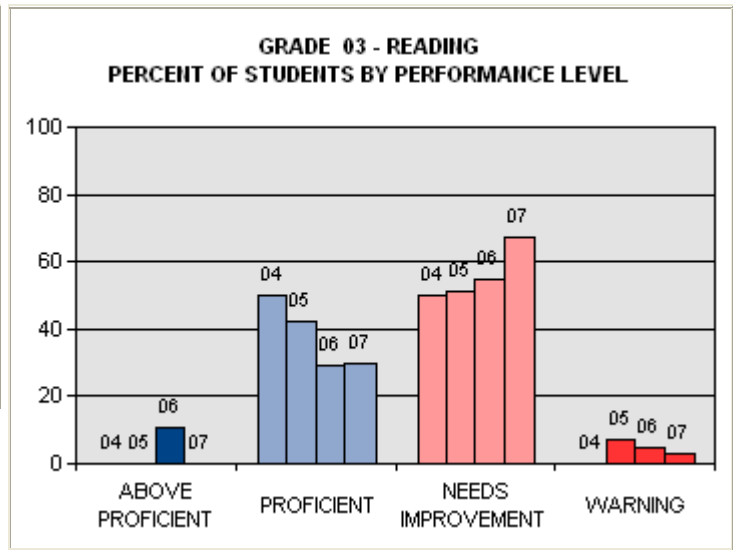
GRADE 04 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	9	11	4	8
PROFICIENT	33	29	30	62
NEEDS IMPROVEMENT	49	50	54	23
WARNING	9	11	13	8



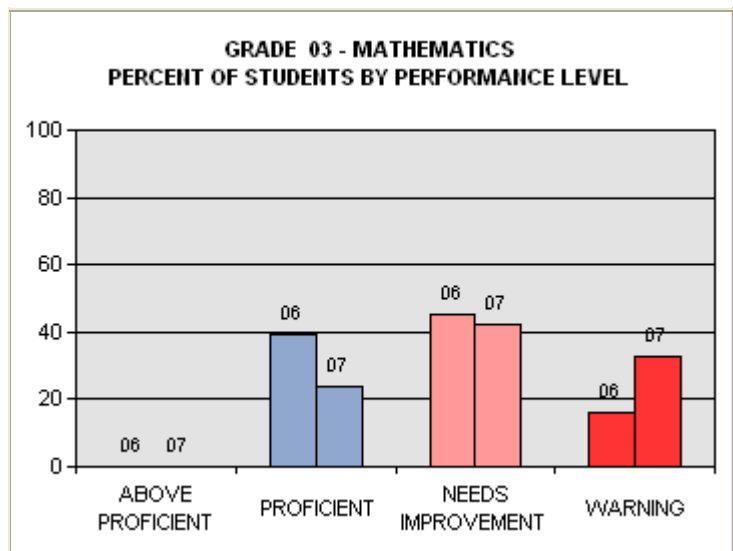
GRADE 04 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	5	0	2	26
PROFICIENT	19	13	20	36
NEEDS IMPROVEMENT	60	54	56	28
WARNING	16	33	22	10



GRADE 03 READING				
PERFORMANCE LEVEL	2004	2005	2006	2007
ABOVE PROFICIENT	0	0	11	0
PROFICIENT	50	42	29	30
NEEDS IMPROVEMENT	50	51	55	67
WARNING	0	7	5	3



GRADE 03 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ABOVE PROFICIENT	0	0
PROFICIENT	39	24
NEEDS IMPROVEMENT	45	42
WARNING	16	33



2007 AYP Data - Summary

Summary Data | [Detailed Data](#)

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	Improvement Year 1	High	On Target
MATHEMATICS	No Status	Moderate	On Target

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
Aggregate	Yes	100	No	80.5	Yes	4.7	Yes	96.0	Yes
Lim. English Prof.	-	-	-	86.8	-	-	-	-	-
Special Education	-	-	-	60.3	-	-	-	-	-
Low Income	Yes	100	No	80.5	Yes	4.4	Yes	96.0	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	85.4	Yes	3.4	Yes	97.7	Yes
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	81.5	Yes	7.0	Yes	94.9	Yes
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	71.9	Yes	4.8	Yes	96.0	Yes
Lim. English Prof.	-	-	-	86.0	-	-	-	-	-

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 28

(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 30

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

3. Contingency Plan _____ Page 34

4. Emergency Telephone Bomb Threat Procedures _____ Page 35

5. Emergency Letter/Package Bomb Procedures _____ Page 36

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 8:30 a.m. and is monitored by our office paraprofessional. Anyone wishing to enter the building after 8:30 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 office personnel before entry into the building is allowed.

The front door is unlocked for dismissal at 2:30 p.m. but all school doors are locked immediately following dismissal.

2. **VIDEO CAMERAS** – Snug Harbor 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 office by 8:25 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 office staff 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 person other than 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, if that person is not known to the office staff.

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. (Note: The Media Center does not have a call button. Media Center personnel must go across the hall to the Preschool Office or Room 23 to contact the office.)

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: The principal and assistant principal 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. It also allows for immediate contact with emergency services (police, fire, ambulance, etc.).

10. FIRE ALARM SYSTEM, SMOKE DETECTORS, FIRE DRILLS: The fire alarm system and smoke detector system are regularly inspected and maintained. The fire safety officer from the QFD, QPS Coordinator of Security or the building principal conducts evacuation, reverse evacuation, and lockdown 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. Kindergarten students use the lavatory within their classrooms. Students in grades 1 – 5 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:** No students take a school bus.

15. **WALKERS:** All students are dismissed by their teacher from a designated door to the rear playground. Playground supervision at dismissal is provided by the principal and assistant principal. Students are instructed to cross Palmer Street only with the crossing guard. An annual pedestrian safety program is provided by the Safety Officer from the Quincy Police Department. Safe walking routes have been established and are appended to this section.

16. **DAY CARE VANS:** Students who go to a day care center come to a designated area in the school at dismissal. Attendance is taken and students are released to the day care van only when all students have been accounted for. If a student is not going to day care on a given day, parents have been instructed to notify the school office before 2:00 p.m. If the office does not receive such notification, the student will be placed on the day care van. Parents are notified by letter at the beginning of the school year of these policies.

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 and 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 students' attention to their posted fire exits and then follow that route. Unattached students should be directed to follow with staff and their attendance should be noted. Staff should take students to their assigned areas and stay with them. The assistant principal will compile information about missing and additional students. All unassigned staff should assist with an orderly departure and then will report to the Principal's office and wait for direction. No one should report back into the building unless directed to by the principal or the assistant principal.

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

Evacuation Procedures

1. Do not: touch light switches, suspicious objects or lockers; use telephones or walkie talkies; or close windows or doors.
2. Visually scan room for suspicious objects if possible.
3. Take student roster, paper and pencil, and procedure chart.
4. Take the closest and safest way out as posted. Know alternate routes.
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 designated assembly area.
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 lockdown 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: In the event of evacuation during foul weather or when it is not safe to immediately return to the building, students will be temporarily housed at the Germantown Neighborhood Center, 365 Palmer Street, Quincy, MA 02169.

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
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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

Safe Walking Routes

Empire Street, Broady Avenue, Brockton Avenue, Grace Road, Rhude Street, Northfield Avenue, Bowes Street, Doyle Terrace

Proceed to Palmer Street, stay on the sidewalks along Palmer Street until you get to the school.

Wilgus Road, Oakwood Road, Beebe Road, Roanoke Street

Proceed to Palmer Street, stay on the sidewalks along Palmer Street, cross with the crossing guard in front of St. Boniface Church.

Captains Walk

Proceed to Palmer Street, cross with the crossing guard in front of St. Boniface Church.

Taffrail Road, Figurehead Lane

Proceed to the traffic circle near the Housing Authority maintenance building, proceed down Palmer Street to the crossing guard in front of St. Boniface Church.

Yardarm Lane, Bicknell Street, St. Germain Street, Prescott Terrace, Binnacle Lane, Quarterdeck Road

Proceed to the traffic circle near the Housing Authority maintenance building, proceed down Palmer Street to the school.

Doane Street, Howe Street, Hodgkinson Street, Shed Street, Sextant Circle, Quadrant Circle, Sargent Street

Proceed to Sargent Street and enter through the parking lot to the rear of the school.

VII. Appendix – Section G

Parental Involvement

The Snug Harbor Community School continues to promote a school culture that encourages parental involvement in school activities. The following steps help to achieve this ongoing goal:

- A quarterly “Notes from the Principal” newsletter is sent home that contains articles about school events
- Teachers provide parents with information about class activities, projects, and requirements on a regular basis
- Monthly Parent Teacher Organization (PTO) meetings are held at times that accommodate parents’ schedules
- Parents are encouraged to participate in and support their children's learning by monitoring homework, coming to programs, attending report card conferences and meetings, visiting classrooms, volunteering at school, taking part in PTO activities, and school council meetings
- Family-oriented events (i.e. Family Literacy Night, Fall Haunted House, Winter Festival of the Arts, Spring Carnival, Family Fun Day, Multicultural Fair) are held on Saturdays and in the evening during the school year

Instruction by Highly Qualified Professional Staff

According to the information posted on the Massachusetts Department of Education’s web site, for the 2006-2007 school year 96.5% of Snug Harbor’s teachers are licensed in the area of their instructional assignment and 96.5 % of core academic teachers have been identified as highly qualified.

Additionally, all but one paraprofessional has either completed the equivalent of two years of college or has passed the ParaPro test to meet the requirements of being highly qualified.

Additional Support for Students Experiencing Difficulty

In addition to special education programs, the Snug Harbor School has an extensive literacy intervention program. Students are assessed three times per year using the DIBELS and GRADE tests. Students who are identified as needing additional support are given additional intervention using the three-tier model of service delivery. Literacy interventions include

programs such as the Harcourt Trophies Intervention Kits, Project READ, Early Reading Intervention, Lindamood Bell, and Quick Reads. Interventions are provided either individually or in small groups.

Small group tutoring in math is also available under the Title I program.

Additional academic support is provided before and after school using grant funds from the 21st Century Schools program. Students are given instruction in small groups via enjoyable, hands-on activities. This is an open enrollment program whereby students are accepted into the program as long as they make the commitment to attend on a regular basis.

Identified students in the upper grades are also provided with MCAS preparation tutoring, either before or after school, that is specifically geared toward the content of the Massachusetts Curriculum Frameworks. Students are identified for this program based on prior MCAS scores, Stanford 10 scores, and local assessments in Math and Reading.

Transition Plans for Pre-Kindergarten to Kindergarten

Beginning in the early spring, pre-kindergarten teachers meet with kindergarten teachers to provide information about students who will enter kindergarten in the fall. For students who have IEPs the pre-kindergarten chairperson also meets with the K-5 chairperson to plan the services these students will require.

During the late spring, pre-kindergarten students are given a “field trip” to visit kindergarten classes and meet the kindergarten teachers. At this time pre-kindergarten teachers also begin to fill out an extensive progress checklist on each child that is forwarded to the kindergarten program.

Prior to the beginning of kindergarten classes in the fall, all parents and students are invited to attend a kindergarten orientation program. At this time the kindergarten program and curriculum are explained to parents and students are given the opportunity to become familiar with their new classroom environment.

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

