

District Improvement Plan

Framework 2018-2019

Richard DeCristofaro, Ed.D.
Superintendent

Kevin W. Mulvey, Esq.
Deputy Superintendent

Superintendent's Leadership Team

Maura Papile, Senior Director of Student Support Services
Madeline Roy, Senior Director of Middle School Education,
Programs & Initiatives

Sarah Anderson, Coordinator of Middle School & High School
Special Education and Data Support

Rita Bailey, Coordinator of Health Services

Michael Draicchio, Director of Transportation and Security

Sara Dufour, Director of Food Services

Beth Hallett, Ed.D., Director of Secondary Education, English
Learner Curriculum & Academic Programs

James Mullaney, Director of Business Management

Erin Perkins, Director of Special Education

Keith Segalla, Executive Director Career & Technical
Education and Instructional Technology

Kevin Segalla, Supervisor of Custodians

Bridget Vaughan, Coordinator of ELA, Grades 3-8

Quincy Public Schools does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, or handicap, in its educational activities or employment practices.

Standard 1: Leadership, Governance, and Communication

Key Question - Are effective policies, procedures, and practices implemented and enforced? Are efficient processes of decision making, goal setting, and communication in place? Are they followed?

Indicator 1	The district and school leaders had a clearly understood vision and/or mission, goals, and priorities included in the District Improvement Plan (DIP). The standards-based plan and the analysis of student achievement data drove the development, implementation, and modification of educational programs.
Indicator 2	Quincy School Committee members were informed and knowledgeable about their responsibilities under the Education Reform Act, and relied on student achievement data and other educationally relevant data as the foundation of their policy-making and decision making.
Indicator 3	The district was highly effective at data selection, data generation, data gathering and interpretation, data use, and data-driven decision-making.
Indicator 4	Each school used an approved School Improvement Plan (SIP) and each program used an approved Program Improvement Plan (PIP) that was aligned with the DIP goals and was based on the analysis of student achievement data.
Indicator 5	The district leadership promoted equity by treating schools' populations and allocations differently and allocating additional resources to their students and schools with greater needs.
Indicator 6	The superintendent annually recommended and the Quincy School Committee annually approved educationally-sound budgets based primarily on the analysis of student achievement data and advocated for these budgets with the appropriating authority.
Indicator 7	The leadership periodically reported to the Quincy School Committee, staff, and community on the extent of its attainment of the goals in the DIP, PIPs, and SIPs, particularly regarding student achievement.

Indicator 8	District and school leadership used and effectively implemented practices that required all staff to regularly use aggregated and disaggregated student assessment data to improve instructional programs and services for all student populations.
Indicator 9	District and school leaders monitored student achievement data throughout the year, considered the goals identified in the DIP, SIPs, and the PIPs, and implemented or modified programs, policies, and services as required.
Indicator 10	The performance of the superintendent, administrators, and Principal was annually evaluated based on MCAS results, other student achievement data, and the attainment of the goals in the DIP, SIPs, and the PIPs.
Indicator 11	The superintendent effectively delegated the educational and operational leadership of the schools to the Principal and program directors and coordinators and used student achievement data as a significant element of their school's success.
Indicator 12	The Quincy School Committee and superintendent created a culture of collaboration and developed contracts and agreements which encouraged all stakeholders to work together to support and sustain improved student achievement.

Standard 1: Leadership, Governance, and Communication

Indicator 1:

The district and school leaders had a clearly understood vision and/or mission, goals, and priorities included in the District Improvement Plan (DIP). The standards-based plan and the analysis of student achievement data drove the development, implementation, and modification of educational programs.

Benchmark	Sources of Evidence	Team(s) Responsible
The district's actions are unified and reflect and reinforce the district's vision.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Superintendent's Annual Plan · School Improvement Plans (SIPs) · SLT Goals · SLT Meeting Agendas · Program Improvement Plans (PIPs) · Curriculum Management & Assessment Plan Goals 	Quincy School Committee Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team
The superintendent, in regular and frequent meetings with senior administrators and members of the Quincy School Committee, develops a coherent mission statement District Improvement Plan (DIP).	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Team Organization and Goals Booklet · Superintendent's Annual Plan · System Initiatives Chart 	Quincy School Committee Superintendent's Leadership Team Principal Teams
All members of the staff are periodically given an updated organizational chart, which clearly shows the lines of responsibility. The district also provides job descriptions for all personnel positions on the chart.	<ul style="list-style-type: none"> · Organization Chart · Promotional Postings 	Superintendent's Leadership Team Principal Teams Business Operations Integration Team
The district has a procedure manual for all essential policies and transactions that is up to date and circulated to appropriate staff.	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual · Team Organization and Goals Booklet 	Quincy School Committee Superintendent's Leadership Team Principal Teams

<p>The district has a documented transportation policy.</p>	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual · Program Improvement Plan (Transportation) 	<p>Quincy School Committee Superintendent's Leadership Team Transportation Administration Team</p>
<p>Processes of distribution and organization are reviewed monthly to address issues of concern and identify areas of improvement.</p>	<ul style="list-style-type: none"> · SLT Meeting Agendas · Team Goals, Initiatives, Meeting Agendas and Minutes 	<p>Superintendent's Leadership Team Principal Teams Personnel Teams</p>

Standard 1: Leadership, Governance, and Communication		
Indicator 2:		
<i>Quincy School Committee members were informed and knowledgeable about their responsibilities under the Education Reform Act, and relied on student achievement data and other educationally relevant data as the foundation of their policy-making and decision making.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The Quincy School Committee is highly involved in the planning process, and gives high priority to the goals of the district, program improvement plans, and school improvement plans, specifically in approving the allocation of resources in the annual budget required to accomplish these goals.	<ul style="list-style-type: none"> · Quincy School Committee Meeting Minutes · Subcommittee Meeting Minutes 	Quincy School Committee Superintendent's Leadership Team Principal Teams
A range of good contacts are established with the local community which contribute positively to students' experiences.	<ul style="list-style-type: none"> · School~Community Partnership Newsletters and Website · School Community Partnership Events · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · School Newsletters · Program Newsletters · QPS Website and Social Media Platforms 	Quincy School~Community Partnership Team Principal Teams Superintendent's Leadership Team

Standard 1: Leadership, Governance, and Communication

Indicator 3:

The district was highly effective at data selection, data generation, data gathering and interpretation, data use, and data-driven decision-making.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has an approved technology plan, which includes a mission statement, short and long-term goals, and action steps to achieve its objectives.	<ul style="list-style-type: none"> · Technology Plan 	Digital Learning Teams Information Technology Operations Team
The district ensures that all district records are carefully compiled and maintained.	<ul style="list-style-type: none"> · Aspen Reports · SNAP · MUNIS 	IT Operations Team Student Records Team Business Operations Integration Team Special Education Team Secretary Team Health Services Team
The district satisfies all State and Federal data reporting requirements.	<ul style="list-style-type: none"> · Budget Book · Grant Booklet · Aspen Information System Reports · Annual SIMS Submission · DESE District Profile · EPIMS · NutriKids 	Information Technology Operations Team Business Operations Integration Team Grant Management Team Special Education Team Food Services Team
The district supports the efforts of its schools to produce school-level financial reports.	<ul style="list-style-type: none"> · Budget Book · MUNIS 	Business Operations Integration Team
The information systems generate reliable, periodic reports needed by management on a regular cycle.	<ul style="list-style-type: none"> · Team Meeting Minutes(Workflow) · Grant Booklet · Aspen Information System Reports · AESOP · SNAP 	Business Operations Integration Team Grant Management Team Information Technology Operations Team English Learner Education Team

<p>The district has a student information system that can submit all required Chapter 74 data to the DESE electronically.</p>	<ul style="list-style-type: none"> · Aspen Information System Reports 	<p>Student Records Team Career & Technical Education Team Information Technology Operations Team</p>
<p>Incorporate Medicare and the Department of Transitional Assistance lists of eligible students with our student information system.</p>	<ul style="list-style-type: none"> · Aspen Information System Reports · NutriKids 	<p>Student Records Team Special Education Team Information Technology Operations Team Food Services Team</p>

Standard 1: Leadership, Governance, and Communication

Indicator 4:

Each school used an approved School Improvement Plan (SIP) and each program used an approved Program Improvement Plan (PIP) that was aligned with the DIP goals and was based on the analysis of student achievement data.

Benchmark	Sources of Evidence	Team(s) Responsible
The district and its schools have a comprehensive planning process involving a cross-section of individuals from the district and community to create and continually update the District Improvement Plan (DIP), School Improvement Plans (SIPs), and Program Improvement Plans (PIPs).	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Superintendent's Annual Plan · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) 	Quincy School Committee Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team All Program Teams
The District Improvement Plan (DIP), School Improvement Plans (SIPs), and each Program Improvement Plan (PIP) reinforce the district vision and contain comprehensive strategies and related accountability specific to improving student performance.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Superintendent's Annual Plan · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) 	Quincy School Committee Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team
All district-wide multi-year plans and the compilation of School Improvement Plans and Program Improvement Plans are interfaced into a strategic District Improvement Plan that is clearly communicated to the staff and community.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Superintendent's Annual Plan · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Site-Based Data Team Meeting Agendas and Notes 	Quincy School Committee Superintendent's Leadership Team Principal Teams Wellness Teams Integrated Learning Teams Site-Based Data Teams
The District Improvement Plan (DIP) is formulated in coordination with School Improvement Plans and Program Improvement Plans.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) Overview · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Team Organization/Alignment Chart 	Superintendent's Leadership Team Principal Teams QPS/QEA Educator Evaluation Work Team

<p>The School Improvement Plans (SIPs) are coordinated with the District Improvement Plan (DIP) under the six areas of inquiry.</p>	<ul style="list-style-type: none"> · District Improvement Plan (DIP) Overview · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Site-Based Data Team Meeting Agendas and Notes 	<p>Superintendent's Leadership Team Principal Teams Site-Based Data Teams</p>
<p>The district's School Improvement Plans (SIPs) reflect the needs of all academic programs within their site.</p>	<ul style="list-style-type: none"> · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Site-Based Data Team Meeting Agendas and Notes 	<p>Principal Teams Superintendent's Leadership Team Site-Based Data Teams</p>

Standard 1: Leadership, Governance, and Communication		
Indicator 5:		
<i>The district leadership promoted equity by treating schools' populations and allocations differently and allocating additional resources to their students and schools with greater needs.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Schools enforce conduct policies consistently, fairly, and equitably for all students, a fact that is corroborated through the district's exclusion and suspension rates.	<ul style="list-style-type: none"> · Aspen Information System Reports · Student Handbooks · Student Rights and Responsibilities · Student Support Services PIP · Initiatives Chart 	Information Technology Operations Team Principal Teams Superintendent's Leadership Team Student Support Services Team Student Records Team
The district routinely communicates with parents regarding the discipline of their children.	<ul style="list-style-type: none"> · Aspen Information System Reports 	Principal Teams Student Support Services
To enhance the self-image of each student by helping him feel respected and worthy through a learning environment that provides positive encouragement through frequent success.	<ul style="list-style-type: none"> · Aspen Information System Reports · Student Handbooks · Student Support Services PIP 	Student Support Services Team Principal Teams Superintendent's Leadership Team
The district and schools clearly communicate a clear written code of conduct, including a process for resolving student conflicts that is known to all staff, students, and parents, and to which they are all held strictly accountable.	<ul style="list-style-type: none"> · Student Handbooks · Student Rights and Responsibilities · Quincy School Committee Policy Booklet 	Principal Teams Superintendent's Leadership Team Student Placement Team Student Support Services Team Quincy School Committee

Standard 1: Leadership, Governance, and Communication

Indicator 6:

The superintendent annually recommended and the Quincy School Committee annually approved educationally-sound budgets based primarily on the analysis of student achievement data and advocated for these budgets with the appropriating authority.

Benchmark	Sources of Evidence	Team(s) Responsible
The Quincy Public Schools budget is reflective of the needs and achievement levels of all students/subgroups.	<ul style="list-style-type: none"> · Budget Book · Budget Quarterly Reports · Budget Subcommittee Meetings · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) 	Quincy School Committee Business Operations Integration Team Superintendent's Leadership Team Principal Teams Curriculum and Assessment Team

Standard 1: Leadership, Governance, and Communication

Indicator 7:

The leadership periodically reported to the Quincy School Committee, staff, and community on the extent of its attainment of the goals in the DIP, PIPs, and SIPs, particularly regarding student achievement.

Benchmark	Sources of Evidence	Team(s) Responsible
Student performance reports to parents are frequent and useful.	<ul style="list-style-type: none"> · Report Cards · Interim Progress Reports · Aspen Information System Reports · MCAS/ACCESS Reports · Special Education Progress Reports MAP Testing Reports 	Principal Teams Literacy Team Superintendent's Leadership Team English Learner Education Team Special Education Team Information Technology Operations Team
All students are informed by means of group and personal conferences, about the services and availability of counselors early in their school experience and throughout.	<ul style="list-style-type: none"> · Counseling Groups · Guidance Record · Guidance-based Classroom Lessons 	Student Support Services Team Student Record Team Principal Teams
There is evidence that parents are included in the counseling process.	<ul style="list-style-type: none"> · Student/Family Contacts · Guidance Record · Family Assistance Conferences 	Principal Teams Student Support Services Team Student Record Team
Parents know what their children are studying in school and of school practices (rights and responsibilities) affecting their children's education.	<ul style="list-style-type: none"> · High School Program of Studies · Middle School Course Syllabi · School Handbooks · Student Rights and Responsibilities · Quincy Public Schools Website · SchoolTube · Parent Academies · School Open House/Academic Events 	High School POS/Scheduling Team Cabinet/Council Middle School POS/Scheduling Team Principal Teams Student Support Services Team Superintendent's Leadership Team Information Technology Operations Team

<p>The district contacts parents directly to inform them of student performance results and to explain what parents/guardians can do to help their children improve academically.</p>	<ul style="list-style-type: none"> · Report Card Conferences · Instant Alert · DESE Letters · MCAS Reports MAP Parent Information Parent Academies 	<p>Principal Teams Business Operations Integration Team Informational Technology Operations Team</p>
<p>Best use is made of local communication facilities to keep parents and community informed about educational issues.</p>	<ul style="list-style-type: none"> · Channel 22 Instant Alert · Aspen Information System · Quincy Public Schools Website and Social Media Platforms · SchoolTube 	<p>Quincy School Committee Principal Teams Superintendent’s Leadership Team IT Operations Team</p>
<p>The district communicates information in the native language of parents for whom English is a second language.</p>	<ul style="list-style-type: none"> · Parent Notification Letters · Quincy Public Schools Website · Translation of letters, newsletters, etc. · Rights and Responsibilities · Student Handbooks 	<p>English Learner Team Principal Teams Superintendent’s Leadership Team</p>
<p>The Superintendent and senior management staff place a high priority on communication with all segments of the school community.</p>	<ul style="list-style-type: none"> · Instant Alert · School Newsletters · Channel 22 · Quincy School-Community Partnership Events · Quincy Public Schools Website and Social Media Platforms · SchoolTube · Program Newsletters Parent Academies 	<p>Quincy School-Community Partnership Informational Technology Operations Team Principal Teams Quincy School Committee Superintendent’s Leadership Team</p>
<p>Communicate with faculty and staff to provide updates on business partnership activities.</p>	<ul style="list-style-type: none"> · Quincy School Community Partnership Newsletter · Quincy School Community Partnership Website Quincy School Community Partnership Event Calendar 	<p>Quincy School-Community Partnership Team Principal Teams Superintendent’s Leadership Team</p>

<p>Parents are provided with a student's rights and responsibilities handbook.</p>	<ul style="list-style-type: none"> · School Handbooks · Student Rights and Responsibilities · Quincy Public Schools Website 	<p>Principal Teams Student Support Services Team Superintendent's Leadership Team</p>
<p>High school students and parents receive a copy of their new course schedules each August.</p>	<ul style="list-style-type: none"> · High School Program of Studies 	<p>High School POS/Scheduling Team Cabinet/Council Team Informational Technology Operations Team Principal Teams</p>
<p>To promote an understanding by the public of the entire transportation program, including safety, efficiency, and high standards in service.</p>	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual · Special Education Transportation Booklet 	<p>Superintendent's Leadership Team Principal Teams Transportation Administration Team Special Education Team</p>

Standard 1: Leadership, Governance, and Communication

Indicator 8:

District and school leadership used and effectively implemented practices that required all staff to regularly use aggregated and disaggregated student assessment data to improve instructional programs and services for all student populations.

Benchmark	Sources of Evidence	Team(s) Responsible
The district assessment team and the site data teams analyze current and past MCAS scores to identify trends and patterns in the data that reflect the curriculum.	<ul style="list-style-type: none"> · Program Improvement Plans (PIPs) · Site-Based Data and Integrated Learning Teams Agendas and Notes · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) Curriculum Management and Assessment Team Notes 	<ul style="list-style-type: none"> Superintendent's Leadership Team Principal Teams Site Integrated Learning Teams Curriculum & Assessment Management Team Quincy School Committee

Standard 1: Leadership, Governance, and Communication

Indicator 9:

District and school leaders monitored student achievement data throughout the year, considered the goals identified in the DIP, SIPs, and the PIPs, and implemented or modified programs, policies, and services as required.

Benchmark	Sources of Evidence	Team(s) Responsible
The schools and district periodically monitor staff, student, and parent satisfaction and implements appropriate changes as part of their school/district improvement plan.	<ul style="list-style-type: none"> · NEASC Reports · School Surveys · NAEYC Reports · DESE Coordinated Program Review (Special Education and English Learner Education) 	Principal Teams Superintendent's Leadership Team Pre-Kindergarten Team Professional Development Team Special Education Team English Learner Education Team
The District has demonstrated a willingness to discontinue or change initiatives that are found inadequate to the task for which they were undertaken.	<ul style="list-style-type: none"> · Coordinated Program Review · NEASC Recommendation Implementation · NEASC Self-Study Program Review · NAEYC Reviews · AMAO Accountability Report · Team Organization Alignment and System Initiative Charts Principals Path 	Superintendent's Leadership Team Curriculum & Assessment Management Team Principal Teams Special Education Team Special Education Pathways English Learner Education Team Career & Technical Education Team

Standard 1: Leadership, Governance, and Communication		
Indicator 10:		
<i>The performance of the superintendent, administrators, and Principal was annually evaluated based on MCAS results, other student achievement data, and the attainment of the goals in the DIP, SIPs, and the PIPs.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The Quincy School Committee evaluates the performance of the Superintendent annually while the Superintendent and Deputy Superintendent evaluate all directors and Principals. The evaluations take into consideration goals identified in the district and school improvement plans and that identify action steps to improve MCAS scores and school cultures.	<ul style="list-style-type: none"> · Superintendent’s Annual Plan · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Educator Evaluation Process for Principal and Directors · Letters of Reprimand 	Personnel Teams Superintendent’s Leadership Team Business Operations Integration Team Principal Teams

Standard 1: Leadership, Governance, and Communication

Indicator 11:

The superintendent effectively delegated the educational and operational leadership of the schools to the Principal and program directors and coordinators and used student achievement data as a significant element of their school's success.

Benchmark	Sources of Evidence	Team(s) Responsible
The Superintendent fully delegates the educational and operational management of the schools to building Principals.	<ul style="list-style-type: none"> · School Improvement Plans (SIPs) · Principal's Path Initiative 	Principal Teams Superintendent's Leadership Team
There is ample evidence that Principals are given and have the opportunity to discuss, the published policies, as well as School Improvement Plans. Furthermore, all of these documents are available to the general public.	<ul style="list-style-type: none"> · School Improvement Plans (SIPs) · Quincy Public Schools Website · Quincy School Committee Meeting and Subcommittee Agendas and Minutes 	Principal Teams Superintendent's Leadership Team Quincy School Committee
District personnel are familiar with the chain of command and the protocol for decision-making in the district.	<ul style="list-style-type: none"> · Organizational Chart 	Superintendent's Leadership Team Principal Teams
The district's team structure allows for individuals to demonstrate leadership skills by becoming a facilitator, team chairperson or assistant chairperson.	<ul style="list-style-type: none"> · Team Organization Alignment, Goals and System Initiatives · Team Meeting Agendas and Minutes 	Superintendent's Leadership Team Principal Teams
The District has a process where Principal will be clinically supervised in accordance with the Educator Evaluation regulations (CMR 603).	<ul style="list-style-type: none"> · Quincy Public Schools Educator Evaluation Handbook 	Superintendent of Schools Deputy Superintendent of Schools

Standard 1: Leadership, Governance, and Communication		
Indicator 12:		
<i>The Quincy School Committee and superintendent created a culture of collaboration and developed contracts and agreements which encouraged all stakeholders to work together to support and sustain improved student achievement.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
All schools in the District periodically offer activities which involve all students and staff, to celebrate school-wide achievements and/or embark on school-wide initiatives.	<ul style="list-style-type: none"> · Annual Community Service Learning Celebration · Principal Weekly Information · Quincy Public Schools Site Websites and Social Media Platforms · School Newsletters · Program Newsletters 	Community Service Learning Team Superintendent's Leadership Team Principal Teams Information Technology Operations Team Grade Level and Vertical School-based Teams
The District contacts parents directly to inform them of student performance results and to explain what parents/guardians can do to help their children improve academically.	<ul style="list-style-type: none"> · Interim Reports · Report Cards · MCAS/ACCESS Reports · ASPEN 	Principal Teams Informational Technology Operations Team
The District encourages students to participate in community service projects and activities.	<ul style="list-style-type: none"> · Community Service Learning Celebration · Quincy Public Schools Website and Social Media Platforms · Principal Weekly Information · High School Community Service Requirement · Quincy School Committee Policy Booklet 	Community Service Learning Team Quincy School Committee Principal Teams Superintendent's Leadership Team
Teachers take an active part in professional association organization committees and in groups/committees dealing with improving all aspects in the district.	<ul style="list-style-type: none"> · Team Organization , Goals and System Initiatives · QEA/QPS Educator Evaluation Workgroup 	Superintendent's Leadership Team Principal Teams Quincy Education Association

<p>The District involves staff in decision-making processes.</p>	<ul style="list-style-type: none"> · Team Organization , Goals and System Initiaves · Program Improvement Plans (PIPs) · School Improvement Plans (SIPs) 	<p>Superintendent’s Leadership Team Principal Teams</p>
<p>The District recognizes the accomplishments of its teachers and praises good practices.</p>	<ul style="list-style-type: none"> · Mentoring Booklet · Teacher Mini-Grants · Education Evaluation Process 	<p>Superintendent’s Leadership Team Principal Teams Mentor Team</p>
<p>The District has business partners who visit district schools to share information with students about their careers/workplaces.</p>	<ul style="list-style-type: none"> · School Community Partnership Newsletter, Website, and Events · Mock Interview Initiative · Classroom Lessons/Site Visits Internships and Externships 	<p>Quincy School-Community Partnership Career & Technical Education Advisory Board Principal Teams Superintendent’s Leadership Team Informational Technology Operations Team</p>
<p>There are useful relationships that exist between the district and other members of the community.</p>	<ul style="list-style-type: none"> · Citywide Parents’ Organization Meeting Notes · Quincy Parent Advisory Council Meeting Notes · Quincy Public Schools Website and Social Media Platforms · Quincy School~Community Partnership Events · Band and Choral Parent Boosters 	<p>Superintendent’s Leadership Team Quincy School-Community Partnership Citywide Parent Council Quincy Parent Advisory Council to Special Education Quincy School Committee Principal Teams Quincy City Council</p>
<p>All schools have in place a well-publicized, effective, and understood process and procedure for resolving student conflicts.</p>	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual · Student Rights and Responsibilities · Quincy Public Schools Website and Social Media Platforms 	<p>Superintendent’s Leadership Team Principal Teams Student Support Services Team IT Operations Team</p>
<p>Personnel from both the district and school levels work as a team to identify and secure all available funds from agencies, foundations, and businesses.</p>	<ul style="list-style-type: none"> · Grant Management Team Meeting Agendas and Minutes · Quincy School Community Partnership 	<p>Business Operations Integration Team Grant Management Team Quincy School-Community Partnership Team Superintendent’s Leadership Team</p>
<p>Collective bargaining is conducted with a primary focus upon the educational needs of the district.</p>	<ul style="list-style-type: none"> · QEA Contract 	<p>Quincy School Committee Superintendent & Deputy Superintendent of Schools</p>

<p>Develop and sustain business partnerships that will contribute to the quality, innovation, and resources of school programs.</p>	<ul style="list-style-type: none"> · School Community Partnership Newsletter, Website, and Events 	<p>Quincy School-Community Partnership Team</p>
<p>Develop articulation agreements with local post-secondary institutions to encourage post-secondary education for students.</p>	<ul style="list-style-type: none"> · High School Improvement Plans · Business Partnership Database · Dual Enrollment 	<p>Career & Technical Education Advisory Team Quincy School-Community Partnership Cabinet/Council Team Meetings Superintendents Leadership Team</p>
<p>A range of good contacts are established with the local community, which contribute positively to students' experiences.</p>	<ul style="list-style-type: none"> · Business Partnership Database · School Improvement Plans · Academic Support Program Improvement Plans 	<p>Quincy School-Community Partnership Principal Teams Career & Technical Education Team Student Support Team Health Services Team Special Education Team Safety & Security Team</p>
<p>Students in each school have the opportunity to participate in school-sponsored community learning projects.</p>	<ul style="list-style-type: none"> · Community Service Learning Celebration 	<p>Community Service Learning Team Principal Teams</p>

Standard 2: Curriculum and Instruction

Key Question - Are all aspects of the curriculum aligned to the state Frameworks? Are instructional practices developed and implemented toward attaining high levels of student achievement?

Indicator 1	The district implements curricula for all grade levels in tested core content areas that clearly address all the components of the Massachusetts Curriculum frameworks.
Indicator 2	The district's curricula in all disciplines are aligned horizontally and vertically.
Indicator 3	All schools in the district have instructional leaders who oversee the delivery and support the use, alignment, consistency and effectiveness of the district's curricula and instruction.
Indicator 4	The instructional leaders in each school support the implementation of effective instructional strategies, techniques, and methods grounded in research.
Indicator 5	The district regularly reviews curriculum based on valid research and the analysis of the MCAS test results, and other assessments to improve achievement.
Indicator 6	The district analyzes student achievement data and allocates instructional time in the tested core content areas.
Indicator 7	Appropriate educational technology is available and used as an integral part of the instructional process.
Indicator 8	District and school leaders monitor teachers' instruction for evidence of practices that reflect high expectations for students' work and mastery.
Indicator 9	Based on student assessment data and current research, the district provides teachers with resources and professional development to support quality instruction.
Indicator 10	Teachers use differentiated instructional strategies that reflect high expectations for all students.

Standard 2: Curriculum and Instruction		
Indicator 1:		
<i>The district implements curricula for all grade levels in tested core content areas that clearly address all the components of the Massachusetts Curriculum frameworks.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The District has fully-developed high-quality curriculum maps in all subject areas that are completely aligned with the Massachusetts Curriculum Frameworks.	<ul style="list-style-type: none"> · NEASC Curriculum Guides · QPS Curriculum Plan · Curriculum Maps · Curriculum Pacing 	Curriculum & Assessment Management Team Principal Teams Career and Technical Education Team Vertical Teams Cabinet Council Team High School Department Teams
The curriculum maps include a rationale, course descriptions, measurable learner objectives, cross-references to the Massachusetts Curriculum Frameworks, scope and sequence, textbooks and instructional materials, instructional strategies and activities, and assessment plans.	<ul style="list-style-type: none"> · QPS Curriculum Plan · High School POS · NEASC Curriculum Guides · Curriculum Maps · Curriculum Pacing Guides · Web Pages (Weebly, Google Docs, Aspen Teacher Pages) 	Curriculum & Assessment Management Team Principal Teams Instructional Technology Team Vertical Teams High School Department Teams Digital Learning Teams
Experiences provided by extracurricular programs and activities are diverse and are carefully planned to enhance students' intellectual and social development of all students, including special education and English Learner Education.	<ul style="list-style-type: none"> · Extracurricular Activities/Clubs/Teams · Summer Scene · Academic Support Programs 	Principal Teams Curriculum & Assessment Team English Learner Education Teams Career and Technical Education Team Extended Day Programs Team Athletic Advisory Team Special Education Teams Principals Path Design Teams

<p>Each teacher, in all of the district's schools and in every grade, has full access to the curriculum maps, is trained in their use, and is delivering content and skills aligned in scope and sequence with the Massachusetts Curriculum Frameworks.</p>	<ul style="list-style-type: none"> · Curriculum Frameworks Alignment Guides · RETELL Training · Professional Development Calendar · Professional Development Team Agendas · Curriculum & Assessment Management Team Agendas · QPS Curriculum Plans · Vertical Team Meeting Agendas · Cabinet Council Meeting Agendas · Site-Based Professional Development Agendas/Minutes 	<p>Curriculum & Assessment Management Team Principal Teams Professional Development Team English Learner Education Teams Vertical Teams Special Education Team Pre-Kindergarten Team Career & Technical Education Team Cabinet Council Team Site-Based Grade Level & Content Area Teams</p>
<p>All Career Vocational Technical Education majors address and incorporate the Massachusetts Department of Elementary and Secondary Education CVTE Frameworks, including Safety and Health Knowledge and Skills; Technical Knowledge and Skills; Embedded Academic Knowledge and Skills; and Employability Knowledge and Skills; Management and Entrepreneurship Knowledge and Skills into their curriculum.</p>	<ul style="list-style-type: none"> · Course Syllabi · High School Program of Studies · NEASC Curriculum Guides · Curriculum Maps · QPS Curriculum Plan · CVTE Competency Profile · 6-Year Plans 	<p>Career and Technical Education Team Curriculum & Assessment Management Team POS Team Student Support Team</p>
<p>Career Vocational Technical Education programs address embedded academics in the core content areas, including ELA, Math, and Science.</p>	<ul style="list-style-type: none"> · Course Syllabi · Massachusetts Curriculum Frameworks · MA DESE 2012 College and Career Readiness Guidelines · RETELL Training 	<p>Career and Technical Education Team Cabinet Council Team</p>

Standard 2: Curriculum and Instruction		
Indicator 2:		
<i>The district's curricula in all disciplines are aligned horizontally and vertically.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Pre-Kindergarten and Kindergarten standards are established that are consistent with the Massachusetts Curriculum Frameworks, as well as the Standards of the National Association for the Education of Young Children (NAEYC) and agencies for district partnerships.	<ul style="list-style-type: none"> · Accreditation Certificates · QPS Curriculum Plan · Curriculum Maps · Early Childhood Program Improvement Plan 	Curriculum & Assessment Management Team Early Childhood Team
The district aligns its English Learner Education (ELE) program curricula with the Massachusetts Curriculum Frameworks, thereby ensuring that English Learner Education students successfully cover the same academic material as non-English Learner Education students.	<ul style="list-style-type: none"> · QPS Curriculum Plan · English Learner Continuous Progress Reports · English Learner Education Curriculum Maps · FEL Monitor Reports · WIDA Standards · RETELL Initiative 	Curriculum & Assessment Management Team English Learner Education Teams Vertical Teams Principal Teams High Needs EL Team
The district makes an effort to offer academic support to students, such as after school and during the summer, that do not interfere with the regular academic schedule.	<ul style="list-style-type: none"> · Extended Day Programs · Title III Grant · Title I Grant 	Extended Day Programs Team English Learner Education Teams

<p>Curriculum has been reviewed and revised as needed to address changes in Massachusetts Curriculum Frameworks and/or fill gaps identified through analysis of MCAS and other standardized student performance assessments, subsequent to each test administration.</p>	<ul style="list-style-type: none"> · Curriculum & Assessment Management Team Agendas · QPS Curriculum Plan · Edwin Analytics · Curriculum Maps · Academic Program Improvement Plans · School Improvement Plans · Professional Development Plan · MAP Student Growth Data · Revised Assessments 	<ul style="list-style-type: none"> Curriculum & Assessment Management Team Vertical Teams Literacy Team English Learner Education Teams Special Education Team Principal Teams Professional Development Team High School Department Teams Cabinet Council Team Site-Based Content Area & Grade-Level Teams
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Standard 2: Curriculum and Instruction		
Indicator 3:		
<i>All schools in the district have instructional leaders who oversee the delivery and support the use, alignment, consistency and effectiveness of the district's curricula and instruction.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district maintains a Health Service Coordinator and a Health Advisory Council.	<ul style="list-style-type: none"> · Organizational Chart · Professional Development Plan · Health Services Program Improvement Plan 	Health Services Team Quincy School Committee Superintendent's Leadership Team
The district has a system for ensuring that the Massachusetts Curriculum Frameworks are used at all grade levels.	<ul style="list-style-type: none"> · Educator Evaluation · Staff Weekly Newsletters · School Monthly Newsletters · Team Meeting Agendas and Minutes · Principal Academy Notes · Principal Observations · QPS Curriculum Plan · NEASC Curriculum Guides · Curriculum Maps 	Principal Teams Superintendent's Leadership Team Curriculum & Assessment Management Team Cabinet Council Team Integrated Learning Teams Vertical Teams High School Department Teams Site- Based Grade Level and Content Area Teams

Standard 2: Curriculum and Instruction		
Indicator 4:		
<i>The instructional leaders in each school support the implementation of effective instructional strategies, techniques, and methods grounded in research.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Teachers use instructional strategies designed to help students develop analytical thinking skills and problem-solving techniques.	<ul style="list-style-type: none"> · Educator Evaluation · Professional Development Plan · Site-Based Professional Development · Classroom Visits · Principals' Weekly Newsletters · Curriculum Newsletters 	Personnel Teams Principal Teams Professional Development Team Superintendent's Leadership Team Literacy Team English Learner Education Team Cabinet Council Team Site-Based Grade Level and Content Area Teams
The district's curriculum goals fully challenge and engage students.	<ul style="list-style-type: none"> · QPS Curriculum Plan · High School Program of Studies · Middle School Course Syllabi · Curriculum Maps · Program Improvement Plans · School Improvement Plans · Alignment to Standards within Lessons and Units · Advanced Pathways 	Curriculum & Assessment Management Team High School POS/Scheduling Team Middle School POS/Scheduling Team Instructional Technology Team Principal Teams Vertical Teams Cabinet Council Team Advanced Pathways Team
The district designs the education of English Learner Education students based on current English Language Development theories and practices	<ul style="list-style-type: none"> · English Learner Continuous Progress Reports · FEL Monitor Reports · English Learner Curriculum Maps · WIDA Standards · RETELL Initiative 	English Learner Education Teams Vertical Teams Principal Teams Curriculum & Assessment Management Team

Standard 2: Curriculum and Instruction		
Indicator 5:		
<i>The district regularly reviews curriculum based on valid research and the analysis of the MCAS test results, and other assessments to improve achievement.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district utilizes criteria to evaluate the effectiveness of the resources at all grade levels and all levels of the curriculum.	<ul style="list-style-type: none"> · Coordinated Program Review · Team Meeting Agendas and Minutes · Principal Teams Meeting Agendas and Minutes · Research Subcommittees · Revised Curriculum Maps and Pacing Guides 	Superintendent's Leadership Team Curriculum & Assessment Management Team Vertical Teams English Learner Education Team Literacy Team Site- Based Grade Level and Content Area Teams
Curriculum goals are reviewed and revised based on the Massachusetts Curriculum Frameworks and the analysis of MCAS and other assessment results.	<ul style="list-style-type: none"> · QPS Curriculum Plan · Team Meeting Agendas and Minutes · EDWIN Analytics · Data Team Presentations · Grade Level and Content Team Meeting Agendas and Minutes · SIPs/PIPs 	Curriculum & Assessment Management Team English Learner Teams Vertical Teams Principal Teams Superintendent's Leadership Team Site-Based Data Teams Digital Learning Teams Special Education Teams
Staff members are integral in the process and publication of the curriculum.	<ul style="list-style-type: none"> · Curriculum & Assessment Management Team Agendas/Notes · Curriculum Maps & Pacing Guides · System PD Presentations · Research Subcommittees · Textbook Pilot Process 	Curriculum & Assessment Management Team Vertical Teams Principal Teams Cabinet Council Team Summer Curriculum Teams Digital Learning Teams

Standard 2: Curriculum and Instruction		
Indicator 6:		
<i>The district analyzes student achievement data and allocates instructional time in the tested core content areas.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The leadership of the district has articulated a vision that is highly fitting to the educational community.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Quincy School Committee Policy Manual 	Superintendent's Leadership Team Quincy School Committee
The vision is fully realized through all school and district planning.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Curriculum & Assessment Team Plan · Professional Development Plan 	Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team Academic Programs Teams (Special Education, English Learner, Literacy, Early Childhood)
The District Improvement Plan, School Improvement Plans, and Program Improvement Plans are designed in conjunction with other multi-year district-wide initiatives, such as the Technology Plan and Professional Development Plan.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Technology Plan · Professional Development Plan · Curriculum & Assessment Team Plan · Initiative Timelines 	Superintendent's Leadership Team Principal Teams Educational Technology Team Professional Development Team Instructional Technology Team Curriculum & Assessment Management Team Cabinet Council Team
Adequate instructional time is scheduled within the day and year for each subject area.	<ul style="list-style-type: none"> · School Teacher schedules 	Curriculum & Assessment Management Team High School POS/Scheduling Team Middle School POS/Scheduling Team Elementary School POS/Scheduling Team Principal Teams Instructional Technology Team English Learner Education Teams Special Education Teams
The district offers Sheltered English Instruction in content areas for English Learners.	<ul style="list-style-type: none"> · Program Improvement Plans · RETELL Initiative · WIDA Framework · Curriculum Maps 	English Learner Education Teams Cabinet Council Team Vertical Teams

<p>The district utilizes all available time and staff as independent resources which are reflective of student achievement in order to maximize meaningful engagements of all students and reflective of student achievement.</p>	<ul style="list-style-type: none"> · High School Program of Studies · Middle School Program of Studies · School Teacher schedules · MCAS Results · NWEA MAP Student Reports · ACCESS for ELLs Results 	<ul style="list-style-type: none"> Curriculum & Assessment Management Team High School POS/Scheduling Team Middle School POS/Scheduling Team Elementary School POS/Scheduling Team Instructional Technology Team Principal Teams English Learner Education Team Special Education Team
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Standard 2: Curriculum and Instruction		
Indicator 7:		
<i>Appropriate educational technology is available and used as an integral part of the instructional process.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Teachers utilize educational technology as a tool for individualizing instruction and reinforcing their classroom instruction.	<ul style="list-style-type: none"> · Principal Observations · Educator Evaluations · Three-Year Technology Plan · Acceptable Use Policy · Digital Learning Team Plan 	Superintendent's Leadership Team Personnel Teams Principal Teams Digital Learning Teams Career and Technical Education Team Instructional Technology Team
The district has at least three full-time employees who are devoted to integrating technology into the district's curriculum.	<ul style="list-style-type: none"> · Budget Book 	Business Operations Integration Team Digital Learning Teams Instructional Technology Team
Administrators, teachers, and students have access to technical support.	<ul style="list-style-type: none"> · Budget Book 	Business Operations Integration Team Career and Technical Education Team Instructional Technology Team
The district hires at least four full-time employees for technology support.	<ul style="list-style-type: none"> · Budget Book 	Business Operations Integration Team Instructional Technology Team
The district provides students and staff with access to computers beyond the regular school day.	<ul style="list-style-type: none"> · Three-Year Technology Plan · Professional Development Plan · Information Technology Program Improvement Plan · Acceptable Use Policy · Site-Based Extended Day Programs 	Digital Learning Teams Instructional Technology Team Career and Technical Education Team

<p>Technology is integrated and implemented in all areas of the curriculum.</p>	<ul style="list-style-type: none"> · Technology Professional Development · Clinical Supervision · QPS Curriculum Plan · Team Meeting Agendas and Minutes · Related Professional Development · School & Program Improvement Plans · Curriculum Maps · Digital Learning Team Minutes 	<p>Digital Learning Teams Principal Teams Curriculum & Assessment Management Team English Learner Education Vertical Teams Vertical Teams Instructional Technology Team</p>
<p>Teachers regularly employ computers in classroom lessons and for projects.</p>	<ul style="list-style-type: none"> · Principal Observations · Educator Evaluation · Acceptable Use Policy · Three-Year Technology Plan · Elementary Digital Literacy Curriculum 	<p>Superintendent's Leadership Team Principal Teams Career and Technical Education Team Instructional Technology Team Digital Learning Teams Extended Day Team</p>
<p>Students are adept at using the computer to locate and gather information for use on assignments; to use word processing and publishing software to produce written work; and to use the computer to help solve mathematics problems and graphically display results.</p>	<ul style="list-style-type: none"> · Three-Year Technology Plan · QPS Curriculum Plan 	<p>Digital Learning Teams Career and Technical Education Team Instructional Technology Team Vertical Teams Curriculum & Assessment Management Team</p>
<p>Appropriate educational technology is available and will be utilized in all Career, Vocational, and Technical Education Programs (i.e., Interwrite boards, MOBIs and clickers).</p>	<ul style="list-style-type: none"> · Three-Year Technology Plan 	<p>Career and Technical Education Team</p>

Standard 2: Curriculum and Instruction		
Indicator 8:		
<i>District and school leaders monitor teachers' instruction for evidence of practices that reflect high expectations for students' work and mastery.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Teachers consistently communicate to students and parents their high expectations for all students.	<ul style="list-style-type: none"> · Middle and High School Course Syllabi · Middle and High School Progress Reports · Curriculum Newsletters · High School Program of Studies · Parent Teacher Conferences · PTO Presentations · Parent Academies 	Principal Teams Career and Technical Education Team Curriculum & Assessment Management Team Site-Based Grade Level & Content Area Teams
Teachers assign and require completion of appropriate homework by all students.	<ul style="list-style-type: none"> · Homework Guidelines Booklet · Lesson Plans and Grade Books 	Principal Teams Vertical Teams Cabinet Council Team Site-Based Grade Level Teams
Instructional practices reflect the Quincy Public Schools standards-based approach and instructional competencies.	<ul style="list-style-type: none"> · Principal Observations · Curriculum Guides · Curriculum Maps · Educator Evaluation · Lesson Plans · Professional Development Plan 	Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team Professional Development Team Principals Path Design Teams
Administrators and teachers across the district communicate and demonstrate high expectations for achievement to all students. The school's mission statement is clearly displayed for all to see.	<ul style="list-style-type: none"> · School Handbooks · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · QPS Mission Statement · Student Handbook 	Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team Site-Based PBIS Teams

<p>The school curriculum includes rigorous, advanced level courses of study at each level. All students are encouraged to prepare for these courses in order to reach their academic potential.</p>	<ul style="list-style-type: none"> · APC/ELC Programs · High School Program of Studies · Middle and High School Course Syllabi · Advanced Pathways Summer Work · Updates to Curriculum Maps 	<p>High School POS/Scheduling Team Middle School POS/Scheduling Team Career and Technical Education Team Instructional Technology Team Advanced Pathways Team Cabinet Council Team</p>
<p>The district closely monitors and analyzes the performance of all English Learner students to inform program and service delivery.</p>	<ul style="list-style-type: none"> · MCAS/ACCESS · Aspen Reports · Student Portfolios and Continuous Progress Reports · English Learner Education PIPs 	<p>English Learner Team Literacy Team Student Support Services Team Principal Teams High Needs EL Team</p>
<p>The number of students awarded the Certificate of Occupational Proficiency is monitored.</p>	<ul style="list-style-type: none"> · Career and Technical Education Program Improvement Plan 	<p>Career and Technical Education Team</p>
<p>The district directs counselors to use every means to encourage academic excellence at all levels; students are enrolled in courses and programs commensurate with their motivation and performance.</p>	<ul style="list-style-type: none"> · Counseling Groups · High School Program of Studies · District Assessments 	<p>Student Support Services Team High School POS/Scheduling Team Career and Technical Education Team Instructional Technology Team</p>
<p>Course expectations are outlined in each teacher’s syllabus and inform parents about course expectations and what their children are studying in school.</p>	<ul style="list-style-type: none"> · Middle and High School Course Syllabi · Quincy Public Schools Website · Open House Events · Teacher Websites · School Newsletters 	<p>Principal Teams Career and Technical Education Team Instructional Technology Team</p>

Standard 2: Curriculum and Instruction		
Indicator 9:		
<i>Based on student assessment data and current research, the district provides teachers with resources and professional development to support quality instruction.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Principals monitor teachers' use of test data to drive instruction and provide professional development for staff to improve instructional quality.	<ul style="list-style-type: none"> · Educator Evaluation · Principal/Director Observations · Professional Development Plan · RETELL Initiative · Assessment Day Meeting Agendas and Minutes · School Improvement Plans · Site-Based Professional Development · Classroom Observations · Integrated Learning Team Notes 	<ul style="list-style-type: none"> Superintendent's Leadership Team Personnel Teams Principal Teams Professional Development Team English Learner Education Team Site-Based Data Teams Integrated Learning Teams

Standard 2: Curriculum and Instruction		
Indicator 10:		
<i>Teachers use differentiated instructional strategies that reflect high expectations for all students.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Teachers demonstrate an understanding of the diversity of student learning styles, and use a variety of instructional methods/approaches to meet the range of needs of the students represented in their classes.	<ul style="list-style-type: none"> · Differentiated Instruction Workshops · Principal Observations · WIDA Framework · RETELL Initiative · Guided Math Site-Based Professional Development · Close Reading Strategies · Executive Functioning Professional Development 	<ul style="list-style-type: none"> Professional Development Team Principal Teams English Learner Education Teams Curriculum & Assessment Management Team Special Education Team Literacy Team Vertical Teams Site-Based Grade-Level and Content Area Teams
Adaptive technology addresses specialized learning needs of students.	<ul style="list-style-type: none"> · Special Education Program Improvement Plan · Special Education Team Meeting Agendas and Minutes · Three-Year Technology Plan 	<ul style="list-style-type: none"> Special Education Team Digital Learning Teams IT Operations Team
The district provides programs for special populations of students, i.e., APC, STARS, SNLC, and ELE.	<ul style="list-style-type: none"> · Professional Development Plan · ACCESS Guidelines · Coordinated Program Review · Academic Program Improvement Plan · School Improvement Plans · Special Education Pathways · Advanced Pathways 	<ul style="list-style-type: none"> Superintendent's Leadership Team Professional Development Team English Learner Team Principal Teams Special Education Team Advanced Pathways Team
Practices and opportunities provided within all early childhood classrooms reflect age-appropriate programs that address a continuum of development and learning, establish a foundation for language literacy, and maximize the opportunity for all students to succeed.	<ul style="list-style-type: none"> · Handwriting Without Tears · Project Read · Keys to Comprehension · Telian · Journeys Reading Program, Grades K-3 · Pre-K Curriculum 	<ul style="list-style-type: none"> Curriculum & Assessment Management Team Special Education Team Principal Teams Early Childhood Team Literacy Team

<p>The district's early childhood program is highly dedicated to an inclusive environment.</p>	<ul style="list-style-type: none"> · School Teacher Schedules · Individual Education Plans 	<p>Early Childhood Team Special Education Team Principal Teams EL Pre-Kindergarten Team</p>
<p>The district has a written educational philosophy pertaining to English Learner Education (based on the assumption that English Learner students are regular education students), which is understood by all faculty members and applied to English Learner Education.</p>	<ul style="list-style-type: none"> · English Learner Education Program Improvement Plan · FEL Monitor Reports · WIDA Framework · RETELL Initiative · English Learner Education Program Improvement Plan 	<p>English Learner Education Teams Principal Teams</p>
<p>The district offers individualized instruction and support to English Learner Education students that is responsive to student needs at different stages of English Language Development.</p>	<ul style="list-style-type: none"> · English Learner Education Program Improvement Plan · English Learner Instruction/Tutoring · FEL Monitor Reports · Aspen Reports · ICAP for ELs 	<p>English Learner Education Teams Principal Teams High Needs EL Team</p>
<p>The district ensures equitable access to school programs and services to students with disabilities through professional collaboration of qualified special education, regular education, Title I, and English Learner staff.</p>	<ul style="list-style-type: none"> · Inclusion Models · Special Education Transitional Classes · Special Education Program Brochure · Special Education Program Improvement Plan · Professional Development Plan · QPS Curriculum Plan · ICAP for ELs 	<p>High School POS/Scheduling Team Middle School POS/Scheduling Team Special Education Team Instructional Technology Team Professional Development Team Curriculum & Assessment Management Team English Learner Education Teams High Needs EL Team</p>

<p>The curriculum delivery is modified as necessary to increase the success rate of all populations, including English Learners.</p>	<ul style="list-style-type: none"> · RETELL Initiative · WIDA Frameworks · English Learner Instruction/Tutoring · FEL Monitor Reports · Guided Math · ICAP for ELs · Curriculum Map Revisions · Advanced Coursework Strategies · Advanced Pathways 	<p>English Learner Education Teams Curriculum & Assessment Management Team Vertical Teams Integrated Learning Teams High Needs EL Team Digital Learning Teams</p>
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Standard 3: Assessment and Program Evaluation

Key Question - Are assessment results and local benchmarks used to make decisions, and improve student performance?

Indicator 1	District assessment policies and practices are characterized by the continuous collection, analysis, and use of student assessment results by district and school leadership.
Indicator 2	District and school leadership require all students to participate in all appropriate assessments.
Indicator 3	District and school leaders implement assessment systems to measure the attainment of goals, progress, and effectiveness. Assessment reports are focused on student achievement and are analyzed and communicated to all appropriate staff.
Indicator 4	The district and school leadership regularly uses benchmarks and assessment tools, including MCAS to measure student progress and the effectiveness of instructional and support programs. The results are analyzed and disseminated in a timely manner to appropriate staff.
Indicator 5	The district and school leadership annually assesses the effectiveness of its programs and service delivery systems. The district engages in external audits as needed.
Indicator 6	The district engages in external audits as needed.
Indicator 7	The district and school leadership annually reviews student assessment results and other pertinent data to maximize effectiveness in assigning staff, prioritizing goals, and allocating time and resources.
Indicator 8	District and school leadership routinely uses program evaluation results to initiate, modify, or discontinue programs and services to continuously improve the delivery of instruction and student achievement.

Standard 3: Assessment and Program Evaluation		
Indicator 1:		
<i>District assessment policies and practices are characterized by the continuous collection, analysis, and use of student assessment results by district and school leadership.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district has a coordinated assessment program with clear policies, procedures, and timetables coordinated with MCAS, ACCESS, and MAP.	<ul style="list-style-type: none"> · Assessment Calendar 	Curriculum & Assessment Management Team Literacy Team Principal Teams High School Department Chairs Integrated Learning Teams
Classroom assessment standards and practices are linked fully with the learning standards as delineated in the MA Curriculum Frameworks.	<ul style="list-style-type: none"> · Curriculum Frameworks Alignment · NWEA MAP · iReady · Common Benchmarks · Digital Assessment Resources · WIDA Standards Alignment 	Curriculum & Assessment Management Team Principal Teams Vertical Teams English Learner Teams Literacy Team
The district has formed a team organization that communicates a clear statement of its long and short-term goals for improving the quality of education for all its students.	<ul style="list-style-type: none"> · Organizational Chart · Team Alignment Booklet · Team Organization Booklet 	Superintendent's Leadership Team
Integrated learning teams at the elementary and pilot middle schools meet three times per year to analyze and collect data and make instructional changes.	<ul style="list-style-type: none"> · Integrated Learning Team Meeting Minutes · Site-Based Data Reports 	Integrated Learning Teams Literacy Team Special Education Team English Learner Team High Needs EL Team

<p>Quincy Public Schools staff is knowledgeable of and can capably perform all data responsibilities using technology as a management tool to make data-driven decisions.</p>	<ul style="list-style-type: none"> · Site-Based Data Team Agendas and Meeting Notes · EDWIN Analytics · DIBELS Next Data · NWEA MAP Reports · iReady Diagnostic Results 	<p>Principal Teams Superintendent's Leadership Team Curriculum & Assessment Management Team Literacy Team Integrated Learning Teams Technology Planning and Training Teams English Learner Education Teams</p>
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Standard 3: Assessment and Program Evaluation		
Indicator 2:		
<i>District and school leadership require all students to participate in all appropriate assessments.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Coordinate and implement a 6-Year Educational Plans for all Grade 9 students.	· 6-Year Plan Documentation	Career and Technical Education Team Student Support Services Team
Coordinate and implement a Career Exploratory Program for all Grade 9 students.	· Freshman Seminar Program	High School POS/Scheduling Team Career and Technical Education Team
Pre-school and kindergarten teachers use assessments to identify student learning.	· ESI-P and ESI-K · Brigance · DIBELS Next · Pre-LAS	Pre-Kindergarten Team Literacy Team EL Pre-Kindergarten Team Special Education Teams
Students entering first grade demonstrate reading readiness as measured by formal assessments, such as the Kindergarten and Grade 1 Developmental Reading Assessment.	· DIBELS Next · DRA	Curriculum & Assessment Management Team Literacy Team Integrated Learning Teams

Standard 3: Assessment and Program Evaluation

Indicator 3:

District and school leaders implement assessment systems to measure the attainment of goals, progress, and effectiveness. Assessment reports are focused on student achievement and are analyzed and communicated to all appropriate staff.

Benchmark	Sources of Evidence	Team(s) Responsible
The district and school leaders compile, analyze, and distribute student assessment results.	<ul style="list-style-type: none"> · MCAS and other Standardized Tests · EDWIN Analytics Reports · DIBELS Next Data System · Common Benchmark Assessments · Measures of Academic Progress (MAP) · iReady Diagnostic Reports · ACCESS Reports 	Literacy Team Student Support Services Team Superintendent's Leadership Team Principal Teams Integrated Learning Team Curriculum & Assessment Management Team English Learner Education Teams
The district tracks the progress (through local and state Assessments) of all English Learner, Special Education, and High Needs students.	<ul style="list-style-type: none"> · ACCESS Testing Results · EDWIN Analytics Reports · Common Benchmark Assessments · NWEA MAP · MCAS Results 	Literacy Team English Learner Education Teams Principal Teams Curriculum & Assessment Management Team Integrated Learning Teams Special Education Team
The schools survey staff, students, and parents in their needs assessment as part of the goal-setting process for the School Improvement Plan.	<ul style="list-style-type: none"> · School Survey Instrument and Results 	Superintendent's Leadership Team Principal Teams

Standard 3: Assessment and Program Evaluation

Indicator 4:

The district and school leadership regularly uses benchmarks and assessment tools, including MCAS to measure student progress and the effectiveness of instructional and support programs. The results are analyzed and disseminated in a timely manner to appropriate staff.

Benchmark	Sources of Evidence	Team(s) Responsible
Administrators and teachers are well-informed about the content and purpose of the assessment programs.	<ul style="list-style-type: none"> · Site-Based Data Team Agendas and Meeting Notes · Assessment Calendar · Integrated Learning Team Meetings · Principal Academies · System Professional Development · High Needs EL Team Meeting Agendas & Notes 	<ul style="list-style-type: none"> Site-Based Data Teams Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team Integrated Learning Teams Professional Development Team High Needs EL Team
Accountability measures include reporting of individual student progress and longitudinal benchmarks of preparation and success in Kindergarten and first grade.	<ul style="list-style-type: none"> · DIBELS Next · Literacy Assessments · Literacy Benchmarks · EWIS Report 	<ul style="list-style-type: none"> Curriculum & Assessment Management Team Literacy Team Pre-Kindergarten Team

Standard 3: Assessment and Program Evaluation		
Indicator 5:		
<i>The district and school leadership annually assesses the effectiveness of its programs and service delivery systems. The district engages in external audits as needed.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
Teachers are familiar with the content and language of the MCAS, MAP, and ACCESS and use this knowledge to develop their own assessments and to prepare lessons.	<ul style="list-style-type: none"> · MCAS and other Standardized Tests · School Improvement Plans (SIPs) · District Improvement Plan (DIP) · MCAS Release Items · Site-Based Data Team Agendas and Meeting Notes · Common Assessments · Related Online Assessments 	Literacy Team Student Support Services Team Superintendent's Leadership Team Principal Teams Site-Based Data Teams Curriculum & Assessment Management Team Vertical Teams High School Department Chairs
Building administrators demonstrate that they have the skills to analyze and disaggregate individual test results to improve curriculum instructional practices and to develop targeted support and remedial programs.	<ul style="list-style-type: none"> · EDWIN Analytics Reports · School Improvement Plans (SIPs) · District Improvement Plan (DIP) · NWEA MAP Results · District-Determined Measures' Results 	Literacy Team Principal Teams Integrated Learning Team Site-Based Data Teams English Learner Teams
English Learners and Former English Learners are highly successful, meeting targets for Annual Measurable Achievement Objectives and other state-determined benchmarks and proficiency targets.	<ul style="list-style-type: none"> · EDWIN Analytics Reports · AMAO Reports · School District Accountability Reports · ACCESS Reports 	Principal Teams English Learner Education Teams Literacy Team English Learner Vertical Teams High Needs EL Team
The district engages in a systematic program review process, including an analysis of student performance results and an evaluation of its progress on its SMART goals as outlined in District and School Improvement Plans.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Program Review · EDWIN Analytics Reports · AYP Report Cards 	Superintendent's Leadership Team Principal Teams Literacy Team Curriculum & Assessment Management Team English Learner Education Teams Special Education Team

<p>The district offers Career and Technical Education programs with significant depth and breadth to ensure all students are prepared to enter the current workforce with competencies, skills, and knowledge that are aligned with industry standards or a post-secondary educational setting.</p>	<ul style="list-style-type: none"> · CVTE Competencies 	<p>Career and Technical Education Team CVTE Advisory Team Quincy School Community Partnership</p>
<p>The district avails itself of data for the purpose of measuring trends in student achievement in all sub-group areas.</p>	<ul style="list-style-type: none"> · ACCESS Reports · SPED Progress Reports · Special Education Program Improvement Plan · EDWIN Analytics Reports · Title I Program Improvement Plan · English Learner Education Program Improvement Plan · MCAS Reports · Site-Based Data Team Agendas and Meeting Notes · DIBELS Next Data System · Massachusetts DESE CVTE Core Indicators · NWEA MAP 	<p>English Learner Education Teams Special Education Team Literacy Team Principal Teams Site-Based Data Teams</p>
<p>The district attends to key questions related to programs and student achievement.</p>	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Program Improvement Plans (PIPs) · School Improvement Plans (SIPs) 	<p>Superintendent's Leadership Team Principal Teams Curriculum & Assessment Management Team</p>

Standard 3: Assessment and Program Evaluation		
Indicator 6:		
<i>The district engages in external audits as needed.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district fully utilizes test results of MCAS and other standardized test results. Classroom teacher assessments are used to improve the curricula and quality of instruction.	<ul style="list-style-type: none"> · Site-Based Data Team Agendas and Meeting Minutes · District Accountability Report · EDWIN Analytics Reports · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Grade-Level/Vertical Team Meetings · NWEA MAP Reports · Common Benchmark Assessments 	<ul style="list-style-type: none"> Superintendent's Leadership Team Principal Teams Literacy Team Site-Based Data Teams Curriculum & Assessment Management Team Career & Technical Education Team English Learner Education Teams
School curricula and teachers' instructional practices are adjusted to address gaps identified through the district assessment program.	<ul style="list-style-type: none"> · Site-Based Data Team Agendas and Meeting Minutes · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · EDWIN Analytics Reports · DIBELS Next Data · ACCESS Reports · NWEA MAP Reports · Common Benchmark Assessments 	<ul style="list-style-type: none"> Superintendent's Leadership Team Principal Teams Literacy Team Curriculum & Assessment Management Team English Language Education Teams Site-Based Data Teams Site-Based Grade-Level and Content Area Teams

Standard 3: Assessment and Program Evaluation		
Indicator 7:		
<i>The district and school leadership annually reviews student assessment results and other pertinent data to maximize effectiveness in assigning staff, prioritizing goals, and allocating time and resources.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
PSAT and SAT test results are used to define program direction.	<ul style="list-style-type: none"> · SAT Reports 	Data Processing Team Cabinet Council Team Student Support Services Team
The district makes good use of the pertinent findings and recommendations from outside evaluations.	<ul style="list-style-type: none"> · DESE Audits · NAEYC Certifications · NEASC Self-Study · Literacy Needs Assessment · Coordinated Program Review 	Business, Personnel, and Payroll Team Data Processing Team Educational Technology Team Cabinet/Council Team Principal Teams Pre-Kindergarten Team Literacy Team Special Education Team Career & Technical Education Team Curriculum & Assessment Management Team English Learner Education Teams

Standard 3: Assessment and Program Evaluation		
Indicator 8:		
<i>District and school leadership routinely uses program evaluation results to initiate, modify, or discontinue programs and services to continuously improve the delivery of instruction and student achievement.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district applies consistent performance criteria for student improvement and achievement.	<ul style="list-style-type: none"> · High School Program of Studies · Middle School Program of Studies · DIBELS Next Data · MCAS · EDWIN Analytics Reports · Common Benchmarks · NWEA MAP Results · Program Improvement Plan Goals 	Curriculum & Assessment Management Team High School POS/Scheduling Team Middle School POS/Scheduling Team Literacy Team Integrated Learning Teams English Learner Education Teams Special Education Teams
The district performs item analysis of MCAS results to uncover significant gaps in students' acquisition of knowledge and skills from the strands in the Massachusetts Curriculum Framework.	<ul style="list-style-type: none"> · EDWIN Analytics Reports · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) · Curriculum & Assessment Management Plan 	Literacy Team Site-Based Data Teams Integrated Learning Teams Curriculum & Assessment Management Team

Standard 4: Human Resource Management and Professional Development

Key Question - Are effective professional staff identified, recruited, attracted, supported, developed, and retained?

Indicator 1	The district's policies and practices for the identification, recruitment, and selection of professional staff result in the employment of an effective teaching force that advance student achievement.
Indicator 2	All professional staff have appropriate Massachusetts licensure or work under an approved DESE waiver.
Indicator 3	In the event of positions not able to be filled by qualified and/or licensed staff, professional staff are provided mentoring and support to attain appropriate licensure and a DESE waiver is sought.
Indicator 4	The district provided teachers and administrators who were new to the district or their assignments with coaches or mentors in their respective roles and included an initial orientation which addressed the importance of the assessment and use of student data.
Indicator 5	The district's professional development programs include development of data analysis skills and the use of item analysis and disaggregated data to address all students' achievement.
Indicator 6	The district's human resources policies and practices encourage professional growth and place high priority on retaining effective professional staff and on creating promotional opportunities for effective teachers.
Indicator 7	The district's professional development program is informed by most or all of the following: the instructional program content; student, teacher, and administrator needs as indicated by program assessments; research-based practices; the staff evaluation process; and student achievement data.
Indicator 8	Changes in the expectations for programs and practice were monitored and supported by changed supervision and evaluation standards and in the professional development plans of professional staff.

Indicator 9	The district's evaluation procedure for administrators' performance was aligned with the requirements of the Education Reform Act and was informative and instructive, and used to promote individual growth and overall effectiveness. Compensation and continued employment were linked to evidence of effectiveness, as measured by improvement in student performance and other relevant school data.
Indicator 10	The district's evaluation procedure for teachers' performance was aligned with the requirements of the Education Reform Act and was informative and instructive and used to promote individual growth and overall effectiveness. The district provided opportunities for additional professional development and support to struggling teachers. After following due process through the educator evaluation procedures, the district took action against persistently low-performing teachers. .
Indicator 11	Administrators in the district, through the use of the educator evaluation system, were held accountable for improving student achievement data in their respective assignments. The educator evaluation process considers student performance and student achievement data in the overall evaluation of district administrators.
Indicator 12	The district's employment (human resources), supervision, and professional development processes were linked and supported by appropriate levels of funding.

Standard 4: Human Resource Management and Professional Development

Indicator 1:

The district's policies and practices for the identification, recruitment, and selection of professional staff result in the employment of an effective teaching force that advance student achievement.

Benchmark	Sources of Evidence	Team(s) Responsible
The district, at the Quincy School Committee level, has made a formal commitment to recruit the highest-quality staff available at all levels and in all programs.	<ul style="list-style-type: none"> · Promotional Postings · SchoolSpring · College/University Partnerships 	Business and Personnel Teams Superintendent's Leadership Team Principal Teams
The district uses a variety of strategies to target quality and diversity in its recruitment and hiring practices.	<ul style="list-style-type: none"> · Promotional Interview-Screening Process · Promotional Postings · Substitute Teacher List (Highly Qualified) · College/University Partnerships 	Business and Personnel Teams Principal Teams Superintendent's Leadership Team
Interviewers thoroughly research all available documents related to candidates qualifications and suitability for teaching in the district.	<ul style="list-style-type: none"> · Promotional Postings · Transcripts · License Requirements · CORI/SAFIS 	Business and Personnel Teams
Particular attention is given to the quality of candidates' experience, academic preparation, and performance in pertinent subject areas.	<ul style="list-style-type: none"> · Interview Forms · Promotional Interview-Screening Process · Transcripts · License Requirements 	Business and Personnel Teams

Standard 4: Human Resource Management and Professional Development

Indicator 2:

All professional staff have appropriate Massachusetts licensure or work under an approved DESE waiver.

Benchmark	Sources of Evidence	Team(s) Responsible
The district maintains a database of teacher licenses and monitors their renewal according to the Department of Education regulations.	<ul style="list-style-type: none">· Licensure Database· EPIMS	Business and Personnel Teams IT Operations Team
The staff is highly qualified in the field of Early Childhood Education.	<ul style="list-style-type: none">· Licensure Database· Quincy Public Schools Educator Evaluations	Business and Personnel Teams Pre-Kindergarten Team Principal Teams Superintendent's Leadership Team

Standard 4: Human Resource Management and Professional Development

Indicator 3:

In the event of positions not able to be filled by qualified and/or licensed staff, professional staff are provided mentoring and support to attain appropriate licensure and a DESE waiver is sought.

Benchmark	Sources of Evidence	Team(s) Responsible
The district advertises positions and seeks candidates who have demonstrated a desire to become teachers.	<ul style="list-style-type: none">· Professional Applicant Database· SchoolSpring· College/University Partnerships	Personnel Teams Principal Teams Superintendent's Leadership Team

Standard 4: Human Resource Management and Professional Development

Indicator 4:

The district provided teachers and administrators who were new to the district or their assignments with coaches or mentors in their respective roles and included an initial orientation which addressed the importance of the assessment and use of student data.

Benchmark	Sources of Evidence	Team(s) Responsible
The new teacher undergoes a complete orientation to the school system and participates in a mentoring program, which provides training in the use of the MCAS results and the curriculum guideline that are aligned with the State Frameworks.	<ul style="list-style-type: none"> · New Professional Staff Orientation · Mentor Program 	Business and Personnel Teams Superintendent's Leadership Team Mentor Team Principal Teams
Programs are in place that support teachers new to the district to convey expectations of outstanding performance and support for improvement.	<ul style="list-style-type: none"> · Mentor Program 	Personnel Teams Superintendent's Leadership Team Mentor Team
The district provides new teachers with successful veteran mentor teachers and ensures that an ongoing relationship exists between the two.	<ul style="list-style-type: none"> · Mentor Program 	Personnel Teams Superintendent's Leadership Team Mentor Team

Standard 4: Human Resource Management and Professional Development

Indicator 5:

The district's professional development programs include development of data analysis skills and the use of item analysis and disaggregated data to address all students' achievement.

Benchmark	Sources of Evidence	Team(s) Responsible
The professional development plan includes opportunities for staff to develop data analysis skills and the use of item analysis and disaggregated data to address student achievement.	<ul style="list-style-type: none">· Professional Development Plan· EDWIN Analytics Reports	Professional Development Team Superintendent's Leadership Team Curriculum & Assessment Management Team Literacy Team Site Assessment Team Integrated Learning Teams

Standard 4: Human Resource Management and Professional Development

Indicator 6:

The district's human resources policies and practices encourage professional growth and place high priority on retaining effective professional staff and on creating promotional opportunities for effective teachers.

Benchmark	Sources of Evidence	Team(s) Responsible
The district and schools identify all areas of teachers' professional needs and facilitate and encourage access to appropriate courses/conferences to address those needs.	<ul style="list-style-type: none"> · Professional Development Plan Professional Development Survey of Staff 	Professional Development Team Superintendent's Leadership Team Personnel Team Principal Teams
Teachers participate in prescribed and voluntary professional development activities inside and outside of the district.	<ul style="list-style-type: none"> · Professional Development Plan · Course Approval Forms · School and Program Improvement Plans 	Professional Development Team Superintendent's Leadership Team Principal Teams
Individual professional development plans clearly identify individual improvement goals that are directly related to improvement goals for both the school and the district.	<ul style="list-style-type: none"> · Professional Development Plan · Individual Professional Development Plan/Educator Evaluation · School and Program Improvement Plans 	Professional Development Team Principal Teams Superintendent's Leadership Team
The district encourages professional development participation with the aim of building the district's leadership capacity.	<ul style="list-style-type: none"> · Professional Development Plan 	Professional Development Team Superintendent's Leadership Team Principal Teams
The district provides a series of professional development opportunities for secondary teachers to maintain their certification in content areas.	<ul style="list-style-type: none"> · Professional Development Plan 	Professional Development Team Superintendent's Leadership Team High School Principal Teams

<p>The district provides professional development opportunities specifically designed for current and future administrators. Topics will include such things as effective meeting management, the SMART goal process, and developing technology skills.</p>	<ul style="list-style-type: none"> · Principal's Academy · School Improvement Plan Tutorial · Program Improvement Plan Tutorial 	<p>Professional Development Team Superintendent's Leadership Team Principal Teams</p>
<p>The district provides staff with the opportunity to attend professional development offerings such as content institutes so that our curriculum is aligned with the curriculum frameworks.</p>	<ul style="list-style-type: none"> · Professional Development Plan · Conference Approval Form 	<p>Professional Development Team Superintendent's Leadership Team Principal Teams</p>

Standard 4: Human Resource Management and Professional Development

Indicator 7:

The district's professional development program is informed by most or all of the following: the instructional program content; student, teacher, and administrator needs as indicated by program assessments; research-based practices; the staff evaluation process; and student achievement data.

Benchmark	Sources of Evidence	Team(s) Responsible
Teachers receive training for utilizing technology in curriculum integration.	<ul style="list-style-type: none"> · Professional Development Plan · Three-Year Technology Plan 	Professional Development Team Superintendent's Leadership Team Principal Teams Team Technology Planning & Training Team Digital Literacy Teams
The district provides technology training to all staff members.	<ul style="list-style-type: none"> · Professional Development Plan · Three-Year Technology Plan 	Professional Development Team Technology Planning & Training Team IT Technicians Team
The district provides staff with professional development on the district's assessment programs and on techniques for analyzing the test results.	<ul style="list-style-type: none"> · Professional Development Plan · Three-Year Technology Plan · School Improvement Plans 	Professional Development Team Superintendent's Leadership Team Principal Teams Site Assessment Teams
The results of MCAS and other assessment programs are used to hire staff with specific strengths.	<ul style="list-style-type: none"> · Interview Forms · Screening and Selection Procedures 	Business and Personnel Team Principal Teams
Teachers maintain a good subject knowledge and understanding of their primary discipline and of effective instructional practices through frequent participation in a range of professional development courses and conferences.	<ul style="list-style-type: none"> · Educator Evaluation · Classroom Observations · Professional Development Plan · Site-Based Professional Development Agendas & Notes 	Superintendent's Leadership Team Personnel Teams Principal Teams Professional Development Team Curriculum & Assessment Management Team

The district and schools provide the means and opportunity for teachers to participate in all forms of professional development.	<ul style="list-style-type: none"> · Professional Development Plan 	<ul style="list-style-type: none"> Superintendent's Leadership Team Principal Teams Professional Development Team English Learner Team Special Education Team
The district has a fully implemented and clearly stated professional development plan that conforms to State law and regulations.	<ul style="list-style-type: none"> · School Improvement Plans · Professional Development Plan · Program Improvement Plans 	<ul style="list-style-type: none"> Superintendent's Leadership Team Professional Development Team Curriculum & Assessment Management Team Principal Teams
District professional development plans identify specific content to be addressed, including classroom needs for teaching curriculum.	<ul style="list-style-type: none"> · Professional Development Plan · School Improvement Plans · Program Improvement Plans 	<ul style="list-style-type: none"> Professional Development Team Curriculum & Assessment Management Team Principal Teams
The district provides opportunities for the continuing development of teaching and leadership skills, and the growth and advancement of its personnel at every level.	<ul style="list-style-type: none"> · Administrative Educator Evaluation Process · Educator Evaluation (Academic Classroom, Academic Program, and Academic Support Teachers) 	<ul style="list-style-type: none"> Superintendent's Leadership Team Principal Teams Student Support Services Team Personnel Team
The district provides opportunities for teachers to learn about the effective practices of site-based leadership.	<ul style="list-style-type: none"> · Professional Development Plan · Academic Facilitators 	<ul style="list-style-type: none"> Professional Development Team Superintendent's Leadership Team Curriculum & Assessment Management Team Principal Teams Principals Path Design Teams
Both English Learner teachers and non-English Learner teachers are well-trained on effective instructional practices with English Learner services.	<ul style="list-style-type: none"> · FEL Monitor Reports · English Learner Tutoring/Instruction · Professional Development Plan · English Learner WIDA Training · Culturally Responsive Teacher Training · SEI Endorsement 	<ul style="list-style-type: none"> Professional Development Team English Learner Team Curriculum & Assessment Management Team Principal Teams
The district provides professional development activities for teachers about workplace demands.	<ul style="list-style-type: none"> · Professional Development Plan · Mentor Team 	<ul style="list-style-type: none"> Professional Development Team Superintendent's Leadership Team Principal Teams

Standard 4: Human Resource Management and Professional Development

Indicator 8:

Changes in the expectations for programs and practice were monitored and supported by changed supervision and evaluation standards and in the professional development plans of professional staff.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has a procedure for principals to clinically supervise staff and monitor individual staff members' professional development plans.	<ul style="list-style-type: none">· Educator Evaluation Process· Individual Professional Development Plans· School Improvement Plans (SIPs)	Superintendent's Leadership Team Principal Teams

Standard 4: Human Resource Management and Professional Development

Indicator 9:

The district's evaluation procedure for administrators' performance was aligned with the requirements of the Education Reform Act and was informative and instructive, and used to promote individual growth and overall effectiveness. Compensation and continued employment were linked to evidence of effectiveness, as measured by improvement in student performance and other relevant school data.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has a process in place to clinically supervise administrators' performance under the requirements of the Education Reform Act.	· Educator Evaluation Process	Superintendent of Schools

Standard 4: Human Resource Management and Professional Development

Indicator 10:

The district's evaluation procedure for teachers' performance was aligned with the requirements of the Education Reform Act and was informative and instructive and used to promote individual growth and overall effectiveness. The district provided opportunities for additional professional development and support to struggling teachers. After following due process through the educator evaluation procedures, the district took action against persistently low-performing teachers. .

Benchmark	Sources of Evidence	Team(s) Responsible
The district's employment and termination practices of professional staff comply with the Education Reform Act, applicable state law, and the operative negotiated agreement.	· Educator Evaluation Process	Superintendent's Leadership Team Principal Teams Personnel Team
The district has processes, procedures, and instruments in place for the evaluation of all staff that help establish high expectations, promote excellence, and support improvement.	· Educator Evaluation Process	Principal Teams Personnel Teams Superintendent's Leadership Team
The personnel performance evaluation process includes specified goals and strategies for professional improvement.	· Educator Evaluation Process	Principal Teams Personnel Teams Superintendent's Leadership Team
Corrective action plans are implemented to assist teachers and administrators with identified weaknesses.	· Educator Evaluation Process · New Teacher Handbook	Principal Teams Personnel Teams Superintendent's Leadership Team
The district publishes and disseminates broadly the district evaluation process and the criteria used to evaluate staff.	· Educator Evaluation Process	Principal Teams Personnel Teams Superintendent's Leadership Team
The district uses the results of evaluations to determine continued employment.	· Educator Evaluation Process	Principal Teams Personnel Teams Superintendent's Leadership Team

There are procedures and instruments that are uniformly implemented across the district to evaluate staff.	· Educator Evaluation Process	Principal Teams Personnel Teams Superintendent's Leadership Team
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Standard 4: Human Resource Management and Professional Development

Indicator 11:

Administrators in the district, through the use of the educator evaluation system, were held accountable for improving student achievement data in their respective assignments. The educator evaluation process considers student performance and student achievement data in the overall evaluation of district administrators.

Benchmark	Sources of Evidence	Team(s) Responsible
Individuals who are identified as evaluators have training and are held accountable for effective personnel evaluations as part of their own performance evaluation.	<ul style="list-style-type: none"> · Educator Evaluation Process 	Superintendent's Leadership Team Principal Teams Personnel Teams
The district interfaces professional development with the goals of the district and ensures that teachers and administrators are held accountable for addressing them.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · Professional Development Plan · School Improvement Plans (SIPs) · Program Improvement Plans (PIPs) 	Superintendent's Leadership Team Professional Development Team Curriculum & Assessment Management Team

Standard 4: Human Resource Management and Professional Development

Indicator 12:

The district's employment (human resources), supervision, and professional development processes were linked and supported by appropriate levels of funding.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has the particular categories of specialists it needs and staffs these programs with the most qualified, available personnel.	<ul style="list-style-type: none"> · Budget Book · School Improvement Plans · Program Improvement Plans 	Personnel Teams Superintendent's Leadership Team Principal Teams
The district has an adequate number of staff members at each school who are qualified to deliver basic and emergency in-school medical services.	<ul style="list-style-type: none"> · C.P.I. Training · CPR & AED Training 	Special Education Team Health Services Team
The district not only allocates professional counselors based on a reasonable student per counselor ratio, but is also sensitive to particular schools having a school enrollment with extraordinary characteristics that require augmenting counseling services.	<ul style="list-style-type: none"> · Student Support Services Program Improvement Plan 	Student Support Services Team

Standard 5: Access, Participation and Student Academic Support

Key Question - Are comprehensive, accessible, and rigorous academic programs provided? Are support services offered that address the needs of all students, establish effective discipline and behavior practices, and maintain high rates of student attendance through graduation? Are accessible, and rigorous academic programs provided?

Indicator 1	The district administration and staff used aggregated and disaggregated student achievement data on student participation and achievement to adjust instruction and policies for at-risk populations and provided additional programs and supports to assist their progress and academic achievement.
Indicator 2	At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplementary and/or remedial services that resulted in improved academic achievement and MCAS test proficiency.
Indicator 3	Early intervention programs in literacy were provided at the primary education level to ensure that all students were reading at the 'Proficient' level on the MCAS test by the end of Grade 3
Indicator 4	District administration and staff helped all students make effective transitions from one school, grade level, or program to another. This assistance was focused on maintaining or improving levels of student performance.
Indicator 5	The district had fair and equitable policies, procedures, and practices to reduce discipline referrals, grade retention, suspension, and exclusion.
Indicator 6	The district had policies, procedures, and practices to prevent or minimize dropping out, and to recover dropouts and return them to an educationally appropriate setting.
Indicator 7	The district implemented policies and programs that addressed the needs of transient and homeless students and provided them with timely and equitable access to quality programs.

Indicator 8	District and school policies and practices promoted the importance of student attendance, and attendance was continuously monitored, reported, and acted upon.
Indicator 9	District and school policies and practices promoted and tracked the importance of staff attendance and participation, and appropriate provisions were made to ensure continuity of the instructional program.
Indicator 10	District and school leadership implemented policies, procedures, and practices to increase proportionate subgroup representation in advanced and/or accelerated programs, in order to close the achievement gap.

Standard 5: Access, Participation and Student Academic Support

Indicator 1:

The district administration and staff used aggregated and disaggregated student achievement data on student participation and achievement to adjust instruction and policies for at-risk populations and provided additional programs and supports to assist their progress and academic achievement.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has successfully implemented Federal and State laws related to Special Education.	<ul style="list-style-type: none"> · Annual Special Education Program Evaluation · Special Education Coordinated Program Review 	Special Education Team
Students reach the benchmarks set forth in their Individual Education Programs.	<ul style="list-style-type: none"> · Special Education Progress Reports 	Special Education Team
The district has developed a comprehensive program of appropriate and effective programs and services at all levels to address the needs of underperforming students.	<ul style="list-style-type: none"> · WIDA Frameworks · School Schedules · Special Education Programs · Tier III Interventions · Special Education Program Booklet · Program Improvement Plans (PIPs) · End of Year Reports · Annual Perkins Report 	Special Education Team English Learner Team High School POS/Scheduling Team Middle School POS/Scheduling Team Principal Teams Academic Programs Team Literacy Team Superintendent's Leadership Team Career & Technical Education Team Elementary, Middle School, & High School Placement Teams
The district has created school-wide Assessment Teams to address weakness in academic areas and then create a School Improvement Plan to address those areas of weakness.	<ul style="list-style-type: none"> · School Improvement Plans · Assessment Day Agendas & Meeting Minutes 	Principal Teams Curriculum & Assessment Management Team School Assessment Teams

<p>Teachers and counselors communicate often about their students; counselors are knowledgeable about each of their clients soon after the beginning of the school year and teachers refer additional students as needed.</p>	<ul style="list-style-type: none"> · Transition Cards Pre-K to K, 5-6 · Annual Transition Guidance Meetings 5-6 and 8-9 · Student Support Services Team Meeting Agendas & Minutes · Placement Team Meeting Minutes · Pre-Kindergarten to Kindergarten Transition Team Meeting Minutes · Six-Year Career Plans 	<p>Special Education Team Student Support Teams Placement Teams English Learner Team Career & Technical Education Team</p>
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Standard 5: Access, Participation and Student Academic Support

Indicator 2:

At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplementary and/or remedial services that resulted in improved academic achievement and MCAS test proficiency.

Benchmark	Sources of Evidence	Team(s) Responsible
Students in general and in identifiable subgroups meet State and local requirements for high school graduation.	<ul style="list-style-type: none"> · MCAS and Other Standardized Tests · EDWIN Analytics · Benchmark Assessments · District-Determined Measures · Certificate of Occupational Proficiency · Analysis of Graduation Rates 	Literacy Team Student Support Services Team Superintendent's Leadership Team Principal Teams English Learner Team Special Education Team Career & Technical Education Team Alternative Education Team
Students' Individualized Education Programs (IEPs) prescribe clear, challenging, and fully attainable goals that are aligned to the Massachusetts Curriculum Frameworks.	<ul style="list-style-type: none"> · Individualized Education Plan · Special Education Progress Reports · Aspen Special Education Module 	Special Education Team
The district ensures that students with disabilities are accessing the 2011 MA Curriculum Frameworks.	<ul style="list-style-type: none"> · Educator Evaluation · Curriculum Alignment & Pacing Guides · MCAS Results · Guidance Chair Meeting Minutes 	Human Resources Team Principal Teams Special Education Team Curriculum & Assessment Management Team Student Support Teams Integrated Learning Teams
The district successfully targets students who would benefit from academic support, and directs them to participate in a supplementary program.	<ul style="list-style-type: none"> · DIBELS Next Data System · EDWIN Analytics · MCAS · Classroom Assessments · MAP Assessment · Student Support Team Meeting Agendas & Notes 	Literacy Team Principal Teams Special Education Team Curriculum & Assessment Management Team Extended Day Programs Team

<p>In response to the needs identified through self-assessment, the district formulates specific strategies to improve efforts devised to help students meet State standards.</p>	<ul style="list-style-type: none">· Extended Day Programs & Services· Extended Year Programs	<p>Extended Day Programs Team Special Education Team English Learner Education Teams</p>
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Standard 5: Access, Participation and Student Academic Support

Indicator 3:

Early intervention programs in literacy were provided at the primary education level to ensure that all students were reading at the 'Proficient' level on the MCAS test by the end of Grade 3

Benchmark	Sources of Evidence	Team(s) Responsible
The district is implementing the Journeys Reading program, a Common Core State Standards aligned reading program and Close Reading Strategies.	<ul style="list-style-type: none"> · Literacy Benchmarks K-3 · Journeys Intervention · Journeys Reading Program K-3 · Close Reading, K-2 and 3-5 	Curriculum & Assessment Management Team Literacy Team Principal Teams
The district has ensured that all elementary students in grades K-2 have been assessed with the DIBELS test at least three times per year: fall, winter, and spring. This assessment provides benchmarks indicating if students are at benchmark, at some risk, or at high risk. Interventions are then put in place for students at some risk and at high risk. Students in Grades 2 through 7 are also assessed using the MAP Assessment three times per year.	<ul style="list-style-type: none"> · DIBELS Next Data · RTI Model · School Schedules · Tier III Flowchart · Literacy Action Plan · Literacy Program Improvement Plan · MAP Assessments Reports · ICAP for English Learners 	Curriculum & Assessment Management Team Literacy Team Principal Teams Special Education Team Integrated Learning Teams Site-Based Data Teams
The district establishes a screening and intervention program for students who are 2.5-5 years old. Pre-school and kindergarten teachers use assessments to identify student learning needs and to determine students' progress. Students entering first grade demonstrate reading readiness as measured by formal assessments, such as the Kindergarten and Grade 1 Developmental Reading Assessment..	<ul style="list-style-type: none"> · Pre-Kindergarten and Kindergarten Screening Procedures · Literacy Assessments · Literacy Benchmarks K-3 · Pre-LAS · ACCESS Testing Results 	Pre-Kindergarten Team Special Education Team Principal Teams Literacy Team

<p>The district has ensured that all students receive health screenings as required by Massachusetts Department of Public Health to facilitate optimal learning.</p>	<p>· Completed Dental, Vision, and Hearing Screenings and Referrals</p>	<p>Health Services Team</p>
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Standard 5: Access, Participation and Student Academic Support

Indicator 4:

District administration and staff helped all students make effective transitions from one school, grade level, or program to another. This assistance was focused on maintaining or improving levels of student performance.

Benchmark	Sources of Evidence	Team(s) Responsible
Teachers point out the connections between their disciplines and specific career fields.	<ul style="list-style-type: none"> · School to Career Program · CVTE Frameworks 	Career & Technical Education Team Student Support Services Team Naviance Career Inventories
Provide opportunities for students to learn and apply knowledge in work-based learning situations.	<ul style="list-style-type: none"> · School to Career Program · Youthworks Grant · Clinical Placements, Internships, Apprenticeships, and Co-Op Placements 	Career & Technical Education Team Student Support Services Team
Opportunities are provided for all Pre-Kindergarten, Kindergarten, elementary, middle, and high school students transitioning to become familiar with their new school or program.	<ul style="list-style-type: none"> · Invitations/Flyers · Instant Alerts · Parent Orientations · Fly-Up Days · QPS Website & Social Media Platforms · Fall Open House Events · Student Support Meeting Minutes · Parent Academies 	Student Support Team Special Education Team Principal Teams Pre-Kindergarten Team
Provide career development activities to assist students in career decision-making.	<ul style="list-style-type: none"> · School to Career Program · Guidance Program Booklet · NAVIANCE Reports · Middle School Technology Engineering Program 	Career & Technical Education Team Student Support Services Team Middle School Technology Engineering Team
Provide leadership in identifying school-based activities in applied learning in conjunction with business.	<ul style="list-style-type: none"> · School to Career Program · Annual Credit for Life Fair · CVTE Frameworks 	Career & Technical Education Team Student Support Services Team Quincy School~Community Partnership

Identify training needs consistent with placement opportunities regarding apprenticeship training skills and standards.	<ul style="list-style-type: none"> · School to Career Program · CVTE Frameworks 	Career & Technical Education Team Student Support Services Team
Develop curriculum with business partner involvement that infuses career-related activities and authentic workplace problems into the classroom.	<ul style="list-style-type: none"> · School Business Partnership Booklet · CVTE Advisory Team Meeting Minutes 	Career & Technical Education Team Quincy School Community Partnership CVTE Program Advisory Team
The district maintains a number of Grade 8/9 vertical teams to provide consistent articulation between middle and high school teachers' course descriptions, syllabi, and curriculum guides.	<ul style="list-style-type: none"> · Team Organization Booklet 	Superintendent's Leadership Team Vertical Teams Curriculum & Assessment Management Team
The district regularly seeks information from local organizations on current and future employment opportunities.	<ul style="list-style-type: none"> · School Business Partnership Booklet · CVTE Advisory Team Meeting Minutes 	Career & Technical Education Team Quincy School Community Partnership High School Guidance Team CVTE Advisory Team
Graduates of vocational/technical educational programs are admitted to post-secondary career education/training.	<ul style="list-style-type: none"> · NAVIANCE Reports · CVTE Graduate Follow-Up Survey · Graduating Senior Exit Survey 	Cabinet Council Team Career & Technical Education Team Student Support Teams
To furnish transportation to those pupils whose health or distance from school makes this service essential according to Quincy School Committee policy.	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual 	Superintendent's Leadership Team Transportation Administration Team
To operate our school transportation system efficiently and economically.	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual 	Superintendent's Leadership Team Transportation Administration Team
The district has a process to track the progress of its graduates who matriculate to two- and four-year colleges or who enter the world of work or military service.	<ul style="list-style-type: none"> · CVTE Graduate Follow-Up Survey · Aspen Information System Reports · NAVIANCE Reports 	Career and Technical Education Team Student Support Services Team Cabinet/Council Team IT Operations Team

<p>Career education in the district exposes all students to the same career material and encourages students to pursue the vocation of their choice.</p>	<ul style="list-style-type: none"> · School to Career Program · NAVIANCE Reports · CVTE Advisory Team Minutes · Freshman Seminar Program · Middle School Technology Engineering Program 	<p>Career and Technical Education Team CVTE Advisory Team Student Support Services Team High School Guidance Team Middle School Technology Engineering Team</p>
<p>Students have concrete, viable post-graduation plans by the spring of their senior year.</p>	<ul style="list-style-type: none"> · 6-Year Career Plans · NAVIANCE Reports · Graduating Senior Exit Surveys 	<p>Cabinet/Council Team Student Support Services Career & Technical Education Team High School Guidance Team</p>
<p>The district provides students with specific, current information about multiple career possibilities, including the traditional professions, trades work, and service-related jobs.</p>	<ul style="list-style-type: none"> · School to Career Program · Guidance Program Booklet · Freshman Seminar Program · Middle School Technology Engineering Program · CVTE Advisory Team Meeting Minutes 	<p>Career and Technical Education Team Student Support Services Team High School Guidance Team Middle School Technology Engineering Team CVTE Advisory Team</p>
<p>Students participate in School to Career placements.</p>	<ul style="list-style-type: none"> · School to Career Program · Business Partnership Database · Internships/Employment Opportunities · Student Portfolios · Community Service Hours 	<p>Career and Technical Education Team Quincy School-Community Partnership CVTE Advisory Team</p>

Standard 5: Access, Participation and Student Academic Support

Indicator 5:

The district had fair and equitable policies, procedures, and practices to reduce discipline referrals, grade retention, suspension, and exclusion.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has a no tolerance policy for violence and physical or mental intimidation.	<ul style="list-style-type: none"> · Quincy School Committee Policy Book · Guidance Curriculum: 2nd Step · Harassment Policy · Student Handbook · Student Rights and Responsibilities · Professional Development re: Harrassment, Anti-Bullying Intervention · Anti-Bullying Intervention/Prevention Plan · Safe & Supportive Initiatives · PBIS Implementation 	Student Support Services Team Principal Teams Superintendent's Leadership Team
All behavior problems in the district are addressed promptly, resulting in an insignificant amount of lost instructional time.	<ul style="list-style-type: none"> · Board of Review · Discipline Reports and Letters · Student Rights and Responsibilities · Manifestation Determination Meeting · Functional Behavior Assessment · Discipline Referral & Reporting · Positive Behavioral Interventions & Supports 	Student Support Services Team Principal Teams IT Operations Team High School Student Placement Team Middle School Student Placement Team Elementary School Student Placement Team Superintendent's Leadership Team
The district has personnel that assess disciplinary rules, design positive behavior interventions, and make referrals.	<ul style="list-style-type: none"> · Board of Review Notes · Discipline Reports and Letters · Student Placement Referrrals/Notes · Student Support Services Notes/Annual Report · School Safety Discipline Report · Positive Behavior Interventions and Supports · Universal, Indicated, and Targeted Student Interventions 	Student Support Services Team Principal Teams Superintendent's Leadership Team IT Operations Team High School Student Placement Team Middle School Student Placement Team Elementary School Student Placement Team Deans/Attendance Discipline Team

Standard 5: Access, Participation and Student Academic Support

Indicator 6:

The district had policies, procedures, and practices to prevent or minimize dropping out, and to recover dropouts and return them to an educationally appropriate setting.

Benchmark	Sources of Evidence	Team(s) Responsible
The district's current dropout rate and trends over five years.	<ul style="list-style-type: none"> · DIP Annual System Profile and Progress Report · QEHS Roster/Graduation Rate/Reports · GOALS Program Roster/Graduation Rate · Student Support Services Notes · Credit Recovery Reports · PASS Roster/Graduation Rate Reports 	Student Support Services Team Superintendent's Leadership Team
Students over 16 who elect to drop out of high school continue their education in alternative and/or adult education programs and/or obtain a GED.	<ul style="list-style-type: none"> · Extended Day Programs · QEHS Roster/Graduation Rate/Reports · CVTE Graduate Follow Up 	Student Support Services Team Superintendent's Leadership Team Extended Day Programs Team Career & Technical Education Team Alternative Education Team
The district evaluates the dropout recovery program's impact on the percentage of students graduating from high school.	<ul style="list-style-type: none"> · QEHS Roster/Graduation Rate/Reports · GOALS Program Roster/Graduation Rate · Credit Recovery Reports 	Student Support Services Team Superintendent's Leadership Team
There is evidence that the high quality of counseling services contributes directly to the very low number of students who drop out of school and who do not achieve a high school diploma because of social and logistical problems.	<ul style="list-style-type: none"> · Guidance Counselor Referrals/Student Ration · Guidance Program Booklet · Student Support Services Notes/Annual Report · CVTE Six-Year Plans 	Student Support Services Team High School Guidance Team Career & Technical Education Team

Standard 5: Access, Participation and Student Academic Support

Indicator 7:

The district implemented policies and programs that addressed the needs of transient and homeless students and provided them with timely and equitable access to quality programs.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has an identified Coordinator of Services to Transient and Homeless Students.	<ul style="list-style-type: none"> · Homelessness Annual Report · McKinney-Vento Grant Activities · Student Protocol for Registration of Homeless Students 	Student Support Services Team Transportation Administration Team
The district identifies homeless students and provides outreach to families regarding rights and services.	<ul style="list-style-type: none"> · Homelessness Annual Report · Guidance Counselor/Referrals/Student Ratio · Homeless Brochure/Project Access · OEHCH/McKinney Vento Program Desk Review 	Student Support Services Team Transportation Administration Team Health Services Team
The district monitors prompt registration and access to all educational services.	<ul style="list-style-type: none"> · Homelessness Annual Report · McKinney-Vento Grant Activities · Student Protocol for Registration of Homeless Students · Transportation Records · OEHCH/McKinney Vento Program Desk Review 	Student Support Services Team Health Services Team
The district provides support services to transient and homeless students.	<ul style="list-style-type: none"> · Homelessness Annual Report · McKinney-Vento Grant Activities · Student Protocol for Registration of Homeless Students · Student Support Services Notes/Annual Report · Referrals for Primary Medical Care · OEHCH/McKinney Vento Program Desk Review 	Student Support Services Team Health Services Team Transportation Administration Team

Standard 5: Access, Participation and Student Academic Support

Indicator 8:

District and school policies and practices promoted the importance of student attendance, and attendance was continuously monitored, reported, and acted upon.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has a very high attendance rate at all levels, and there exists a team plan involving counselors to investigate long-term absences and to initiate services when needed.	<ul style="list-style-type: none"> · Attendance Booklets · Attendance Letter · Attendance Officer Supervisor Annual Attendance Reports (SIMS) · Family Assistance Conference Notes · Student Support Services Notes/Annual Report · Aspen Reports 	Student Support Services Team IT Operations Team Principal Teams Supervisors of Attendance Team
The district accommodates students' particular medical needs and ensures that students returning from extended medical leaves have a smooth transition back to school.	<ul style="list-style-type: none"> · Individual Health Plans · SNAP · Collaboration and planning with students, parents, and PCPs 	Student Support Services Team Health Services Team
The district promotes good health and makes referrals to outside medical professionals where needed	<ul style="list-style-type: none"> · Health Records · Health Screenings · Free Dental Hygiene Program · Referrals for Health Insurance Coverage 	Student Support Services Team Health Services Team Wellness Advisory Team

Standard 5: Access, Participation and Student Academic Support

Indicator 9:

District and school policies and practices promoted and tracked the importance of staff attendance and participation, and appropriate provisions were made to ensure continuity of the instructional program.

Benchmark	Sources of Evidence	Team(s) Responsible
The district closely monitors the attendance of all staff members and takes appropriate action with instances of chronic absenteeism.	<ul style="list-style-type: none">· Attendance Report to School re: Excessive Absences· Aspen Reports	IT Operations Team Principal Teams Supervisors of Attendance Team Health Services Team Superintendent's Leadership Team Elementary, Middle, and High School Placement Teams

Standard 5: Access, Participation and Student Academic Support

Indicator 10:

District and school leadership implemented policies, procedures, and practices to increase proportionate subgroup representation in advanced and/or accelerated programs, in order to close the achievement gap.

Benchmark	Sources of Evidence	Team(s) Responsible
Students are identified at the elementary through high school levels for accelerated learning opportunities.	<ul style="list-style-type: none"> · AP Exam Reports · Comprehensive Testing Program · MCAS · Review of Academic Performance · Naglieri Non-Verbal Ability Test 	Curriculum & Assessment Management Team High School POS/Scheduling Team AP Pathways Team Principal Teams Guidance Team
All academic services in the district are accessible to English Learner students and Special Education students.	<ul style="list-style-type: none"> · APC/ELC Rosters · EL Continuous Progress Reports · FEL Evaluation Reports · Implementation of RTI Model with Differentiated Instruction (Teacher Schedules) 	AP Pathways Team English Learner Education Team Principal Teams School Site Teams Integrated Learning Team

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Key Question - Does the district engage in participative, well-documented transparent budget building? Is such a process pointed toward student achievement? Are sufficient financial, physical and capital resources available to provide for student advancement, change, and unanticipated events?

Indicator 1	The district's budget was developed through an open, participatory process, and the resulting document was clear, comprehensive, complete, current, and understandable. The budget also provided accurate information on all fund sources, as well as budgetary history and trends.
Indicator 2	The budget was developed and resources were allocated based on the ongoing analysis of aggregate and disaggregated student assessment data to assure the budget's effectiveness in supporting improved achievement for all student populations.
Indicator 3	The district's budget and supplemental funding were adequate to provide for effective instructional practices and to provide for adequate operational resources. The community annually provided sufficient financial resources to ensure educationally sound programs and facilities of quality, as evidenced by a sufficient district revenue levy and level of local spending for education.
Indicator 4	The district, as part of its budget development, implemented an evaluation-based review process to determine the cost effectiveness of all of its programs, initiatives, and activities. This process was based, in part, on student performance data and needs.
Indicator 5	The district and community had appropriate written agreements and memoranda related to 603 CMR 10.0 that detailed the manner for calculating and the amounts to be used in calculating indirect charges levied on the school district budget by the community.

Indicator 6	The combination of Chapter 70 Aid and local revenues, considering justified indirect charges, met or exceeded the Net School Spending (NSS) requirements of the education reform formula for the period under examination.
Indicator 7	Regular, timely, accurate, and complete financial reports were made to the Quincy School Committee, appropriate administrators and staff, and the public. In addition, required local, state, and federal financial reports, and statements were accurate and filed on time.
Indicator 8	The district used efficient accounting technology that integrated the district-level financial information of each school and program, and the district used forecast mechanisms and control procedures to ensure that spending was within fiscal budget limits. District administrators were able to regularly and accurately track spending and other financial transactions.
Indicator 9	The district had a system in place to pursue, acquire, monitor, and coordinate all local, state, federal, and private competitive grants and monitored special revenue funds, revolving accounts, and the fees related to them to ensure that they were managed efficiently and used effectively for the purposes intended.
Indicator 10	The district had a system in place to ensure that state procurement laws were followed by appropriate staff . All assets and expenditures were monitored and tracked to insure efficient and maximum effective utilization. The district also competitively procured independent financial auditing services at least every five years, shared the results of these audits, and consistently implemented their recommendations. All procurement, tracking, monitoring systems, and external audits were accurate, current and timely.
Indicator 11	The district had a formal preventative maintenance program to maximize and prolong the effective use of the district's capital and major facility assets, to ensure that educational and program facilities were clean, safe, well-lit, well-maintained, and conducive to promoting student learning and achievement.
Indicator 12	The district had a long-term capital plan that clearly and accurately reflected the future capital development and improvement needs, including educational and program facilities of adequate size. The plan was reviewed and revised as needed with input from all appropriate stakeholders.

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 1:

The district's budget was developed through an open, participatory process, and the resulting document was clear, comprehensive, complete, current, and understandable. The budget also provided accurate information on all fund sources, as well as budgetary history and trends.

Benchmark	Sources of Evidence	Team(s) Responsible
The district relies, in part, on a bottom-up approach where a school budget, prepared by the principal, his staff, and the school improvement council, is incorporated into the district budget.	<ul style="list-style-type: none"> · Budget Book · School Improvement Plans · Program Improvement Plans 	Business Personnel Payroll Team Superintendent's Leadership Team Principal Teams
The district logically and scrupulously interfaces school needs and goals with district-wide needs and goals when building its budget.	<ul style="list-style-type: none"> · Budget Book · Budget Priorities Chart · Team Organizational Chart 	Business Personnel Payroll Team Principal Teams Superintendent's Leadership Team

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 2:

The budget was developed and resources were allocated based on the ongoing analysis of aggregate and disaggregated student assessment data to assure the budget's effectiveness in supporting improved achievement for all student populations.

Benchmark	Sources of Evidence	Team(s) Responsible
The district's budget decisions are premised upon accurate data and sound analysis.	<ul style="list-style-type: none"> · Quarterly Budget Reports · Budget and Finance Subcommittee Meeting Notes · Budget Development Process 	Business Personnel Payroll Team Superintendent's Leadership Team Quincy School Committee Principal Teams
The district continuously analyzes the relationship between expenditures and outcomes to determine if funds are being well-spent.	<ul style="list-style-type: none"> · Quarterly Budget Reports · Budget Book · Budget Development Process 	Business Personnel Payroll Team Superintendent's Leadership Team Quincy School Committee Principal Teams
The district targets all priority budget items	<ul style="list-style-type: none"> · Budget Book · Budget Development Process 	Business Personnel Payroll Team Superintendent's Leadership Team Principal Teams
The district is financially resourceful, compensating where there are gaps and making alterations as needed to create a sound budget.	<ul style="list-style-type: none"> · Quarterly Budget Reports · Budget Book · Budget Development Process 	Business Personnel Payroll Team Superintendent's Leadership Team Quincy School Committee Quincy School-Community Partnership Principal Teams
Regular cost/benefit analysis occurs when reviewing deployment of staff, programs, procedures, and maintenance and service contracts, and the results are used in assessing the implementation of the annual budget and building subsequent budgets.	<ul style="list-style-type: none"> · Budget Book · Program Improvement Plans · Quincy School Committee Class Size Guidelines · School Improvement Plans 	Business Personnel Payroll Team Superintendent's Leadership Team Quincy School Committee Principal Teams

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 3:

The district's budget and supplemental funding were adequate to provide for effective instructional practices and to provide for adequate operational resources. The community annually provided sufficient financial resources to ensure educationally sound programs and facilities of quality, as evidenced by a sufficient district revenue levy and level of local spending for education.

Benchmark	Sources of Evidence	Team(s) Responsible
The district provides students and teachers with a sufficient supply of instructional materials and equipment, including library resources, which enables them to successfully complete lessons and to meet State learning standards.	<ul style="list-style-type: none"> · Budget Book · Budget Development Process 	Business Personnel Payroll Team Principal Teams Curriculum & Assessment Management Team Superintendent's Leadership Team
The district makes a financial commitment to support its technology plan.	<ul style="list-style-type: none"> · Budget Book · Budget Development Process 	Business Personnel Payroll Team Principal Teams Digital Learning Teams
The district achieves a quality student to computer ratio.	<ul style="list-style-type: none"> · Budget Book · Technology Plan 	Business Personnel Payroll Team Technology Planning & Training Team IT Operations Team
The district ensures that every classroom and administrative office is connected to the district's network and to the Internet.	<ul style="list-style-type: none"> · Technology Plan 	Technology Planning & Training Team IT Operations Team
The district commits sufficient resources to its early childhood education efforts.	<ul style="list-style-type: none"> · Budget Book · Grant Booklet 	Business Personnel Payroll Team Quincy School Committee Pre-Kindergarten Team Principal Teams Curriculum & Assessment Management Team

<p>The district provides adequate funding for academic support service programs, and applies for all grants for which it is eligible when there are insufficient funds in the district.</p>	<ul style="list-style-type: none"> · Budget Book · Grant Booklet · Budget Development Process 	<p>Business Personnel Payroll Team Grant Management Team Quincy School Committee Student Support Team Superintendent's Leadership Team</p>
<p>The essential material and service needs of each school in the district are met.</p>	<ul style="list-style-type: none"> · Budget Book · Budget Development Process 	<p>Business Personnel Payroll Team Quincy School Committee Superintendent's Leadership Team Principal Teams</p>
<p>Internet and LAN capabilities are adopted/adjusted to insure seamless access to production services by teachers and staff, and to guarantee the highest quality originals possible.</p>	<ul style="list-style-type: none"> · Technology Plan 	<p>Technology Planning & Training Team IT Operations Team</p>

Standard 6: Financial and Asset Management Effectiveness and Efficiency		
Indicator 4:		
<i>The district, as part of its budget development, implemented an evaluation-based review process to determine the cost effectiveness of all of its programs, initiatives, and activities. This process was based, in part, on student performance data and needs.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district evaluates the effectiveness of the resources it uses to ensure that they are academically sound and fitting for their audiences.	<ul style="list-style-type: none"> · School Improvement Plans · Program Improvement Plans 	Superintendent's Leadership Team Principal Teams Quincy School Committee

Standard 6: Financial and Asset Management Effectiveness and Efficiency	
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Indicator 5:

The district and community had appropriate written agreements and memoranda related to 603 CMR 10.0 that detailed the manner for calculating and the amounts to be used in calculating indirect charges levied on the school district budget by the community.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has appropriate accounting procedures, practices, and accounting software in place to provide reports as needed.	<ul style="list-style-type: none"> · Audit Reports · Budget Book · MUNIS · Aspen Information System 	Business Personnel Payroll Team IT Operations Team

Standard 6: Financial and Asset Management Effectiveness and Efficiency		
Indicator 6:		
<i>The combination of Chapter 70 Aid and local revenues, considering justified indirect charges, met or exceeded the Net School Spending (NSS) requirements of the education reform formula for the period under examination.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The city and the school budget support the educational needs of all students.	<ul style="list-style-type: none"> · Budget Book · Budget Development Process 	Business Personnel Payroll Team Superintendent's Leadership Team Quincy School Committee

Standard 6: Financial and Asset Management Effectiveness and Efficiency	
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Indicator 7:

Regular, timely, accurate, and complete financial reports were made to the Quincy School Committee, appropriate administrators and staff, and the public. In addition, required local, state, and federal financial reports, and statements were accurate and filed on time.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has in place a procedure to review the school budget after each quarter to produce financial reports that can be reviewed by the Quincy School Committee.	<ul style="list-style-type: none"> · Budget Book · Budget Quarterly Reports 	Business Personnel Payroll Team Superintendent's Leadership Team Quincy School Committee

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 8:

The district used efficient accounting technology that integrated the district-level financial information of each school and program, and the district used forecast mechanisms and control procedures to ensure that spending was within fiscal budget limits. District administrators were able to regularly and accurately track spending and other financial transactions.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has procedures to test the reliability of data collected and generated, and these procedures are used to correct identified data errors.	· MUNIS	Business Personnel Payroll Team
The district has an integrated accounting system, which generates regular reports that track expenditures with the budget. (Example: creating a chart that matches the budget against incurred costs and noting the variance.	· MUNIS	Business Personnel Payroll Team
The district has a fully-integrated computer system for managing all of its student, personnel, program, and financial data.	· MUNIS · Aspen Information System Reports	Business Personnel Payroll Team IT Operations Team
The district conforms to Chapter 30B (Uniform Procurement Act) of the Massachusetts General Laws.	· MUNIS	Business Personnel Payroll Team
The district's procurement process is efficient and leads to individuals receiving the requested items for the best value and on time.	· MUNIS · Budget Maintenance	Business Personnel Payroll Team

Prices, quality, and availability of materials and supplies are reviewed to guide change, replacement, and growth.	· Budget Maintenance	Business Personnel Payroll Team
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Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 9:

The district had a system in place to pursue, acquire, monitor, and coordinate all local, state, federal, and private competitive grants and monitored special revenue funds, revolving accounts, and the fees related to them to ensure that they were managed efficiently and used effectively for the purposes intended.

Benchmark	Sources of Evidence	Team(s) Responsible
The district takes into account potential grant and other income when preparing the budget.	<ul style="list-style-type: none"> · Grant Management Team Minutes · Grant Manager Monthly Reports and Meetings 	Business Personnel Payroll Team Grant Management Team Superintendent's Leadership Team
The district has benefitted from acquiring funds from public and private sources to ensure a high-quality education in the district.	<ul style="list-style-type: none"> · Grant Book · City of Quincy Budget 	Business Personnel Payroll Team Grant Management Team Superintendent's Leadership Team
Personnel from both the district and school levels work as a team to identify and secure all available funds from agencies, foundations, and businesses.	<ul style="list-style-type: none"> · Grant Book · Quincy School Community Partnership Website 	Business Personnel Payroll Team Grant Management Team Quincy School Community Partnership Team and Board Superintendent's Leadership Team Principal Teams
Records are kept on all grants approved for the district.	<ul style="list-style-type: none"> · Grant Book · Grant Management Team Minutes 	Business Personnel Payroll Team Grant Management Team Superintendent's Leadership Team
A list of grants is available as a reference indicating the name of the grant, the grant amount, length of grant funding, and the person or persons responsible for managing the grant.	<ul style="list-style-type: none"> · Grant Book · Grant Subscription List 	Business Personnel Payroll Team Grant Management Team

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 10:

The district had a system in place to ensure that state procurement laws were followed by appropriate staff . All assets and expenditures were monitored and tracked to insure efficient and maximum effective utilization. The district also competitively procured independent financial auditing services at least every five years, shared the results of these audits, and consistently implemented their recommendations. All procurement, tracking, monitoring systems, and external audits were accurate, current and timely.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has a process in place and financial software that will allow assets and expenditures to be monitored.	<ul style="list-style-type: none"> · Budget Quarterly Reports · MUNIS 	Business Personnel Payroll Team Superintendent's Leadership Team

Standard 6: Financial and Asset Management Effectiveness and Efficiency

Indicator 11:

The district had a formal preventative maintenance program to maximize and prolong the effective use of the district's capital and major facility assets, to ensure that educational and program facilities were clean, safe, well-lit, well-maintained, and conducive to promoting student learning and achievement.

Benchmark	Sources of Evidence	Team(s) Responsible
The district has a safety and security plan for the protection of staff and students in emergency situations.	<ul style="list-style-type: none"> · Safety and Security Program Improvement Plan · Safety & Security Team Meeting Agendas & Notes · School-Based Safety Drills 	Principals Team Superintendent's Leadership Team Safety and Security Team
The city delegates responsibility to one individual for maintenance decisions and planning.	<ul style="list-style-type: none"> · Maintenance Budget (City of Quincy) · Capital Improvement Plan (City of Quincy) 	Plant Maintenance Team
School buildings and the essential equipment within schools are safe and functional.	<ul style="list-style-type: none"> · Maintenance Budget (City of Quincy) · Capital Improvement Plan (City of Quincy) 	Plant Maintenance Team
District assesses facility requirements and performs maintenance, renovation, and new construction work as needed, with priority given to problems that cause the greatest impediments to learning.	<ul style="list-style-type: none"> · Maintenance Budget (City of Quincy) · Capital Improvement Plan (City of Quincy) · Maintenance License and Training · New Sterling Middle School · Core and Accelerated Repair Program Projects (MSBA) 	Plant Maintenance Team Sterling Building Committee Quincy School Committee
Energy usage in the district's schools is carefully monitored and every effort is made to have the best air quality and environment at the lowest cost.	<ul style="list-style-type: none"> · Budget Quarterly Reports · Budget Book · Capital Improvement Plan (City of Quincy) 	Quincy School Committee Superintendent's Leadership Team Plant Maintenance Team

<p>To provide in every way possible for the safety, health, and welfare of students.</p>	<ul style="list-style-type: none"> · District Improvement Plan · School Improvement Plans · Program Improvement Plans · Safety and Security Program Improvement Plan · Capital Improvement Plan (City of Quincy) 	<p>Superintendent's Leadership Team Safety and Security Team Principal Teams Plant Maintenance Team</p>
<p>Equipment is constantly assessed, upgraded, and/or replaced to meet the relentless wave of technological change facing computerized production.</p>	<ul style="list-style-type: none"> · Capital Improvement Plan (City of Quincy) · Maintenance Budget (City of Quincy) 	<p>Plant Maintenance Team Technology Planning & Training Team Principal Teams Superintendent's Leadership Team</p>
<p>The district through their custodial department promotes high standards of cleanliness, safety, and security for all school buildings.</p>	<ul style="list-style-type: none"> · Custodial Schedules · Custodial Supervisor Staff Reviews 	<p>Custodial Team Plant Maintenance Team</p>
<p>The district provides training for custodians in the proper care and maintenance of equipment and in the use and care of cleaning materials.</p>	<ul style="list-style-type: none"> · Custodial Budget and Contract 	<p>Custodial Team Plant Maintenance Team</p>
<p>The district provides custodians with opportunities for advancement within their unit.</p>	<ul style="list-style-type: none"> · Custodial Budget · Custodial Contract 	<p>Business Personnel and Payroll Team Custodial Team</p>
<p>To provide the safest possible bus/van transportation.</p>	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual · Safety & Security Program Improvement Plan 	<p>Superintendent's Leadership Team Transportation Administration Team Quincy School Committee Health, Transportation, and Safety Subcommittee</p>
<p>To maintain conditions on the buses which are to the best interests of the students and the bus drivers.</p>	<ul style="list-style-type: none"> · Quincy School Committee Policy Manual · Transportation Maintenance Reports 	<p>Superintendent's Leadership Team Transportation Administration Team Supervisor of Custodians</p>

Standard 6: Financial and Asset Management Effectiveness and Efficiency		
Indicator 12:		
<i>The district had a long-term capital plan that clearly and accurately reflected the future capital development and improvement needs, including educational and program facilities of adequate size. The plan was reviewed and revised as needed with input from all appropriate stakeholders.</i>		
Benchmark	Sources of Evidence	Team(s) Responsible
The district has a strategic long-range plan that incorporates enrollment projections, new school facility construction, and funding sources and revenue strategies.	<ul style="list-style-type: none"> · District Improvement Plan (DIP) · MSBA Statements of Interest · Capital Plan (City of Quincy) 	Superintendent's Leadership Team Quincy School Committee