

*Quincy Public Schools
School Improvement Plan
2008 - 2009*



School: Reay E. Sterling Middle School

Principal: Christine Barrett

Assistant Principal: Nicholas J. Ahearn

Date Submitted: September 2008

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I. Mission Statement

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

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

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

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

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

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

II. PRINCIPAL'S MESSAGE

Dear Members of the Quincy School Committee,

It's an honor to write the Principal's Message on behalf of Reay E. Sterling Middle School. Last year we began to enhance an already positive school culture and climate. Sterling Middle School continues to support a safe and secure learning environment for our students.

Our goal is for students to become lifelong learners and be positive contributors to the city of Quincy and beyond. We will collaborate as a staff ensuring that this vision and mission of Sterling Middle School is exhibited to all students, parents and the community of south west Quincy.

The addition of our Community Goal this year will address the importance of building a sense of community beyond the classroom and accomplishing a list of community service learning projects. This will help to enhance Sterling's school pride and also build positive relationships throughout south west Quincy.

Our academic goals will continue to address student achievement and the importance of building on new and innovative teaching strategies to enhance the importance of education to our students and enable parents to become more involved in their child's education.

Students, as always, come first as our "Kid's First" motto remains the forefront in all we do. "Achieve" is our watch word for the 2008-2009 school year. Students will learn the importance of realizing, attaining and accomplishing their goals.

On behalf of Sterling Middle School's faculty, staff, students and parents I would like to thank you for your support.

Sincerely,

Christine Barrett
Principal

III. Improvement Plan

A. Assessment

Reflections on 2006-2007 goals:

2006-2007 PROGRESS ON GOAL #1, #2, #3

Goal Statement #1: By the end of the 2006-2007 school year we will have improved the overall percent correct of all five math strands in each of the three grades by two percentage points through the use of ISSP's in the "Math Advisor Program."

We were able to partially meet our first goal. Although, we were able to utilize our Math Advisor Program on early release Tuesdays to concentrate on math skills, due to our AYP MCAS Math results we needed to refocus the specifics of this goal to improve student performance. We did this during the 2007-2008 school year.

Goal Statement #2: Through the "High Five" Program at Sterling we hope to increase students preparedness in core academic classes with 90% of our students scoring five points per class on our "high five" index chart.

We successfully met our goal by keeping High Five statistics that showed our students were prepared for class. Please see Appendix E for High Five statistics.

Goal Statement #3: By the end of the 2006-2007 school year we hope to increase the overall percent correct of short answer questions in Math by two percentage points in all three grades through the use of our "language of Math Across the Curriculum" Program.

We were unable to complete our third goal due to transition in math staff.

Unfortunately, we were forced to “Restructure” as a result of the 2006-2007 MCAS Math scores. We complied with the Department of Education to make effective change with our Math MCAS overall scores and in two specific sub-groups. We redesigned our 2007-2008 School Improvement Plan Goals, Professional Development Plan and method for distributing MCAS testing to assist in improving student performance.

Please refer to Appendix E for MCAS Results (AYP and 5-Years)

2. Analysis of this year’s test data:

Currently, we are awaiting the results of our schools 2007-2008 school year MCAS testing data so we can analyze results to determine the impact that our schools SMART Goals and action steps had on scores this year. Once we have been able to sufficiently analyze data we will be able to either continue to address areas of weakness with the goals we have created or look to address other areas which require more immediate attention. We hope also to have made positive gains with the goals we have currently created and will continue to implement the action steps from those goals deemed to be successful.

We also recently worked with our School Council on formulating a School Survey to better assess the needs of the school and capitalize on the positive aspects of Sterling Middle School. We met monthly to create three surveys: Student, Staff and Parent surveys. These surveys were produced here at Sterling and printed by the QPS Print Shop. They were distributed in May and we worked with Mary Fredrickson from June to August to tally the results. We found this to be beneficial for the administration, faculty, staff, students and parents of Sterling Middle School. We briefly discussed the survey and the student results with our staff. We look forward to sharing all three survey results with the staff and PTO in the fall.

Goal # 1: To improve Sterling’s school-wide Math MCAS open response average score by a total of one point by the 2008-2009 school year.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	Administer grade specific pre-assessments	September 2008	Bell, Nichol, Mullen and Lane
B	Implement a Grade 7 Math Wrap-around Program to compliment SPED students inclusion math class	September 2008	Mullen and Nichol
C	Continue the Grade 6, 8, and ISNC Math Wrap-Around Programs	September 2008- June 2009	Osterman, Nichol, Buckley and Shields
D	Continue to update vocabulary word wall. Walls will include definitions and illustrations to be updated monthly.	September 2008– June 2009	Lane, Mullen, Nichol and Bell
E	“Word of the Day” – announcement of Math Vocabulary word with meaning via PA and whiteboards outside main office and in the cafeteria.	September 2008 – June 2009	Barrett and Mullen
F	Incorporate “Words of the Day” in created class assessments to monitor effectiveness of definitions.	September 2008- June 2009	Bell, Mullen, Nichol and Lane
G	Continue with Destinations Math Program which is a internet based program for all grades that can be utilized at school in our math mini-labs or from home.	September 2008 – June 2009	Nichol, Mullen, Bell, Osterman and Lane

H	Math teachers will utilize prior summative student assessments to identify and group students for after school programs	Assessment- Sept. 2008, Sept.-Dec. 2008	Bell, Nichol, Mullen and Lane
I	Implement “100 club” Students who receive a 100 on a major test in Math will be announced as members of the 100 Club and receive a certificate	September 2008 – June 2009	Bell, Nichol, Mullen and Lane
J	Implement a “Word Problem of the Week” incentive program. Students will take a word problem from the designated bulletin board and return it on Thursday. Correct responses will be highlighted on the board. Winners will receive a certificate.	September 2008 –June 2009	Lane, Mullen, Nichol and Bell
K	Create a common math rubric for Open Response Scoring	September 2008	Bell, Nichol, Mullen and Lane
L	Weekly Open Response- All Math staff will assign an open response question to the students incorporating prior MCAS Open Response Questions from Prior years tests.	September 2008 – June 2009	Lane, Mullen, Nichol and Bell
M	One-on-One or small group setting tutoring for students habitually scoring in warning or needs improvement category based on newly created common rubric (Constant communication with math staff to discuss student improvement).	October 2008- June 2009	Nichol

N	Create new assessments for Grade 7 and 8 which will include actual MCAS questions	September 2008 – June 2009	Mullen, Nichol
O	Meet as a vertical team to develop mid-year assessment for Grade 7 Math program	October 2008	Mullen and Nichol
P	Cross curriculum meeting of math, science and technology to discuss current progress	October 2008	Bell, Nichol, Mullen, Lane, Malvesti, Duggan, McGillicuddy and Venturelli
Q	Implement an After School Math Olympics Enrichment Program to support Math and Science concepts	October 2008 – April 2009	Mullen, Bell, Nichol and Lane
R	“Math Stars” bulletin board- highlights students who have increased their performance in Math class	November 2008- June 2009	Bell, Mullen, Nichol and Lane
S	Peer Tutoring-Students from Grades 7 & 8 will tutor Grade 6 & 7 students in an after school program	November 2008- June 2009	Bell, Mullen, Nichol and Lane
T	QMath 6, 7, 8 Mid-Term Assessment	January 2009	Bell, Mullen, Nichol and Lane
U	Implement 21 st Century C ² ~ Create and Collaborate MCAS Prep Program	February –May 2009	Mitchell, Bell, Mullen, Nichol and Lane
V	Continue to participate in the Math Section of the MCAS Parent Night	March 2009	Barrett, Ahearn, Bell, Mullen, Nichol and Lane
W	MCAS Rally to review MCAS tips for all students	March 2009	Barrett, Ahearn, Bell, Mullen, Nichol Lane, Osterman and Rand
X	QMath 6, 7, & 8 Post Assessment	May 2009	Bell, Mullen, Nichol and Lane

Y	Use results of QMath 6, 7, & 8 to assist in designing a review for Math MCAS	June 2009	Bell, Mullen, Nichol and Lane
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Goal # 2: To improve Sterling's school-wide ELA MCAS open response average score by a total of one point by the 2008-2009 school year.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	Meet with teachers to discuss strengths and weaknesses of incoming students and generate ideas for grouping.	June 2008	Rand, McDonagh, Barry and fifth grade teacher from Lincoln-Hancock
B	Create and administer a pre assessment writing assignment to assess students' writing skills	September 2008	Rand, McDonagh and Barry
C	Daily warm up writing assignment for the first five minutes of each ELA class	September 2008 – June 2009	Rand, McDonagh and Barry
D	John Collins Workshop Training- Opportunity for new teachers to become familiar with QPS writing format	September 2008	New Staff Members
E	Review of John Collins Program, set up and grading system to familiarize students with a standard format	September 2008	Rand, McDonagh and Barry
F	Review with students the writing process to assist them with generating ideas and organization of their assignment	September 2008	Rand, McDonagh and Barry
G	Meet with ELL and Special Education teachers to establish and coordinate ELA curriculum standard modifications to incorporate	September 2008	Rand, McDonagh, Barry, Jankowski, McGuire, Blaney

	all students		and Osterman
H	Create and implement a standardized format for final draft writing assignments	September 2008	Rand, McDonagh & Barry
I	Vocabulary Word Walls in each Language Arts Class	September 2008	Rand, McDonagh and Barry
J	Vocabulary “Word of the Day” via morning announcements, written on classroom boards and placed on whiteboards outside the cafeteria and front office	September 2008- June 2009	Barrett and McDonagh
K	Students will constantly review Standard English Conventions through assessing exercises, editing and writing assignments	September 2008 - June 2009	Rand, McDonagh and Barry
L	Meet in vertical teams to discuss, monitor and assess the strengths and weaknesses of students and the strategies/activities used through the sharing of student writing	September 2008 - June 2009	Rand, McDonagh and Barry
M	Students will become familiar with and participate in all genres of writing	September 2008 - June 2009	Rand, McDonagh and Barry
N	Implement MCAS ELA Material	September 2008	Rand, McDonagh and Barry
O	Create a universal standard for answering ELA and History Open-Response questions	September 2008	Barrett, Ahearn and Rand, McDonagh and Barry
P	Develop a baseline for Open Response questions for all students	October 2008	Barrett, Ahearn, Rand, McDonagh and Barry
Q	Review students achievement on MCAS 2007-2208	October 2008	All staff
R	Utilize Professional Development to assess MCAS strengths and weaknesses	October 2008	Rand, McDonagh and Barry

S	Implement and group students by areas of weakness for our MCAS ELA Early Release Tuesday Program	October 2008	Barrett, Ahearn, Rand, McDonagh and Barry
T	Utilize MCAS review books and create a schedule of service for the MCAS Early Release Program	October 2008 – June 2009	Barrett, Ahearn, Rand, McDonagh and Barry
U	Create curriculum for students to participate in after school enrichment programs that utilize the curriculum standards	October 2008 - March 2009	Barrett, Ahearn, Rand, McDonagh and Barry
V	Identify and assess open response scores 4, 3, 2, 1, 0 and form an instructional plan to identify the strengths and weaknesses of particular assignments	October 2008 – June 2009	Rand, McDonagh and Barry
W	Implement a Peer Tutoring Program for students to assist other students	November 2008	Rand, McDonagh and Barry
X	Implement mentoring program for students based on midterm assessment	November 2008	Rand, McDonagh and Barry
Y	Develop and administer a midterm writing assignment for assessment	January 2009	Rand, McDonagh and Barry
Z	MCAS Parents Night	March 2009	All Staff
AA	MCAS Rally	March 2009	All Staff

Each subject will contribute to the above stated goals by:

Foreign Language

Action/Monitoring Plan

WHAT		WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	During our studies of numbers, students will solve word problems using verbs and numbers.	September 2008-March 2009	Boussy and Bodinaku
B	Students will create and analyze graphs and data charts to better understand population and other data relevant to the foreign countries.	September 2008-June 2009	Boussy and Bodinaku
C	When making food recipes representing French and Spanish speaking countries, students will practice with measuring units in order to complete recipes.	September 2008-June 2009	Boussy and Bodinaku
D	Students will calculate numbers in their respective languages.	September 2008-June 2009	Boussy and Bodinaku
E	Each summative chapter assessment will include two open response questions. One which deals with culture and another which focuses on chapter material including vocabulary and grammar. These open response questions will be graded using the ELA Open Response Rubric.	September 2008-June 2009	Boussy and Bodinaku

Reading**Action/Monitoring Plan**

	WHAT	WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	Utilize Trophies program for 6 th grade students for the purpose of delivering research based instruction in phonemic awareness, phonics, fluency, vocabulary and text comprehension.	September 2008 – June 2009	Joyce and McGuire
B	6th, 7th and 8th grade reading teachers will determine the students' knowledge of the Reading frameworks curriculum based on a pre-assessment evaluation in September.	September 2008	Joyce, Jankowski and Rand
C	Continue with curriculum based release day scheduled instruction to help students prepare, practice and implement MCAS skills and writing techniques.	October 2008- June 2009	Joyce, Jankowski and Rand
D	6 th , 7 th and 8 th grade reading teachers will continue to help students develop strategies and skills needed in answering open response questions throughout the year. Teachers will use modeling, homework, and additional open response questions on tests and quizzes based on the MCAS rubric.	September 2008- June 2009	Joyce, Jankowski and Rand
E	6 th , 7 th and 8 th grade teachers will encourage students to participate in existing after school enrichment programs and activities such as the school newspaper, homework club, book club, as well as other literacy and technology after school programs to support the reading programs.	October 2008	Mitchell, Joyce, Jankowski and Rand

F	<p>Nonfiction-select expository passages and purchase nonfiction materials to coordinate with:</p> <p>Social Studies Curriculum Grade 6–World Geography Grade 7-Ancient Civilization Grade 8-US History</p> <p>Science Curriculum Grade 6-plants Grade 7-Ecosystems Grade 8-Physical Science</p>	October 2008- June 2009 (To be coordinated with the Social Studies and Science timelines.)	Joyce, Jankowski, Rand, McDonagh and Barry
G	<p>6th, 7th and 8th grade teachers will continue to meet as vertical teams to discuss, monitor and assess students' academic strengths and weaknesses through the sharing of grade level student writing samples.</p>	October 2008	Joyce, Jankowski and Rand
H	<p>6th, 7th and 8th grade Reading and Language Arts teachers will identify student weaknesses based on newly released Spring 2008 MCAS data.</p>	October 2008	Barry, Joyce, Jankowski, Rand and McDonagh
I	<p>6th, 7th and 8th grade teachers will create Open Response items within the context of assigned novels.</p>	November 2008- June 2009	Joyce, Jankowski and Rand
J	<p>Fiction-Utilize various fiction genres to provide practice in <i>identifying, analyzing, and applying knowledge</i> of the structure and elements of fiction in order to provide evidence from the text to support understanding. Strategies will focus on <i>main idea, author's purpose</i> and <i>characterization</i>.</p>	November 2008- January 2009	Barry, Joyce, Jankowski, Rand and McDonagh
K	<p>Poetry-Provide instruction and practice opportunities for students to utilize their solid understanding of figurative language and to understand and identify higher level poetic devices such as <i>theme, mood, tone, and speaker</i>.</p>	February- March 2009	Barry, Joyce, Jankowski, Rand and McDonagh
L	<p>Discuss the implementation of a "re-teach" wrap around model</p>	April 2009	Barrett, Ahearn, Assessment team

	for reading based on the degree of the model's success in Math, and make a recommendation regarding its use for 2008-2009 academic years.		Reading Teachers
N	<i>Post-Assessment</i> will be given to all students at the end of the year to determine acquired knowledge gained according to the Reading frameworks.	May-2009	Barry, Joyce, Jankowski, Rand and McDonagh

Science**Action/Monitoring Plan**

WHAT		WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	During Professional Development time Science and Technology teachers will work together to ensure that material related to atoms, elements, compounds and materials are supported through the technology curriculum	September 2008 – November 2008	Malvesti and McGillicuddy
B	Science and Technology teachers will write mini-grants as opportunities arise to enhance curriculum.	Ongoing 2008 – 2009	All Science and Technology staff
C	Incorporate one open response question on various class assessments and monitor individual student performance based on MCAS open response rubric.	September 2008 - June 2009	Malvesti, Duggan, McGillicuddy and Venturelli
D	Utilize formulas for calculating motion, force and energy to incorporate math problem solving strategies into the Physics portion of the grade 7 Science and Technology curriculum.	December 2008 – February 2009	Malvesti and McGillicuddy
E	Integrate knowledge of weather and climate technology to correspond with the sixth grade Science curriculum of weather and climate utilizing graphs and charts to illustrate the concept.	December, 2008 – March, 2009	Malvesti and Duggan

F	Incorporate the Grade 8 Science unit on Plate Tectonic Forces (tension, compression and shearing) to coincide with the presentation of bridge technology due to similar curriculum themes.	March 2009 – June 2009	Malvesti and Venturelli
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Social Studies**Action/Monitoring Plan**

	WHAT	WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	Analyze MCAS results and questions from 2008 History test.	September 2008- June 2009	Shorey, Kerwin, Holleran and Litchfield
B	Include one open response question per formative assessment.	September 2008 – June 2009	Shorey, Kerwin, Holleran and Litchfield
C	Include two open response questions per unit assessment utilizing previous MCAS questions.	September 2008- June 2009	Shorey, Kerwin, Holleran and Litchfield
D	Incorporate graph chart or map on assessments to monitor student understanding.	October 2008 – June 2009	Shorey, Kerwin, Holleran and Litchfield
E	Design a Social Studies open response rubric to be implemented in all grade levels based on the ELA MCAS rubric.	October 2008	Shorey, Kerwin, Holleran and Litchfield
F	Monitor student growth and performance on open response questions to offer remediation where needed.	October 2008- June 2009	Shorey, Kerwin, Holleran and Litchfield
G	Create a math lesson based on a historical theme and implement in each unit. For example, Roman Numeral and Babylonian Math concepts in Grade 7)	October 2008	Shorey, Kerwin, Holleran and Litchfield
H	Reinforce map reading and data graphing which involve the understanding basic math skills such as map scale, distance, elevation, population and	October 2008- June 2009	Shorey, Kerwin, Holleran and Litchfield

	economy.		
I	Implement interdisciplinary projects in each grade level based on a cultural or historical theme relevant to the grade level curriculum.	March-Grade 7 May-Grade 6 December-Grade 8 (Multi-Cultural Fair) March-Grade 8	Shorey, Kerwin, Holleran, Litchfield, Bodinaku and Boussy

Goal # 3: Sterling students will continue to take pride in themselves and their school by making positive contributions to the Sterling Community.

Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/ Activities	Timeline	Team/Person Responsible
A	“Tabs” Recycling 1, 2, 3 Program; Shriners Burn Institute	Sept. 2008-June 2009	Joyce
B	Bauer House-Drama	Sept. 2008–June 2009	Ali
C	Weekly Recycling	Sept. 2008-June 2009	Joyce and Staff
D	Cradles to Crayons	Sept. 2008-June 2009	Nichol and Litchfield
E	School Council: George DePaulo Troop Drive	Sept. –November 2008	All Staff
F	Community Service Grant for repairing and maintaining the Greenhouse	Sept. 2008	McGillicuddy
G	Veteran’s Day Assembly	November 2008	Specialists Team
H	Student Council-Food Drive	November 2008	Prendiville
I	Holiday Baskets	Nov. –Dec. 2008	Administration and Guidance Staff
J	Lions Club –Eye Glasses	December 2008	All Staff
K	Helping Hands Youth Council-Coat Drive	December 2008	Nadeau and Joyce
L	Peer Tutoring	January-May 2009	Bell
M	Pennies for Patients	February 2009	Nadeau and Joyce
N	Daffodil Day	February 2009	Prendiville
O	Peer Leaders	February 2009	Mitchell
P	Reach Out and Read-Children’s Hospital Book Drive	March - April 2009	Nadeau and Joyce
Q	Letters to the Troops	April 2009	Barry
R	Quincy Animal Shelter-“Wish List Drive”	April 2009	Nadeau and Joyce
S	Teen Mothers Raffle	May 2009	Prendiville

T	“Beautifying Sterling Day”/Cleaner Greener Quincy	May 2009	All Staff
U	Smile Train Fundraiser	June 2009	Prendiville

Summary of Community Service Projects

Shriner's 3rd Annual "Tab" Collection/Recycling 1, 2, 3 Program

- **Recycle School Project:** Collect and recycle soda cans and tab. Recycle paper, books and newspapers. Phone book drive.

On-going Can Tab's campaign donated to Shriner's Hospital for their Tab Program in June 2008.

Drama Program visits with Bauer House senior citizen complex

- Sterling's Site Based Middle School Drama Program is honored to be part of a very special outreach program that is giving back to our community. For the past 14 years, the Drama students visit and entertain our seniors at the retirement housing at the Bauer House in Quincy. On half day Tuesdays, we visit with our adopted grandparents for three hours and perform skits, poetry, scenes, and various reading and improv to the delight of the residents. After entertaining our audience, students share refreshments and converse with the senior citizens. The joy on both the faces of the students and our gracious hosts is priceless and allows the students to see what caring and giving back to the community can do for the heart and soul.

Cradles to Crayons Program

- Sterling Middle School students in the Jump Start program volunteered at the Cradles to Crayons "Giving Factory." After an orientation to the organization, which illustrated the needs of children in Massachusetts, the students spent several hours testing donated toys, to be certain that items passed on to other children were of high quality and in working condition.

School Council: George DePaulo Troop Drive

- Students collected items needed for our troops. We worked with CarePacks.org out of Weymouth, along with the Elks Lodge of Quincy who donated money for shipping these items to our troops. We also welcomed names and addresses of known troops throughout the South Shore so we could send them personal care packages as well.

Veteran's Day Assembly

- Sterling's Veteran's Day Assembly brings a special assembly in honor of our service members past and present. Neighbors join us in the school as the flag is saluted; chorus and band play and speeches are given by veterans and students. Student Council supports this yearly assembly by donating decorations for the event and acting as ushers for our guests.

Student Council Food Drive

- Annual Thanksgiving Food Drive to benefit the South West Quincy Community Action Center. Students were encouraged to bring non perishable food items to their homerooms where the items were counted. The homeroom with the most food items donated won an ice cream party sponsored by the Student Council.

Holiday Baskets

- Sterling Middle School's staff identifies families in need at both Thanksgiving and Christmas time. We provide these families with a full Thanksgiving Day Dinner and at Christmas work with assisting families with age appropriate Christmas gifts for their children (our students).

Lion's Club Eyeglasses Collection

- Student Council members go around to each homeroom for two weeks collecting any eyeglasses that students or faculty will donate for the Lion's Club collection drive.

Helping Hands Youth Council: Anton's Cleaner's Coat Drive:

- Sterling's Youth Council runs a winter coat drive in which students and their families collect and donat to the homeless.

Peer Tutoring

- This year Sterling Middle School students are going to work together through our homework club and beyond to peer tutor students in academic need. Upper grades will tutor lower grades in various subjects to better prepare them for achieving.

3rd Annual Pennies for Patients, Leukemia and Lymphoma Society: For Jake and kids with Leukemia and cancer.

- “Helping Hands Youth Council,” Sterling students, families and faculty helped raise and donate over \$2,600.00 for kids with cancer; our largest total so far!! This was a special fundraiser, some of our students got to meet our host child, “Jake” and this made our Penny Drive more meaningful as Jake inspired and moved us all!

Daffodil Day

- We support the American Cancer Society in the **Annual Daffodil Drive**, raising hundreds of dollars in the effort to help cancer research. Student Council members send out and collect the orders which are then sent to the Cancer Society. On the day of delivery, Student Council members help distribute those orders.

Peer Leaders

- Sterling students work to make the community better and maintain a positive culture and climate in the school. They also work in conjunction with DARE Program in maintaining a drug free school.

Reach Out and Read

- Sterling’s Youth Council gathers children’s books for students in grades 1-5. These age appropriate books will be brought to Children’s Hospital to promote literacy and allow patients to bring home a book to share with family and younger siblings.

Letters to the Troops

- Sixth grade ELA students work with their teacher on composing and sending letters to our troops. This activity teaches students how to properly write letters as well as the importance of supporting those who are serving our country.

Waffle Ball Tournament to support local Quincy Animal Shelter

- Students and faculty donated towels for the animal shelter and raised money during a fun filled faculty waffle ball tournament.

Teen Mothers Program

- Sterling Middle School supports the Quincy Teen Mothers Program by holding a raffle and all proceeds are donated to the Teen Mothers for whatever supplies deemed necessary.

“Beautify Sterling Day” and “Cleaner Greener Quincy”

- Helping Hands Youth Council initiated collaboration with Skinner Overlook donated many flowers and mulch this year. This year Skinner Overlook and the Potting Bench of Braintree helped to beautify our school. On our “Beautify Sterling Day” a week before the annual “Cleaner Greener Quincy,” “Helping Hands Youth Council members” learned how to landscape, design and plant annuals and perennials in the front of our school. Educated by our new Community Partners; The Potting Bench” and Helping Hands youth council members prepared and designed a gorgeous landscape of color and vitality to the front of the building.
- The following week with the help of the school council, student council and faculty, mulch was spread and the rest of the grounds behind and around the school were cleaned and beautified on “*Cleaner Greener Quincy Day.*” Students also collaborated with other school council, student council and after school groups to plant more flowers from our very own green house with Mr. McGillicuddy our science teacher and green house caretaker.

Smile Train Fundraiser

- Operation Smile was supported for the first time this past year. Operation Smile’s medical professionals travel throughout the world to help children born with facial deformities. Their slogan, “Changing Lives One Smile at a Time” motivated student council members to collect spare change at each of the lunches in the Operation Smile box, put together by a council member with pictures of children suffering from facial birth defects like cleft palate. Those monies were donated to Operation Smile to help pay for a child’s reconstructive surgery.

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/16/08	<p>Vertical Teams ELA- Create pre-writing assessment (Goal 2) Math- Review prior year’s grades on Summative Assessment, set up word problem of the week initiative and create a common math rubric for open response scoring (Goal 1) Social Studies- Plan for math lesson related to social studies unit and create timeline for interdisciplinary units (Goal 1) Science- Review prior years MCAS test results and begin collaborative science and technology unit plans (Goal 1) Reading- Create pre-assessment to evaluate prior student knowledge</p>	6-8	1-3 pm	Sterling	ELA-Rand Math-Bell SS-Holleran Sci-Duggan Reading-Jankowski FL-Boussy	1 and 2

	(Goal 2) Foreign Language- work on interdisciplinary unit—multicultural fair and work on writing open response questions for assessments (Goal 2)					
10/14/08	-Test Wiz Training for Assessment Team Member (and anyone else interested) -Vertical Team Time to Continue from Prof. Dev of 9/16	6-8	1-4:30 pm	Sterling	Mary Fredrickson/Ahearn/Barr ett	1 and 2
11/25/08	Reducing Barriers to Learning (follow-up will occur in the second school improvement plan)	6-8	1-3 pm	Sterling	Joe Ristuccia	1, 2 and 3
12/9/08	Assessment Day 1	6-8	1-4:30 pm	Sterling	Assessment Team	1 and 2

IV. School Site Assessment Team Members

“Failing to plan is planning to fail.”

The School Improvement Plan is truly a school improvement plan when it is written with many pens and built by many hands.

Teachers, Counselors and specialists, made it real and gave it life. It celebrates the strengths and addresses the needs of real students. Those strengths and weaknesses were analyzed and identified by a Site Assessment Team.

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

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

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

Our School Assessment Team members are:

Christine Barrett
Nicholas J. Ahearn
Sheila Bell
Donna Mullen
Teresa Rand

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

V. School Council Members

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

School: Reay E. Sterling Middle School

Chair/Principal: Christine Barrett
Co-Chair: Nicholas J. Ahearn
444 Granite St.
Quincy, MA 02169
(617)984-8729

Teachers: Kaitlin Barry
444 Granite St.
Quincy, MA 02169
(617)984-8729

Melissa Jankowski
444 Granite St.
Quincy, MA 02169
(617)984-8729

Teresa Rand
444 Granite St.
Quincy, MA 02169
(617)984-8729

Christine Prendiville
444 Granite St.
Quincy, MA 02169
(617)984-8729

Parents: Donna Parry
3 Hillsboro St.
Quincy, MA 02169
(617) 328-0885

Staff:

Maureen Duggan
444 Granite St.
Quincy, MA 02169
(617) 984-8729

VI. Appendix – Section A

Middle School Class Size

Under 20	20-24	25-26
16	1	0

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

VI. Appendix – Section B

Support Services

FTE

__1__ Nurse

__3__ Special Education Teachers (Resource Room/Inclusion)

__2__ Special Education Teachers (Substantially Separate)

__2__ Guidance Counselors

__0__ Visually/Hearing Impaired Teachers

___.5_ ESL Teacher/s

___.2_ Adaptive Physical Education Instructor

___.2_ Speech and Language Instructor/s

.45 School Psychologist/s

___.2_ Occupational Therapist/s

VI. Appendix – Section C

Budget – Middle Schools

	Amount available In FY 2009
<p><u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)</p>	\$6,116.00
<p><u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>	\$6,394.00
<p><u>TWENTY-FIRST CENTURY FUNDS</u></p>	\$66,447.04
<p>Other</p> <p><u>Art</u> _____</p> <p><u>Science</u> _____</p>	\$819.68
	\$1,256.12
<p>TOTAL</p>	
<p><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></p>	
<p><u>PTO Fundraising</u> _____</p>	\$TBA
<p><u>Arbella</u> _____</p>	\$5,000
<p>_____</p>	\$
<p>_____</p>	\$
<p>_____</p>	\$
<p>_____</p>	\$

VI. Appendix – Section D

Facilities

1. Improvements

Newly renovated room and Computer Lab installed by QPS Maintenance Dept. and DITMS Dept.

2. Areas of Need

Auditorium Ceiling needs to be scraped and painted

Handicap ramp needs to be replaced

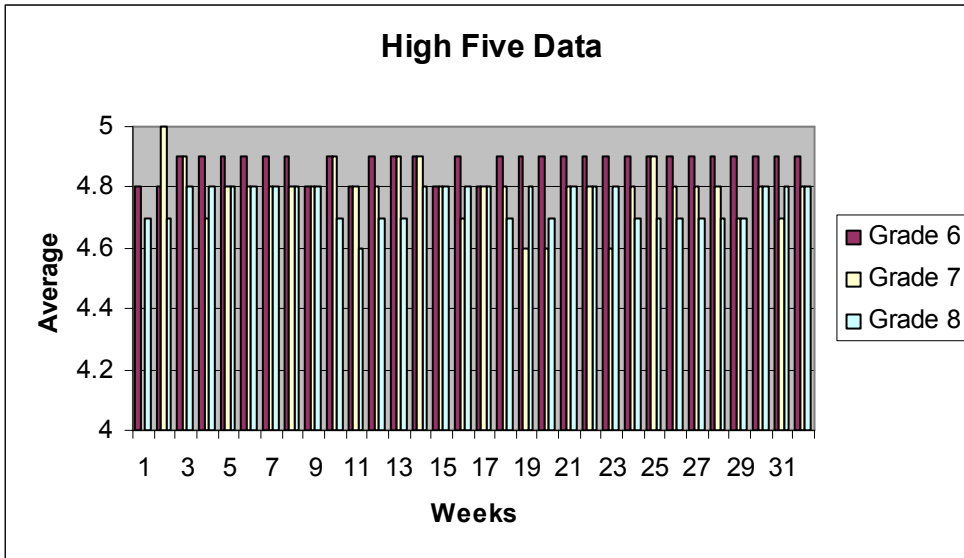
Teachers rooms on floors 2 and 3 need to be scraped and painted

Front door needs to be repaired (does not unlock for events but if you pull on it hard enough it will open even though locked magnetically.)

Broken Windows need to be replaced

VI. Appendix – Section E

How we successfully met Goal #2



AYP Status

Adequate Yearly Progress History – Sterling Middle School										
		1999	2000	2001	2002	2003	2004	2005	2006	2007
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	All Subgroups	-	-	-	-	No	Yes	Yes	No	Yes
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
	All Subgroups	-	-	-	-	No	No	No	No	No

**STERLING MIDDLE SCHOOL
2003-2007
MCAS PERFORMANCE LEVELS**

2003

MCAS Tests of Spring 2003 Percent of Students at Each Performance Level									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 06 - MATHEMATICS	8	16	32	26	34	32	26	26	100
GRADE 07 - ENGLISH LANGUAGE ARTS	2	8	66	57	29	28	3	7	117
GRADE 08 - MATHEMATICS	12	12	32	25	32	30	24	33	112
GRADE 08 - SCIENCE AND TECHNOLOGY	9	4	31	28	39	38	21	30	112

2004

MCAS Tests of Spring 2004 Percent of Students at Each Performance Level									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 06 - MATHEMATICS	14	17	20	25	30	32	35	25	99
GRADE 07 - ENGLISH LANGUAGE ARTS	8	9	57	59	28	25	7	7	103
GRADE 08 - MATHEMATICS	13	13	15	26	45	32	27	29	111
GRADE 08 - SCIENCE AND TECHNOLOGY	12	5	32	28	23	35	33	31	111

2005

MCAS Tests of Spring 2005 Percent of Students at Each Performance Level									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 06 - MATHEMATICS	7	17	29	29	40	30	25	23	101
GRADE 07 - ENGLISH LANGUAGE ARTS	5	10	62	56	25	27	8	7	103
GRADE 08 - MATHEMATICS	12	13	21	26	31	30	35	31	108
GRADE 08 - SCIENCE AND TECHNOLOGY	1	4	34	29	29	41	36	26	108

2006

MCAS Tests of Spring 2006 Percent of Students at Each Performance Level									
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 06 - ENGLISH LANGUAGE ARTS	5	10	61	54	23	28	11	8	87
GRADE 06 - MATHEMATICS	13	17	18	29	48	29	21	25	87
GRADE 07 - ENGLISH LANGUAGE ARTS	7	10	59	55	23	26	11	9	109
GRADE 07 - MATHEMATICS	6	12	19	28	44	33	30	28	109
GRADE 08 - ENGLISH LANGUAGE ARTS	8	12	55	62	27	19	11	7	104
GRADE 08 - MATHEMATICS	11	12	22	28	25	31	42	29	104
GRADE 08 - SCIENCE AND TECHNOLOGY	0	4	25	28	44	43	31	25	104

2007

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 06 - ENGLISH LANGUAGE ARTS	0	9	59	58	32	25	8	7	74
GRADE 06 - MATHEMATICS	14	20	26	32	28	28	32	20	74
GRADE 07 - ENGLISH LANGUAGE ARTS	4	9	62	60	31	23	3	8	94
GRADE 07 - MATHEMATICS	4	15	27	31	39	30	30	24	94
GRADE 08 - ENGLISH LANGUAGE ARTS	3	12	67	63	24	18	6	6	103
GRADE 08 - MATHEMATICS	10	17	27	28	33	30	30	25	103
GRADE 08 - SCIENCE AND TECHNOLOGY	1	3	17	30	57	44	24	24	103

VI. Appendix – Section F

School Safety and Security Plan

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

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

Table of Contents

1. School Security _____ Pages 43-45

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

2. Emergency Procedures _____ Pages 46-48

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

3. Contingency Plan _____ Page 49

4. Emergency Telephone Bomb Threat Procedures _____ Page 50

5. Emergency Letter/Package Bomb Procedures _____ Page 51

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 8:20 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:20 a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera or access window, a visual and/or audio check is made by our general office aide or office personnel before entry into the building is allowed.

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

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

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

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

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

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

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

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:25 a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

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

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

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

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

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

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

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

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

12. **LAVATORY USE:** Students use the lavatory on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

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

14. **STAFF WORKING AFTER HOURS:** It has been requested that staff members utilize the staff room as a work area when no one else is working near his/her room. The staff room is in close proximity to the principal's office. Any staff member remaining after 4:30 p.m. is required to inform the principal or custodian of his/her presence.

15. **STUDENTS WALKING TO SCHOOL:** Students walking to school arrive at the designated entrance for the grade level (right side -grade 7, front door -grade 6 and left side- grade 8). Students arriving prior to 8:15 am may enter the building to participate in the breakfast program. Morning homework center students also gather in the cafeteria.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Students being dropped off at school are being dropped off on Granite St. in front of the building and are expected to cross in the newly

acquired crosswalk. Special Education students who are bussed are dropped off and picked up in the “school bus” designated area in front of the building.

EMERGENCY PROCEDURES

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

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

Lockdown

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

Evacuation/Reverse Evacuation

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

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

Evacuation Procedures

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

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

Reverse Evacuation Procedures

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

Fire/Explosions

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

Drugs/Alcohol Influence

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

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

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

Weapons/Hostage

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

If taken hostage:

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

Fights

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are

comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

Group Violence

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

Physical Restraint

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

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

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

Hazardous Materials

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

If evacuation is necessary, follow the evacuation procedure.

Contingency Plan

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

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

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

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

Building specific contingency plan –

Sterling Middle School follows Quincy Public Schools protocol with the addition of the following:

- **Command Center:** The primary command center will be the main office of Sterling Middle School. In the event of a situation when the primary command center is unavailable, the gymnasium will be the secondary command center. This site has phone access and a closely situated egress.
- In case of any type of evacuation, Mr. Markarian and Ms. Prendiville will assist physically challenged students.
- **Physical Restraint:** In case of a situation where physical restraint is necessary, the restraint team, who must be fully trained with an up to date certification, will be called to the area of restraint with the code words “Code Blue.” Administration and guidance, along with additional staff, will also report to manage and oversee the situation. The nurse will also respond for any medical issues.
- **Fire Drills:** Fire drills are held monthly, the third Friday of each month, at Sterling Middle School. Each staff member, with a class in front of them, will have a class list and take attendance at their meeting place outside of the building to ensure that each child in their class is accounted for.
- **Safety and Supervision:** Morning and afternoon supervision of assigned areas outside of Sterling Middle School are monitored by assigned staff and administrators. Ms. Barrett, Principal, is available for neighborhood issues related to school. In the event of an emergency, Ms. Barrett may be reached through the use of the Nextel phone 24 hours a day, seven days a week.
- **Safety Procedures Booklet:** All Team Leaders will have a copy of the Quincy Public Schools “Safety Procedures” Booklet, September 2002 issue, First Edition, to share with their respective team members. In addition, two copies are available to the staff, one in the teachers room and one in the Teacher’s work room.

EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

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

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

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

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

10. See if you can determine:

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

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

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

12. Any Background Noise:

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

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

LETTER/PACKAGE BOMBS

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

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage

Protruding Wires or Tinfoil

Incorrect Titles

Visual Distractions

Titles but No Names

Foreign Mail

Misspelling of Common
Words

Air Mail and Special Delivery

Oily Stains or Discoloration

Restrictive Markings such as
Confidential, Personal, etc.

No Return Address

Hand Written or Poorly Typed Addresses

Excessive Weight

Excessive Securing Material such as
Masking Tape, String, etc.

Rigid Envelope

Lopsided or Uneven
Envelopes

VII. Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature