

Quincy Public Schools School Improvement Plan 2009 - 2010



*“The reward for work well done is the opportunity to do more of it.”
-Jonas Salk, MD*

Atherton Hough School

Dorothy Greene, Principal

Margaret MacNeil, Assistant Principal

Date Submitted October 2009

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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 School Committee:

Presented in this booklet is the Atherton Hough School Improvement Plan for the academic year 2009- 2010. It was developed using the guidelines of the Massachusetts Education Reform Act, a legislative act whose purpose is to strengthen the local school system's leadership for school improvement. In addition, this legislation provides for school-based planning responsibilities of school councils as the foundation for a more focused, responsive, and accountable system of serving our students.

The Atherton Hough School Council members believe our School Improvement Plan is consistent with the educational goals of our country, state, and school system.

Our school council is grateful for the opportunity to participate in the school improvement process.

Your comments and feedback are most welcome.

Sincerely,

Dorothy M. Greene
Principal
October 2009

III. Improvement Plan

A. Assessment

1. Reflection on the Goals in the 2007-2008 School Improvement Plan.

Our school/district goal has been the improvement of MCAS scores. Our students have shown consistent improvement in their daily classroom performance. Scores on the Stanford Achievement Tests indicate our students are performing to the best of their ability. Our instructional models consist of: inclusion academic support, literacy intervention, after school and summer programs, Prep for Success, and Literacy Matters have contributed towards improved performance and a decrease in students with IEPs in the Regular Education setting. Continued implementation of the Harcourt Trophies Reading Program utilizing the 3 tier model, with an emphasis on the tier 2 and tier 3 intervention strategies, results in improved students' performance.

Our School Improvement Plan goal in the area of Mathematics remained in place for the 2008 – 2009 school year as we continued to strive to improve in the areas of both Number Sense.

2. Analysis of this past September's test data.

2007-2008

2008-2009

MATH SMART GOAL

Aggregate scores for students in grades three, four and five will increase in the area of Number Sense as measured by the 2008 Mathematics MCAS. Scores will increase by five percentage points from the 2007 Atherton Hough Mathematics MCAS scores.

Aggregate scores for students in grades three, four and five will increase in the area of Number Sense as measured by the 2009 Mathematics MCAS. Scores will increase by five percentage points from the 2008 Atherton Hough Mathematics MCAS scores.

Staff member review of our 2008 results included the process of an item analysis to determine our specific areas of strength and areas of concern by examining individual test questions and utilizing Test Wiz reports. Further MCAS analysis resulted in the implementation of intensive differentiated standards based ELA and Mathematics instruction.

	2007 AH	2007 MA	2008 AH	2008 MA	2009 AH	2009 MA	3 yr. trend AH	3 yr. trend MA
Grade Three	62	70	69	74	65	75	+3	+5
Grade Four	67	71	53	67	64*	72	-3	-4
Grade Five	57	69	58	68	57	70	=	+1

Progress towards our goal:

- Grade Three – Although our scores declined from 2008 to 2009 and we did not meet our goal, we have improved 3% from 2007 to 2009.
- Grade Four – We did meet our goal. Atherton Hough increased by 11% from 2008 to 2009. This increase is in contrast to a state wide decline in the area of fourth grade number sense.
- Grade Five –Unfortunately we did not achieve our goal. Scores have remained the same since 2007. During the same time period the state achieved a 1 point increase.

Although 2009 scores remain below the state average in the area of Number Sense there has been growth at most grade levels when scores are compared to 2007.

***Of particular note is our 11 point increase at grade 4 from 2008 to 2009.**

Although Number Sense remains an area of concern for students at the Atherton Hough School, we are particularly proud of our fourth grade gains and hope this trend will continue at all the grade levels.

Math Initiatives Include:

- Math Focus teachers, grades 3,4 and 5
- Increased Math instructional time
- Weekly Math Wiz incentive program
- Problem of the Day
- Math Exemplars
- Math journals
- Math word walls / vocabulary notebook
- Special Education Mathematics initiatives including Fast Math and Do The Math
- Through the Department of Education After School and Out of School Time (ASOST) Grant we were able to offer many academic and enrichment programs in the area of Mathematics. This included offering “Prep for Success” to all at risk students in grades 3, 4 and 5.

2007-2008
ELA SMART GOAL

Aggregate scores for students in grade four will increase their English Language Arts Open Response as measured by the 2008 English Language Arts MCAS. Scores will increase by five percentage points from the 2007 Grade four Atherton Hough English Language Arts MCAS scores.

Staff member review of our 2008 results included the process of an item analysis to determine our specific areas of strength and areas of concern by examining individual test questions and utilizing Test Wiz reports. Further MCAS analysis resulted in the implementation of intensive differentiated standards based ELA and Mathematics instruction.

When examining our scores in the area of English Language Arts Open Response over time we notice the following:

English Language Arts – Open Response– Percent Correct

	2007- AH	2007 MA	2008 AH	2008 MA	2009 AH	2009 MA	3 year trend AH	3 year trend MA
Grade 4	48	49	46	49	47	48	-1	-1

Progress towards our goal:

We did not meet our 2007 – 2008 goal. Scores are improving, however. Although MA scores in the area of ELA Open Response declined, Atherton Hough scores increased by 1% from 2008 to 2009. From 2007 to 2009 both Atherton Hough scores as well as state wide scores declined by 1point.

2008-2009
ELA SMART GOAL

Improve independent reading comprehension skills as measured by the Grade 3,4 and 5 MCAS literature strand. Scores will increase up to five percentage points from the 2008 Atherton Hough English Language Arts MCAS.

English Language Arts – Literature Strand – Percent Correct

	2007 AH	2007 MA	2008 AH	2008 MA	2009 AH	2009 MA	3 year trend AH	3 year trend MA
Grade 3	78	75	66	71	70	69	-8	-6
Grade 4	66	70	67	70	67	69	+1	-1
Grade 5	68	70	67	68	67	71	-1	+1

Progress towards our goal:

- Grade Three – We are progressing towards our goal. Scores have increased 4 points from 2008 to 2009. This is in contrast to the state which saw a 1 point decline during the same time period.
- Grade Four – We did not meet our goal. Scores have remained the same from 2008 to 2009. This is in contrast to the state which saw a 1 point decline during the same period. Also, our fourth grade scores have increased by 1 point since 2007.
- Grade Five – We did not meet our goal. Scores have remained the same from 2008 to 2009. Scores at the state level have increased by 1 point during the same time period.

ELA Initiatives Include:

- Principal’s 300 Minute Reading Club
- Nightly reading log
- Weekly reading journal
- Monthly book reports
- Literature Circle
- After School book clubs
- Writing journals
- Special education ELA initiatives: including Literacy specialist for the Language Development Classes, Language!, and Orton Gillingham Instruction
- Through the Department of Education After School and Out of School Time (ASOST) Grant we were able to offer many academic and enrichment programs in the area of English Language Arts. This included offering “Prep for Success” to all at risk students in grades 3, 4 and 5.

Assessment Team/MCAS Analysis: Our Assessment Day workshops proved beneficial because they provided collaborative opportunities for intensive item analysis, development of instructional strategies, reflection, goal setting. Discussions focused on:

- Differentiated Instruction
- Inclusion
- Standards based instruction
- Grade level expectations
- Individual student Long Compositions

Individual compositions, School Objective Summary Reports, selected Test Wiz reports and graphs were shared with staff. Attention was focused on improving student performance on identified areas. Our Smart Goals including Action Steps and monitoring criteria are included in this report. Some of our efforts to improve students' performance include the following:

- **MCAS Prep for Success**
- A total of 25 third graders participated MCAS Prep ELA/Math.
- A total of 28 fourth graders participated in the MCAS Prep ELA/Math.
- A total of 30 fifth graders participated in the MCAS Prep ELA/Math.

- **Literacy Matters**
- During the 2008-2009 school year many third graders participated in Literacy Matters held at Atherton Hough School held on Saturday mornings.

- **Extended Day Activities**
- Atherton Hough School was fortunate to receive an ASOST (After School and Out of School Time) grant which allowed us to offer a variety of academic and enrichment activities in many subject areas. The goal of this grant was to provide students with a safe and engaging environment, bridging the school day and after school curriculum. Our partner agencies included: the Department of Conservation and Recreation, the YMCA and Camp Fire USA. The Atherton Hough School teachers offered programs and activities, including: Academic Mind Games, Neck Navigators, French, Book Clubs, Fitness and Nutrition, Healthy Eating, Scrap booking, etc. These activities provided project based learning opportunities to enhance our students' academic program. The grant required pre and post surveys measuring students' academic performance and attitude towards school. Survey results indicated that participation in our after school activities had a positive effect across the grade levels for students' academic performance and their attitudes toward the school setting. Students especially benefited from a more personal connection with teachers in a relaxed project based environment. The gains from after school programming translated to school day gains

- **Atherton Adventures**
- Atherton Hough School was also able to offer a summer program, “Atherton Adventures” through the Department of Elementary and Secondary Education, ASOST Grant. Students, entering grades one through five, were able to enjoy a warm, creative environment in which to grow, learn and laugh. The program inspired children to make new discoveries and develop increased independence. The program was designed specifically with an ocean theme, highlighting our unique location here in Hough’s Neck. Highlights of the program included police boat excursions while learning how the police protect our shore as well as walking field trips to Raccoon Island and Edgewater Beach to study tide pools. The summer program provided an opportunity for students to enhance their reading, math and writing skills through research projects and project based learning.

B. Goal Statements 2009 - 2010

SMART GOALS

**Specific
Measurable
Attainable
Relevant
Timed**

Math SMART Goal # 1

The number of students in grades 3, 4 and 5 scoring in the proficient category on the 2010 Mathematics MCAS will increase by 3% as compared to the 2009 Mathematics MCAS.

English Language Arts SMART Goal # 2

Improve nonfiction independent reading comprehension skills as measured by the grade 3, 4 and 5 MCAS nonfiction strand so that scores are within 3% points of the state average.

English Language Arts SMART Goal # 3

Improve writing skills as measured by the grade 4 MCAS Long Composition so that scores increase by 3% points for both Topic Development and Conventions.

C. Action Steps

D. Monitoring Criteria

Math SMART Goal # 1

The number of students in grades 4 and 5 scoring in the proficient category on the 2010 Mathematics MCAS will increase by 3% as compared to the 2009 Mathematics MCAS.

Actions Steps / Monitoring Criteria

Steps	Strategies / Activities	Timeline	Team / Facilitator Responsible
a.	Discuss proposed Math SMART goal, rationale and action steps with instructional staff. Principal Meetings	June 2009 - September 2009	Principal Assessment Team facilitator
b.	During Assessment Days #1 and #2 utilize Test Wiz reports and School Objective Summary Reports to identify school wide and individual student strengths and areas of concern.	September 2009	Principal Assessment Team facilitator Instructional Staff, K – 5, Including LDC 1 and 2
c.	Continue daily classroom problem of the day activities, emphasizing multiple ways of solving a problem: mental math, manipulatives, illustrations and number sentences. Principal review of Math notebooks Principal walk through	September 2009-June 2010	Instructional staff, grades K – 5, Including LDC 1 and 2
d.	Mathematics Problem of the Day will be spiraled, containing review of previous lessons Principal review of Math notebooks Principal walk through	September 2009-June 2010	Instructional staff, grades K – 5, Including LDC 1 and 2

e.	Utilize multiple methods of Mathematical assessments including Houghton Mifflin Unit Tests and teacher created multiple choice, open response and oral assessments. Principal walk through	September 2009-June 2010	Instructional staff, grades K– 5, Including LDC 1 and 2
f.	Increase differentiated skill / strategy instruction opportunities for all students Principal walk through	September 2009-June 2010	Instructional staff, grades K – 5, Including LDC 1 and 2
g.	Math Wiz incentive program to increase computational fluency Incentive bulletin board	September 2009-June 2010	Instructional staff, grades 1– 5, Including LDC 1 and 2
h.	Continued implementation of Math vocabulary classroom word wall and student vocabulary notebook. Principal review of Math notebooks Principal walk through	September 2009 – June 2010	Instructional staff, grades K– 5, Including LDC 1 and 2
i.	Implement weekly computer lab lessons using math software and web sites for more independent math strategy application. Principal walk through	November 2009 – June 2010	Instructional staff, grades K– 5, Including LDC 1 and 2

English Language Arts SMART Goal # 2

Improve nonfiction independent reading comprehension skills as measured by the grade 3, 4 and 5 MCAS nonfiction strand so that scores are within 3% points of the state average.

Action Steps / Monitoring Criteria

Steps	Strategies / Activities	Timeline	Team / Facilitator Responsible
a.	Discuss proposed ELA SMART goal, rationale and action steps with instructional staff Principal Meetings	June 2009 September 2009	Principal Assessment Team Facilitator
b.	During Assessment Days #1 and #2 utilize Test Wiz reports and School Objective Summary Reports to identify school wide and individual student strengths and areas of concern in the area of non fiction. Principal Meetings	September 2009	Principal Assessment Team facilitator Instructional Staff, K – 5, Including LDC 1 and 2
c.	Select and implement nonfiction reading materials at 2 nd ,3 rd ,4 th and 5 th grade reading levels including classroom periodicals to supplement Harcourt Trophies Reading Program Principal meeting Principal walk through Professional Development on text mapping and features of informational text.	Fall 2009	Classroom teachers, Principal, Media Specialist and Literacy Specialist

<p>d.</p>	<p>Review 3rd, 4th and 5th grade Social Studies text to supplement with non fiction reading materials aligned with the Social Studies text and curriculum Principal meeting Principal walk through Professional Development on text mapping and features of informational text.</p>	<p>Fall 2009</p>	<p>Classroom teachers, Principal, Media Specialist and Literacy Specialist</p>
<p>e.</p>	<p>Review 3rd, 4th and 5th grade Science text to supplement with non fiction reading materials aligned with the Science text and curriculum Principal meeting Principal walk through Professional Development on text mapping and features of non fictional text</p>	<p>Fall 2009</p>	<p>Instructional Staff, grades 3-5, including LDC 1 and 2</p>
<p>f.</p>	<p>Increase experiences with nonfiction reading by incorporating two nonfiction book reports a year. Principal meeting Principal review of book reports</p>	<p>October 2009-June 2010</p>	<p>Instructional Staff, grades 2-5, including LDC 1 and 2</p>

g.	Special Education teachers will incorporate informational texts while utilizing Orton Gillingham materials. Principal walk through	November 2009-June 2010	Special Education Staff, including LDC and ELL
h.	Students will practice identifying the different features of nonfiction texts through text mapping. Principal walk through	October 2009-June 2010	Instructional Staff, grades 2-3, including LDC 1 and 2
i.	Use reciprocal teaching to enhance comprehension strategy instruction using informational text. Principal walk through	November 2009-June 2010	Instructional Staff, grades 1-5, including LDC 1 and 2 and ELL
j.	Incorporate more nonfiction reading through school wide implementation of classroom magazines such as Scholastic News, Time for Kids and National Geographic. Principal walk through	October 2009-June 2010	Instructional Staff, grades K -5, including LDC 1 and 2
k.	Continued implementation of the Principal's 300 Minute Reading Club / Reading Log requiring reading of various genres, including informational text. Principal review of reading logs Incentive bulletin board and certificates	November 2009-June 2010	Instructional Staff, grades K-5, including LDC 1 and 2
l.	Utilize the computer lab through weekly lessons to include writing responses to Open Response Questions and content area research. Principal walk through	November 2009-June 2010	Instructional Staff, grades K-5, including LDC 1 and 2

English Language Arts SMART Goal # 3

Improve writing skills as measured by the grade 4 MCAS Long Composition so that combined scores, including Topic Development and Conventions, increase by 3% points.

Action Steps / Monitoring Criteria

Steps	Strategies / Activities	Timeline	Team / Facilitator Responsible
a.	During Assessment Days #1 and #2 utilize Test Wiz reports, School Objective Summary Reports and Atherton Hough School student long compositions to identify school wide and individual student strengths and concerns in the area of writing.	September 2009	Principal Assessment Team facilitator Instructional Staff, K – 5, including LDC 1 and 2
b.	Develop ELA – Writing SMART goal, rationale and action steps with instructional staff Principal Meetings – Assessment Day # 1 and 2	September 2009	Principal / Assistant Principal Instructional Staff, K – 5, including LDC 1 and 2
c.	Utilize professional development Tuesdays to design and implement an end of term writing assessment at each grade level. This will enable teachers to check student progress on a frequent basis and provide specific interventions, supports or challenges for students according to their need. Principal meeting Principal walk through Principal review of writing assessments ILT Meetings	November 2009 to June 2010	Principal Literacy Specialist Instructional Staff, K – 5, Including LDC 1 and 2
d.	Schedule common planning time periods to analyze student writing as grade level teams, score assessments, identify areas where students are not meeting standards and develop targeted strategies for improvement. Principal meeting Principal walk through	November 2009 to June 2010	Principal Grade Level Teams

e.	<p>Implement a school wide writers' workshop model designed to teach students to write independently in a variety of genres. Units of study may include: poetry, fiction, personal narrative and non fiction / informational writing. The publication process (peer revision / editing, teacher conference and publication) will be included in this implementation.</p> <p>Principal Tuesday Professional Development Meetings Principal Walk Through Principal review of writing portfolios</p>	November 2009 to June 2010	Principal Literacy Specialist Instructional Staff, K – 5, Including LDC 1 and 2
f.	<p>Utilize the computer lab for the writing process, draft, revision, publication.</p> <p>Principal Walk Through Principal review of student writing</p>	November 2009 to June 2010	Principal Media Specialist ELL Staff Literacy Specialist Instructional Staff, K – 5, Including LDC 1 and 2
g.	<p>Institute a “Publishing Party” at each grade level. Families will be invited to the “Publishing Party”</p> <p>Principal meeting Principal attendance at Publishing Party</p>	November 2009 to June 2010	Principal ELL Staff Literacy Specialist Instructional Staff, K – 5, Including LDC 1 and 2

h.	Utilizing, Isabel Beck’s <u>Bringing Words to Life</u> , and “Text Talk” to incorporate weekly vocabulary instruction of tier 2 words. Vocabulary bulletin board Vocabulary notebook Principal walk through	November 2009 to June 2010	Principal ELL Staff Literacy Specialist Instructional Staff, K – 5, Including LDC 1 and 2
i.	In partnership with a parent committee and ASOST grant - after school programming, institute an annual school wide literary magazine, <u>Atherton Authors</u> . Principal review of literary magazine School wide assembly	January –June, 2010	Principal Literacy Specialist Instructional Staff, K – 5, Including LDC 1 and 2
j.	Through ASOST grant – after school programming create a “Neck Navigator” newspaper containing informational articles and photographs about Hough’s Neck. Grant facilitator review	January –June, 2010	Principal Grant facilitator Faculty liaison

Additional Information**English Language Arts - Reading**

The assessment team, after analyzing MCAS data, concluded that the quality and quantity of independent reading needs to improve, especially in the area of non fiction. This is due to the inferential comprehension required of the fourth grade MCAS. Our action steps / monitoring criteria outlined curricular initiatives to address this concern. Scholastic Reading Counts will be utilized as a means of assessing independent reading in kindergarten through grade 5 with an emphasis on non fiction. Additionally, a nightly reading log incentive program will continue in kindergarten through grade 5. This will require documentation of independent reading and provide incentives for independent reading. A weekly reading response journal, will also be required in grades 3,4 and 5. This will require students to write about their nightly independent reading. At various times different literary elements will be emphasized.

Students in grades three through five, will continue to practice answering Open Response questions. These questions will be taken from previous MCAS tests to provide our students with both the wording and the format of MCAS test questions. Whenever possible, these Open Response questions will be completed in cooperative groups to encourage critical thinking among both the total population and each of our subgroups. These problems will be kept in an ELA journal or notebook to assess change over time.

All eligible students based on Stanford Achievement test, previous MCAS and GRADE will participate in a variety of after school programs such as Prep for Success, Literacy Matters, and ASOST programs.

English Language Arts - Writing

The assessment team facilitator led an instructional staff review of test scores and Atherton Hough School's individual student compositions during our Assessment Days # 1 and 2. Consensus was reached on the need for a SMART goal to address our concerns in the area of writing, both for Topic Development and Conventions. These concerns included vocabulary development, sentence structure, mechanics and further topic development. All areas of vocabulary instruction (listening, speaking, reading and writing) need to improve. To address this area of concern, Isabel Beck's Bringing Words to Life will be utilized to enhance vocabulary instruction. Additionally, students need additional practice revising and editing their writing for both content and conventions. A writer's workshop model will be implemented. This will include peer revision, editing and teacher conferencing. Students will use the computer lab to draft, revise, edit and finally publish their writing. Each grade level will incorporate a "Publishing Party" to involve families in the writing process. Also, a partnership involving ASOST grant programming – after school activities and a parent committee will institute a school wide literary magazine **Atherton Authors**.

Additional Information**Math**

The assessment team, after analyzing MCAS data, concluded that mathematics remains an area of concern for our students. It appears that when a students' Number Sense improves, that growth will be generative to other math areas and therefore address concerns in the area of Geometry, Data Analysis, Statistics and Probability. Therefore, our SMART goal #1 will be to increase the number of students achieving proficient status on the Math MCAS test.

Teachers in kindergarten through grade five, including special education teachers, will provide daily problem solving practice through the "Problem of the Day". In grades three, four and five the "Problem of the Day" may be taken from previous MCAS tests to provide our students with both the wording and the format of MCAS test questions. These problems will be completed in cooperative groups to encourage critical thinking among both the total population and all of our subgroups. These problems will be kept in a math journal or notebook to assess change over time. Students in grades kindergarten, one and two will complete a "Problem of the Day" either as a whole class or individually or cooperatively after teacher modeling. Again, student responses will be kept in a journal or notebook to assess change over time. Responses in these journals will be reviewed by the principal and will be shared during our Professional Development Sessions on site. Primary grade level problems will be taken from both the Houghton Mifflin Math program and teacher created materials. Exemplars will be used to supplement daily problem solving experiences as needed. A "Super Solver" bulletin board will be created to celebrate the cooperative success of our math "Super Solvers!"

Mathematics instruction has changed dramatically since many of our students' parents were in school. Therefore, we need to improve family involvement in the area of mathematics. Websites for math will be utilized in our new computer lab and will also be shared with parents. Additionally, interactive "hands on" math activities will be provided such as: graph your favorite snack, how many seeds are in a apple, pumpkin or watermelon etc. The goal of these activities is to teach our students that math can be a fun and enjoyable activity and math is all around us. In collaboration with the P.T.O., a family math activity will be scheduled.

Discussion during Assessment Days concluded that our students are not always fluent and flexible with their math vocabulary. In order to improve consistency, teachers in kindergarten through grade five, including special education and ELL teachers, will continue their work on improving the teaching and learning of math vocabulary. Primary grade level teachers will continue classroom math word walls consisting of math vocabulary. In grades three through five, a math vocabulary notebook will continue to be utilized and information shared in class within small instructional groups, as well as during whole class modeling lessons. Synonyms and key words to determine the operation required to solve a word problem will be included. It is important to include synonyms to help our students become more flexible problem solvers.

E. Related Professional Development

(4) Principal /School Improvement Plan Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/15/09	Assessment Day 1 Analysis of 2009 scores; identify curricular strengths / areas of concern	All Staff Grade level teams	12:30-2:00	Media Center	Principal Asst. Principal / A Team facilitator	Math Goal # 1 ELA Goal # 2
9/29/09	Assessment Day 2 Discuss curricular strengths / areas of concern; finalize SMART goals, Action Steps and Monitoring Criteria	All Staff Cross grade level teams	12:30-3:45	Media Center	M. MacNeil A Team	Math Goal # 1 ELA Goal # 2 ELA Goal # 3
10/27/09	Research writing programs and rubrics reach consensus on grade level expectations	Grades K-2	12:30 – 2:00	Room 6	M. Qualter E. Croke	ELA Goal # 3
	Research writing programs and rubrics and reach consensus on grade level expectations	Grades 3-5 teachers		Room 11	K. Reichel T. Quinton K. April	ELA Goal # 3

1/12/10	Review of Math Journals using a rubric to determine strengths and areas of concern	K-2	12:30-2:00	Room 17	T. Helling E. Croke	Math Goal # 1
	Review of Math Journals using a rubric to determine strengths and areas of concern	3-5		Room 21	T. Quinton E. Wheeler J. Camden	Math Goal # 1
2/9/10	Features of Informational Text	K-2	12:30-3:45	Room 8	M. MacNeil H. Duffy	ELA Goal # 2
	Text Mapping	3-5		Media Center	K. Reichel K. April	
5/11/10	Multiple methods of problem solving (draw a picture, manipulatives, number sentence, etc.)	K-2	12:30-2:00	Room 4	C. Carlson M. Qualter	Math Goal # 1
	Differentiated Instruction for Reading	3-5		Room 20	D. Ali T. Quinton	ELA Goal # 2
5/25/10	Assessment Day 3 Principal SIP Review Brainstorm possible SMART goals / action steps. Identify curricular and professional development needs.	All Staff	12:30-2:00	Media Center	M. MacNeil A Team	Proposed SMART Goals

IV. 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: Atherton Hough School

Chair/Principal: Dorothy Greene

Co-Chair: Mrs. Ann Larsen (parent)
37 Turner Street
Quincy, MA. 02169

Teachers: Marisa Qualter
27 Old Colony Lane
Marshfield, MA 02050
1-781-834-1690

Margaret MacNeil
231 Elliot Avenue
Quincy, MA 02169
617-328-3368

Parents: Mrs. Kimberly Fallon
1243 Sea Street
Quincy, MA 02169

Mr. Zareh Artinian
116 Spring Street
Quincy, MA 02169

Assessment Team: Margaret MacNeil, Facilitator
Dorothy Greene, Principal
Erin Croke, Grade 2 Teacher
Marisa Qualter, Grade 1 Teacher
Teresa Quinton, Grade 5 Teacher

V. School Site Assessment Team Members

“Failing to plan is planning to fail.”

School improvement planning is a key element of our district improvement plan. It is intended that school administrators, teachers, counselors and specialists spend time each year to reflect on the academic success of their school and their students.. The school assessment team assists with this reflection as it identifies the strengths and weaknesses of every student. Those strengths and weaknesses were analyzed and identified by our Site Assessment Team whose names appear below

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:

Margaret MacNeil, Facilitator

Dorothy Greene, Principal

Erin Croke, Grade 2 Teacher

Marisa Qualter, Grade 1 Teacher

Teresa Quinton, Grade 5 Teacher

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

VI. Integrated Learning Team Members

The purpose of this team is to insure that students receive highly coordinated instruction that aligns the Tier I classroom instruction with the intervention programs that service our Tier II and Tier III students. This team will work with the classroom teachers to manage and analyze assessment data to aid in appropriate intervention placements and to monitor the effect of those interventions on student progress.

The principal facilitates these meetings and makes the final determination as to grouping and interventions that will assist students in achieving greater levels of proficiency in reading.

Team Members

Name

Position

Margaret MacNeil

Literacy Teacher/Assistant Principal

Carol Dyer

Resource Room Teacher

Kellie Carlson

ELL Teacher

Dorothy Greene

Principal

VII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature

Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
7 Classes	8 Classes	0

Appendix – Section B

Support Services

FTE

__1__ Nurse

__1__ Special Education Teachers (Resource Room/Inclusion)

__2__ Special Education Teachers (Substantially Separate)

__1__ Orton Gillingham Teacher

__1__ Guidance Counselor / 766 Chairperson

__.7__ Literacy Specialist/s

__.4__ ELL Teacher/s

__.4__ Speech and Language Instructor/s

__.3__ School Psychologist/s

__.4__ Occupational Therapist/s

Appendix – Section C

Budget - Elementary

	Amount available In 2009-2010
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$ 6,450.00
 <u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	 \$ 5,934.00
 Other	
<u>SCIENCE</u>	\$ 788.00
<u>Art Supply Budget</u>	\$ 661.86
 TOTAL	 \$ 13,833.86
 <u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
<hr/> <u>ASOST GRANT (After School Outside of School Time) * estimate</u>	<hr/> \$25,000*
<hr/> <u>PTO: Field Trips, media center periodicals, classroom periodicals</u>	<hr/> \$ 5,000.00
<hr/> <u>Miscellaneous classroom supplies, agenda books grades 2 and 3</u>	<hr/> \$43,833.86

Appendix – Section D

Facilities

1. Improvements

Many improvements were completed within the past three school years such as:

- a. New Roof
- b. New telephones
- c. Second Floor Painting: hallway and ceiling
- d. Replacement of desk hinges
- e. Honeywell Projects:
 - Univent replacements
 - Lighting replacements
 - New boilers
 - New toilets
 - New water meter
 - New intercom system
- f. Student Gardeners /Green Team
 - Planted flowers in Kinder Garden, entrance planters, Hough's Neck Veteran's monument
 - Spread mulch
 - Maintained flower beds
 - Adopt an Island Project
 - Recycling: juice containers, bottle caps, classroom paper, etc.

2. Areas of Need

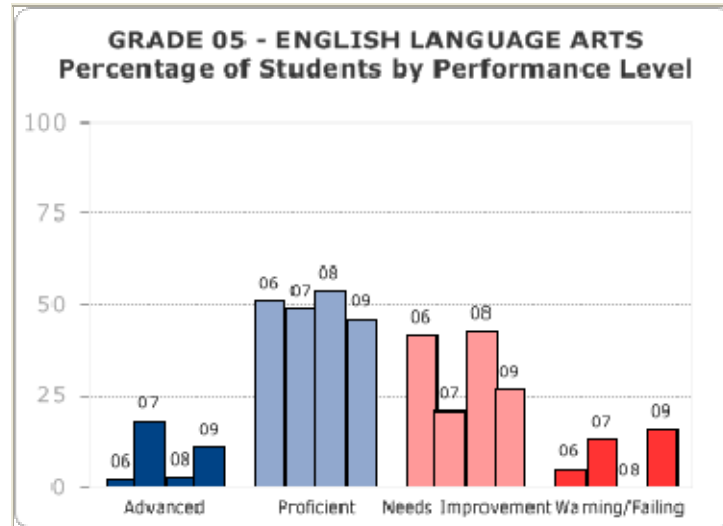
- a. Interior work including:
 - Plastering and painting within specific areas (due to moisture)
 - Repair broken floor tiles in specific classrooms
 - Replace media center rug
- b. Exterior work including:
 - Repair chain link fence bordering church hall
 - Pointing of brick at church hall side of the building (due to moisture)
 - Repave school yard

Appendix – Section E

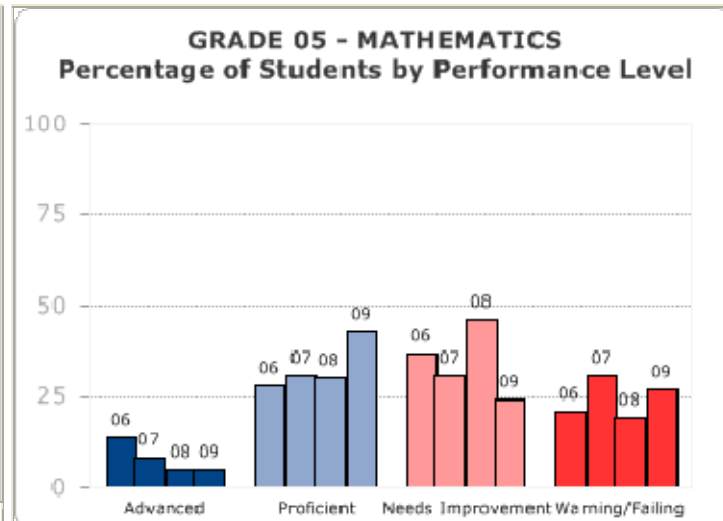
Data Charts and Trends

MCAS Annual Comparisons for Atherton Hough - Quincy ([02430040](#))

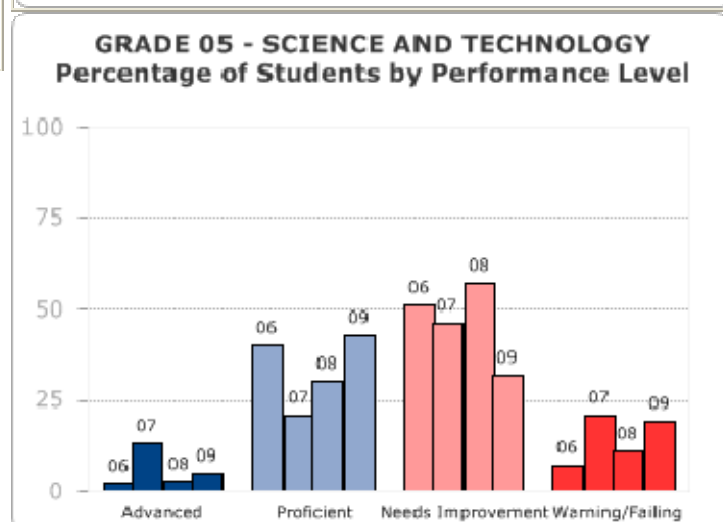
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	2	18	3	11
PROFICIENT	51	49	54	46
NEEDS IMPROVEMENT	42	21	43	27
FAILING	5	13	0	16



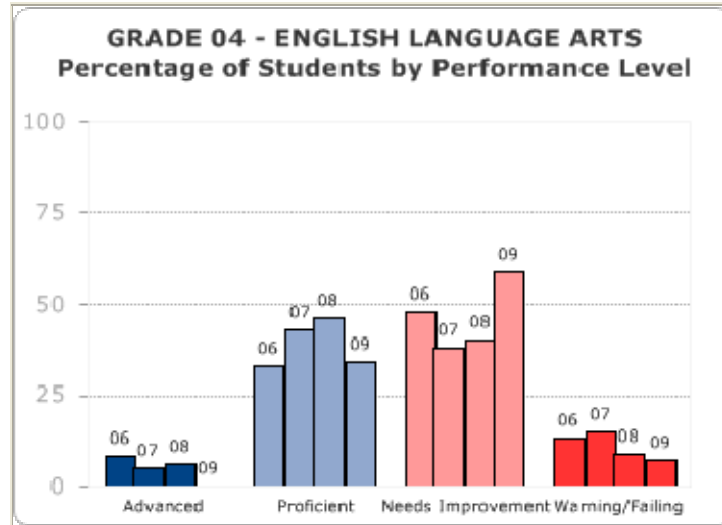
GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	14	8	5	5
PROFICIENT	28	31	30	43
NEEDS IMPROVEMENT	37	31	46	24
FAILING	21	31	19	27



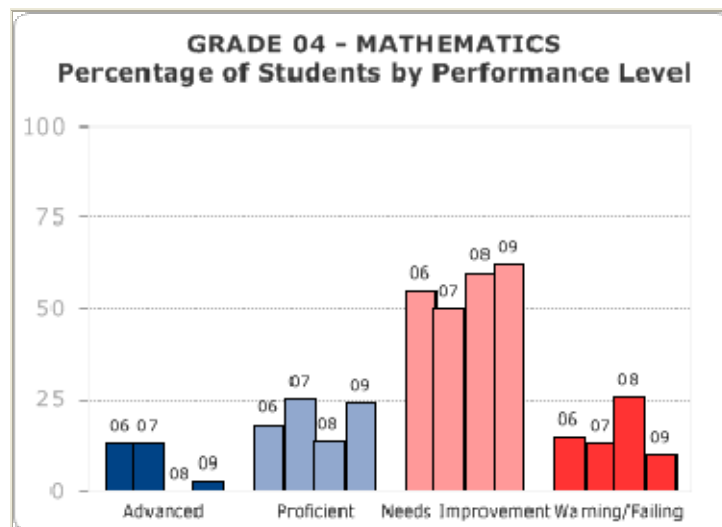
GRADE 05 - SCIENCE AND TECHNOLOGY			
	2007	2008	2009
	13	3	5
	21	30	43
	46	57	32
	21	11	19



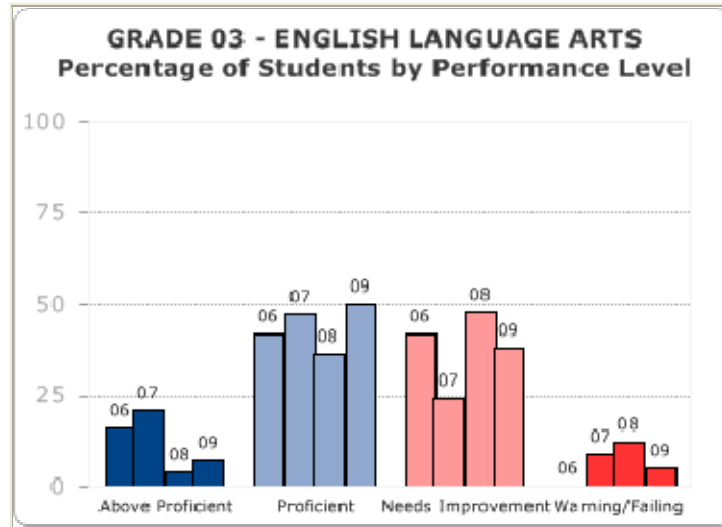
GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	8	5	6	0
PROFICIENT	33	43	46	34
NEEDS IMPROVEMENT	48	38	40	59
FAILING	13	15	9	7



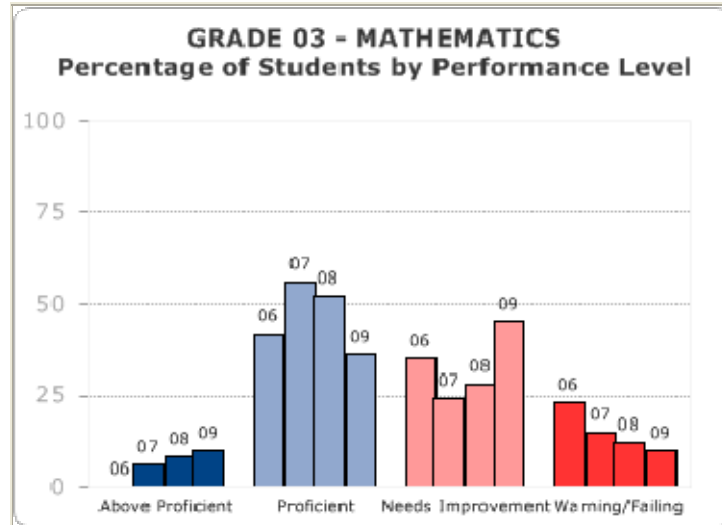
GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	13	13	0	3
PROFICIENT	18	25	14	24
NEEDS IMPROVEMENT	55	50	60	62
FAILING	15	13	26	10



GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	16	21	4	7
PROFICIENT	42	47	36	50
NEEDS IMPROVEMENT	42	24	48	38
FAILING	0	9	12	5



GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	NA	6	8	10
PROFICIENT	42	56	52	36
NEEDS IMPROVEMENT	35	24	28	45
FAILING	23	15	12	10



Atherton Hough - 2009 Adequate Yearly Progress (AYP) Data

District: Quincy (02430000)
 School: Atherton Hough (02430040)
 School Title I Status: Non-Title I School (NT)
 NCLB School Choice Required: No
 Supplemental Educational Services Required: No

2009 AYP Data - Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 2	High	On Target
MATHEMATICS	No Status	Moderate	On Target

To make Adequate Yearly Progress in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		A 2
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	Y
Aggregate	Yes	100	No	80.6	Yes	1.5	Yes	96.0	Y
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	61.0	-	-	-	-	-
Low Income	-	-	-	74.3	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-

Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	82.7	Yes	3.2	Yes	96.0	Y
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	A 2
Aggregate	Yes	100	No	72.9	Yes	5.1	Yes	96.0	Y
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	51.0	-	-	-	-	-
Low Income	-	-	-	64.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	74.7	Yes	5.9	Yes	96.0	Y

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	Improvement Year 2
	All Subgroups	-	-	No	Yes	Yes	Yes	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No Status
	All Subgroups	-	-	Yes	-	-	-	Yes	No	Yes	

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

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 34-37

(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 38-40

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

3. Contingency Plan _____ Page 41

4. Emergency Telephone Bomb Threat Procedures _____ Page 42

5. Emergency Letter/Package Bomb Procedures _____ Page 43

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at the 7:45 a.m. entrance bell. Anyone wishing to enter the building after 7:45 a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera, a visual and/or audio check is made by our general office paraprofessional or office personnel before entry into the building is allowed. Door F will also be locked at all times. Visitors to the Surpass Dental Clinic must ring the bell at that entrance which is monitored by Dental Clinic personnel.

The front door remains unlocked until after school activities are ended.

School Office – The Principal, Secretary or Office Paraprofessional will be in the office during business hours 7:30 a.m. to 3:00 p.m., to receive parents, students and telephone calls. Parents may leave a voice message for school personnel on the school’s answering line at night and on weekends. The telephone number is: 617-984-8797. Parents may also contact the Principal via e-mail at: dgreene@quincy.k12.ma.us.

In the event of an emergency in the Hough’s Neck neighborhood, the principal of the Atherton Hough School would notify the principals of the schools in closest proximity: the principal of the Snug Harbor Elementary School in Germantown, the principal of the Merrymount Elementary School in the Merrymount section of Quincy.

2. **VIDEO CAMERAS** – The Atherton Hough School is equipped with a video camera directed at the front door of the school along with an intercom. In general the school secretary or office paraprofessional 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 8:00 a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

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

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

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

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

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

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

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

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

12. LAVATORY USE: Students use the lavatory under the supervision of the classroom teacher. In kindergarten through grade 2 students use the lavatory within their classrooms (when available). In grades 3-5 the students use the lavatory facilities contained in their wing of the school. When students use the lavatory on an individual basis the teacher employs a method of noting the time and return of the student. Students are encouraged to use the lavatory facilities prior to going to lunch. If an emergency arises at lunchtime, one of the lunch attendants supervises the student.

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

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

15. BUS PROCEDURES: Students who live beyond one mile are eligible for school bus transportation. No Hough’s Neck students are eligible for school bus transportation.

16. SCHOOL WALKING ROUTES: WALKERS: Due to the change in the eligibility for school bus transportation, all students are walking to and from school. Walking routes for students under a mile from Atherton Hough are as follows.

<u>No Bus</u>	<u># Students</u>	<u>Safe Walking Routes</u>
Jewett St.	2	Sea St. to Manet Ave. Traffic Supervisor or Sea St. to Darrow St. to Manet Ave Traffic Supervisor
Kilby St.	1	Sea St. to Manet Ave. Traffic Supervisor or Sea St. to Darrow St. to Manet Ave Traffic Supervisor
Lee St.	0	Sea St. to Manet Ave. Traffic Supervisor or Sea St. to Darrow St. to Manet Ave Traffic Supervisor
Meade St.	0	Sea St. to Manet Ave. Traffic Supervisor or Sea St. to Darrow St. to Manet Ave Traffic Supervisor
Shoreside Rd.	1	Sea St. to Manet Ave. Traffic Supervisor or Sea St. to Darrow St. to Manet Ave Traffic Supervisor

There are two Quincy Police Traffic Supervisors (crossing guards) who assist students and their parents. One officer is located at the corner of Sea Street and Manet Avenue (at the fire station intersection) the other is located at the corner of Manet Avenue and Darrow Street. Students and parents are required to cross with the Traffic Supervisors at the crosswalks.

17. STUDENTS BEING DROPPED OFF AT SCHOOL: Students being transported by their parents are required to enter the main entrance of the school on Manet Avenue. For safety reasons, parents should not enter the school parking lot.

18. INSTANT ALERT: Instant Alert will be used to communicate with families and school personnel for general announcements, upcoming school events, school cancellation and / or school emergencies. Parents are requested to update their instant alert contact information as needed.

EMERGENCY PROCEDURES

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

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

Lockdown

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

Evacuation/Reverse Evacuation

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

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

Evacuation Procedures

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

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

Reverse Evacuation Procedures

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

Fire/Explosions

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

Drugs/Alcohol Influence

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

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

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

Weapons/Hostage

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

If taken hostage:

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

Fights

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

Group Violence

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

Physical Restraint

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

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

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

Hazardous Materials

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

If evacuation is necessary, follow the evacuation procedure.

Contingency Plan

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

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

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

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

Building specific contingency plan –

In the event that the students at the Atherton Hough School are unable to be transported to another school, contingency arrangements have been made for the students to gather in one or two places: (1) the Most Blessed Sacrament church hall located next to the school on Darrow Street, (2) the Hough's Neck Congregational church hall located across from the school on Manet Avenue.

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

