

*Quincy Public Schools
School Improvement Plan*

2008 - 2009

Atherton Hough School

Dorothy M. Greene, Principal

Margaret MacNeil, Assistant Principal

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:

Presented in this booklet is the Atherton Hough School Improvement Plan for the academic year 2008 – 2009. 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
September 2008

III. Improvement Plan

A. Assessment

Our school/district goal has been the improvement of MCAS scores. Depending upon the specific enrollment each year, and the number of students within our substantially separate special education classes, 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 programs, Prep for Success, and Literacy Matters have contributed towards improved performance and a decrease in students with IEPs in the Regular Education setting. K-5 implementation throughout the 2007-2008 school year of the Harcourt Brace Trophies Reading Program utilizing the 3 tier model, with an emphasis on the tier 2 and tier 3 intervention strategies, is expected to improve our students' performance

2007-2008 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.

Staff member review of our 2007 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.

In examination of our fourth grade MCAS test scores over the past three years in the area of Mathematics we notice the following (Fourth grade data was chosen because it allows us to study scores longitudinally):

Grade Four

	05		06		07		3 Year Trends
	AH	MA	AH	MA	AH	MA	
# sense	66	70	66	73	67	71	+1
Patterns, Relations and Algebra	70	72	77	79	66	73	-4
Geometry	47	61	48	55	62	66	+15
Measurement	51	63	52	60	54	63	+3
Data Analysis	54	67	74	76	75	73	+21

Grade Four Students Scoring Proficient / Advanced

Math	06	07	Change
Grade 4 Students scoring Proficient / Advanced	29%	48%	+19

Strengths:

Although 2007 scores remain below the state average in many areas there has been long term growth in some areas when scores are compared to 2005. This trend is particularly true when we examine the “Total Population”.

- In the Number Sense strand we have shown a one point gain from 2005 – 2007 and we are approaching the state average.
- In the Geometry strand we have shown a significant improvement of 15 points from 2005 –2007 and are approaching the state average.
- Measurement has shown a 3 point gain from 2005 and has been a school wide emphasis.
- The Data Analysis strand is an area of strength. There is a 21 point increase since 2005 and we exceed the state average in 2007.

Areas of Concern:

- Number Sense remains an area of concern for students at the Atherton Hough School. 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, SMART goal will continue to address students’ Number Sense.

Math Initiatives Include:

- Math Focus teachers, grades 3,4 and 5
- Increase Math instructional time
- Weekly Math Wiz incentive program
- Problem of the Day
- Math Exemplars
- Math journals
- Math word walls / vocabulary notebook

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 2007 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. When conducting the analysis the assessment team concluded that there was no discrepancy between Open Response and Multiple Choice questions. Therefore, the table does not delineate between Open Response and Multiple Choice questions. Further MCAS analysis resulted in the implementation of intensive differentiated standards based ELA and Mathematics instruction.

The assessment team examined third and fourth grade English Language Arts / Reading MCAS test scores. Third and fourth grade data were chosen because they allow us to study scores longitudinally. It is hoped that gains in third and fourth grade will be generative to fifth grade English Language Arts. When examining our scores in the area of English Language Arts / Reading over time we notice the following:

Grade Three:

	05		06		07		3 Year Trends
	AH	MA	AH	MA	AH	MA	
Literature	79	79	77	75	78	75	-1
Language	79	80	77	73	86	82	+7

Grade Three Students Scoring Proficient / Advanced

ELA	06	07	Change
Grade 3 Students scoring Proficient / Proficient +	41%	62%	+21

Strengths:

In 2007 we exceed the state average for both Literature and Language. Although there is a slight decline (-1) in the area of Literature from 2005 to 2007, there is a seven point increase over the same time period in the area of Language.

Grade Four:

	05		06		07		3 Year Trends
	AH	MA	AH	MA	AH	MA	
Literature	69	69	64	69	66	70	-3
Language	80	76	63	67	75	82	-5
Writing	69	70	73	72	72	70	+3
Topic Development	61	64	62	62	64	61	+3
Conventions	82	80	88	86	84	83	+2

Grade Four Students Scoring Proficient / Advanced

ELA	06	07	Change
Grade 4 Students scoring Proficient / Advanced	39%	48%	+9

Strengths:

Although 2007 scores remain below the state average in both literature and language, scores in the areas of language and literature have increased when compared with 2006. Given this area of concern, our SMART goal will continue to address Reading Comprehension and Reading Sustainability.

There has been a school wide emphasis on writing. This has improved our performance in the long composition. Our Writing scores currently exceed the state average in both Topic Development and Conventions. Teachers provide weekly practice with MCAS type questions. These responses, kept in an ELA journal or notebook, enable teachers to document improvement while incorporating math, science or social studies to provide writing across the curriculum learning opportunities.

Much effort has been placed on improving the independent reading strategies of our students. As a school we incorporate many programs across the grade levels to improve both the quality and quantity of independent reading such as:

ELA Initiatives Include:

- Principal’s 300 Minute Reading Club
- Nightly reading log
- Weekly reading journal
- Monthly book reports
- Book Fair

Assessment Team/MCAS Analysis: Our three 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 test questions/responses and selected Test Wiz reports and graphs were shared with staff. Attention was focused on improving student performance on identified areas such as open ended and short answer responses, measurement, writing, and reading comprehension. Our Smart Goal 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**
- A total of 28 students in the 2006-2007 school year in grades 2, 3 and 4 participated in Literacy Matters held at Atherton Hough School, taught by Atherton Hough teachers.
- In 2007-2008 a total of 6 students participated in Literacy Matters held at Snug Harbor School. Atherton Hough teachers continued to teach in this valuable program at various sites throughout the city.

- **Extended Day Activities**
- A variety of site based academic and enrichment opportunities were offered to our students.
- Some students participated in the Saturday morning Winter Institute held at Beechwood Knoll School.

B. Goal Statements

SMART GOALS

**Specific
Measurable
Attainable
Relevant
Timed**

English Language Arts SMART Goal # 1

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 SMART Goal # 2

Students will increase their reading sustainability by reading for longer periods of uninterrupted time in school and at home as measured by participation in “The Principal’s 300 Minute Reading Club” and completion of nightly reading logs.

Math SMART Goal # 3

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 up to five percentage points from the 2008 Atherton Hough Mathematics MCAS.

C. Action Steps / Monitoring Criteria

ELA SMART Goal # 1

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.

Action Steps/Monitoring Plan

	What?	When?	Who?
Steps	Strategies / Activities	Timeline	Team / Facilitator Responsible
a.	Discuss ELA SMART goal, rationale and action steps with instructional staff Principal Meeting	June 2008 September 2008	Principal Assessment Team facilitator
b.	“Scholastic Reading Counts” Principal / Media Specialist Data Review	September 2008 – June 2009	Librarian and Parent Volunteers
c.	Weekly classroom practice of ELA Open Response common test items Principal walk through / notebook review and staff sharing	September 2008 – June 2009	Instructional Staff, grades 3-5
d.	Weekly Literature Circle grades 3-5 Principal / Asst. Principal walk through	September 2008- June 2009	Instructional Staff, grades 3-5, including LDC 1 and 2
e.	Daily Interactive Read Aloud Principal / Asst. Principal walk through	September 2008- June 2009	Instructional Staff, grades K-5, including LDC 1 and 2
f.	Implement a nightly Reading Log to document independent reading Principal review of reading log	September 2008- June 2009	Instructional Staff, grades 2-5, including LDC 1 and 2

g.	Implement a Readers Notebook utilizing independent reading strategies grades 3-5(Fountas and Pinnell) Principal review of notebook	September 2008- June 2009	Instructional Staff, grades 3-5, including LDC 1 and 2
h.	School wide genre study, including monthly book reports Monthly Literacy Assembly highlighting comprehension strategies	September 2008- June 2009	Instructional Staff, grades 1-5, including LDC 1 and 2
i.	Intermediate level novel / author study through an after school “Book Club” Assistant Principal / staff collaboration	October 2008- May 2009	Instructional Staff, grades 3 - 5, including LDC 1 and 2
j.	Incentive program for participation in Principal’s 300 Minute Reading Club Principal data review	September 2008- June 2009	Instructional Staff, grades K-5, including LDC 1 and 2

ELA SMART Goal # 2

Students will increase their reading sustainability by reading for longer periods of uninterrupted time in school and at home as measured by participation in “The Principal’s 300 Minute Reading Club” and completion of nightly reading logs.

Action Steps/Monitoring Plan

	What?	When?	Who?
Steps	Strategies / Activities	Timeline	Team / Facilitator Responsible
a.	Discuss ELA SMART goal, rationale and action steps. Principal Meeting	June 2008 September 2008	Principal Assessment Team facilitator
b.	Continue nightly Reading Log (signed by a parent) to document reading or being read to <u>at home</u> Principal review of Reading Log	September 2008-June 2009	Instructional staff, grades K-1 including LDC 1 and ELL
c.	Implement a nightly Reading Log (signed by a parent) to document independent reading, for a minimum of twenty minutes per night. Principal review of Reading Log	September 2008-June 2009	Instructional staff, grades 2– 5 including LDC 1 and 2 and ELL
d.	Continued implementation of “Scholastic Reading Counts” Principal / Asst. Principal Data Review	September 2008-June 2009	Media Teacher and Parent Volunteers
e.	Incentive program for participation in “Principal’s 300 Minute Reading Club”	September 2008-June 2009	Instructional staff, grades K-5, including LDC 1 and 2 and ELL

MATH SMART Goal # 3

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 up to five percentage points from the 2008 Atherton Hough Mathematics MCAS.

Action Steps/Monitoring Plan

Steps	Strategies / Activities	Timeline	Team / Facilitator Responsible
a.	Discuss Math SMART goal, rationale and action steps with instructional staff. Principal Meeting	June 2008 - September 2008	Principal Assessment Team facilitator
b.	Daily classroom problem of the day activities, emphasizing multiple ways of solving a problem Principal review of Math Notebooks	September 2008- June 2009	Instructional staff, grades K – 5, including LDC 1 and 2
c.	Math Wiz incentive program to increase computational fluency School assembly	September 2008- June 2009	Instructional staff, grades 1– 5, including LDC 1 and 2
d.	Implement Math Journals Principal review of journals	September 2008- June 2009	Instructional staff, grades 1– 5, including LDC 1 and 2 and ELL
e.	Family Math Night for grades K-2 and LDC 1 Participation in Math Night	Fall 2008	Instructional staff, grades K-2, including LDC 1
f.	Parent MCAS Night for grades 3-5 and LDC 2 Participation in MCAS Night	Winter 2009	Instructional staff, grades 3-5, including LDC 2
g.	Continue Math vocabulary word wall and notebook. Principal walk through	September 2008 – June 2009	Instructional staff, grades K– 5, including LDC 1 and 2
h.	Super Solver Bulletin Board Parent and student observation	September 2008 – June 2009	Instructional staff, grades K– 5, including LDC 1 and 2 and ELL

Additional Information**English Language Arts**

The assessment team, after analyzing MCAS data, concludes that the quality and quantity of independent reading needs to improve. This is due to the inferential comprehension required of the fourth grade MCAS. Our action steps / monitoring criteria outline curricular initiatives to address this concern. Scholastic Reading Counts will be utilized as a means of assessing independent reading in kindergarten through grade 5. Additionally, a nightly reading log incentive program will be implemented in kindergarten through grade 5. This will require documentation of independent reading and provide incentives for independent reading. A weekly reading journal will be required in grades kindergarten through 5. This will require students to write about their independent reading. At various times different literary elements will be emphasized (i.e. setting, plot, character development, etc.)

Students in grades three through five, will answer Open Response questions. These questions will be taken from past 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 all 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 Q Math will participate in Prep for Success and / or Literacy Matters.

Additional Information**Math**

The assessment team, after analyzing MCAS data, concludes that Number Sense 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 # 3 will continue to address Number Sense.

Our action steps / monitoring criteria outline curricular initiatives to address this concern.

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" will be taken from past 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. 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 with math games will be shared with parents. Additionally, interactive “hands on” math activities will be provided such as: graph your favorite Halloween candy, how many seeds are in a pumpkin, 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 night is scheduled for fall 2008.

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 teachers, will 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 be created. Synonyms and key words to determine 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.

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/2/08	SIP, SMART Goals Civil Rights, Legal Issues, Restraint Training, Sp. Ed. Support Services, Schedules Health and Safety Procedures	All Staff	8:00-11:00	Room 3	Principal /Asst. Principal School Nurse	
9/9/08	Reading Comprehension Strategies, Reading Log Procedures Number Sense	Gr. 1-2 Gr. 3 -5 ELA Gr. 3-5 Math Focus	12:30-2:00	Room 8 Room 11 Room 21	Literacy Specialist K. Reichel K. April T. Quinton E. Wheeler	ELA Goals 1 and 2 ELA Goals 1 and 2 Math Goal 3
10/28/08	Reading Comprehension and Sustainability strategies Number Sense Strategies	Gr. 1- 2 Gr. 3 -5 ELA Gr. 1-2 Gr. 3-5 Math Focus	12:30-1:15 1:15 – 2:00	Room 6 Room 16 Room 17 Room 10	Literacy Specialist, M. Qualter K. Reichel H. Duffy T. Helling A. Smith E. Wheeler J. Camden	ELA Goals 1 and 2 ELA Goals 1 and 2 Math Goal 3 Math Goal 3

12/9/08	Assessment Day 1 Analysis of 2008 MCAS scores; identify curricular strengths /areas of concern	All Staff	12:30- 4:00	Media Center	M. MacNeil Assessment Team facilitator & team members	SMART Goals 1, 2, 3
1/13/09	Reading Comprehension Strategies/Open Response Writing	Gr. 1- 2	12:30- 2:00	Room 3	Literacy Specialist & E. Croke	Goals 1 and 2 ELA
		Gr. 3 -5 ELA		Room 11	H. Duffy K. Reichel	Goals 1 and 2 ELA
	Number Sense/Open Response	Gr. 3-5 Math Focus	12:30 – 2:00	Room 16	J. Camden T. Quinton	Goal 3 Math
2/10/09	Assessment Day 2 Identification of curricular strengths/ concerns; new SMART goals	Cross grade level teams	12:30- 4:00	Media Center	M. MacNeil Team facilitator and team members	Generate new SMART goals
5/12/09	Assessment Day 3 Finalize SMART goals / action steps. Identify curricular and professional development needs.	All Staff: ELA team & Math Focus	12:30- 2:00	Media Center	M. MacNeil Assessment Team facilitator	SMART goals and action steps
5/26/09	Reading comprehension and sustainability strategies	Gr. 1- 2	12:30- 1:15	Room 17	T. Helling A. Smith	Goals 1 and 2 ELA
		Gr. 3 -5 ELA	12:30 – 1:15	Room 1	K. April H. Duffy	Goals 1 and 2 ELA
	Number Sense/Open Response Strategies	Gr. 3-5 Math Focus	12:30 – 1:15	Room 10	E. Wheeler T. Quinton	Goal 3 Math
	Sharing ELA and Math Projects	Grades 1-5	1:15 – 2:00	Media Center	Team Facilitators	Goals 1, 2 ,3

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:

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***

V. Integrated Learning Team Members

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

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

Team Members

Name	Position
Margaret MacNeil	Literacy Teacher/Asst. Principal
Carol Dyer	Resource Room Teacher
Mary Sofis	ELL Teacher
Dorothy Greene	Principal

VI. School Council Members

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

School: Atherton Hough School

Chair/Principal: Dorothy Greene

Co-Chair: Ann Larsen
37 Turner Street
Quincy, MA 02169
617-786-9065

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

Margaret MacNeil
231 Elliot Avenue
Quincy, MA 02170
617-328-3368

Parents: Kimberly Fallon
1243 Sea Street
Quincy, MA 02169
617-479-4426

Zareh Artinian
116 Spring Street
Quincy, MA 02169
617-770-2315

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

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
6 Regular Education Classes 2 Special Education Classes	5 Regular Education Classes	1 Regular Education Class with a .5 Academic Skills Support Teacher

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

VII. Appendix – Section B

Support Services

FTE

__1.0_Nurse

_ 1.0_Special Education Teachers (Resource Room/Inclusion)

__2.0_Special Education Teachers (Substantially Separate)

__1.0_Guidance Counselor / 766 Chairperson

__.7_Literacy Specialist/s

__.5_Academic Skills Support Teacher Grade Four

__.2_ ELL Teacher/s

_.1__Adaptive Physical Education Instructor

_ .4__Speech and Language Instructor/s

__.3__School Psychologist/s

__.4_Occupational Therapist/s

VII. Appendix – Section C

Budget - Elementary

	Amount available In FY 2009
<p><u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)</p>	\$4,050.00
<p><u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>	\$5,175.00
<p><u>ACTIVITY STIPEND ACCOUNT</u></p>	\$8,172.00
<p><u>Other SCIENCE</u></p>	\$678.00
<p>TOTAL</p>	
<p><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></p>	
<p><u>P.T.O: field trips, media center periodicals , miscellaneous classroom supplies</u></p>	\$4,550.00
	\$
	\$
	\$
	\$
	\$

VII. Appendix – Section D

Facilities

1. Improvements

Throughout the 2007-2008 school year many improvements were completed 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
- f. Student Gardeners /Green Team
 - Planted flowers in Atherton Arboretum and other planters
 - Spread mulch
 - Maintained flower beds
 - Adopt an Island Project

2. Areas of Need

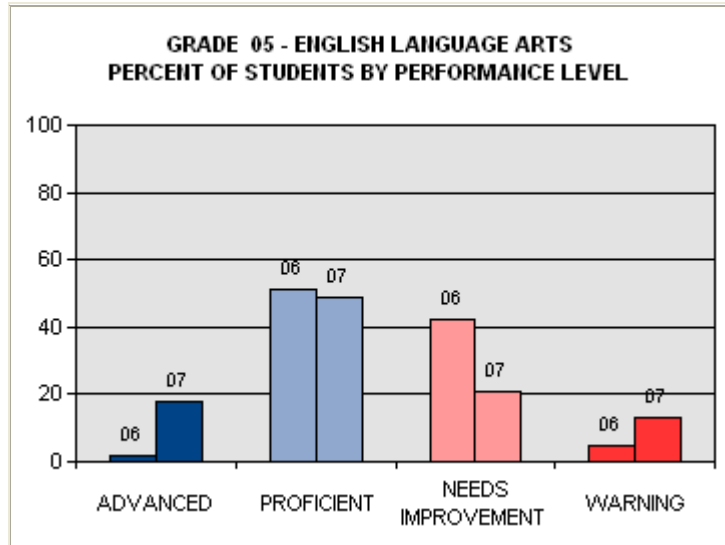
- a. Interior work including:
 - Plastering and painting throughout the building (due to moisture)
 - Repair broken floor tiles
 - Replace media center rug
- b. Exterior work including:
 - Repair / Replace chain link fence bordering church hall
 - Repave school yard
- c. New intercom system

VI. Appendix – Section E

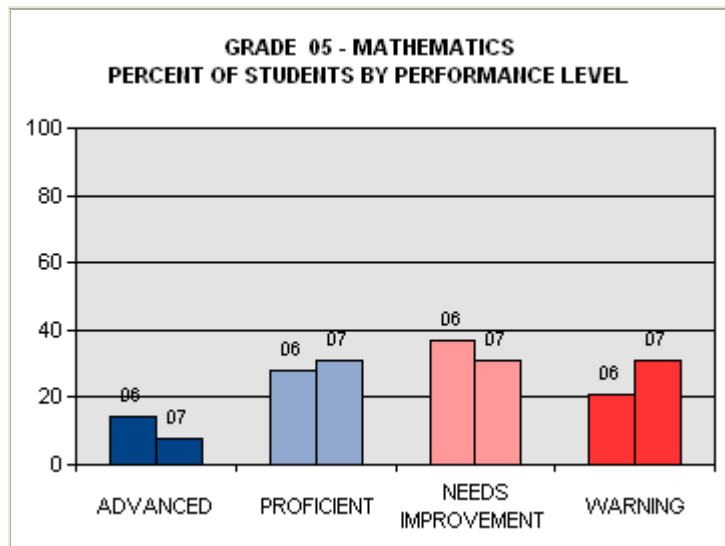
Data Charts and Trends

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

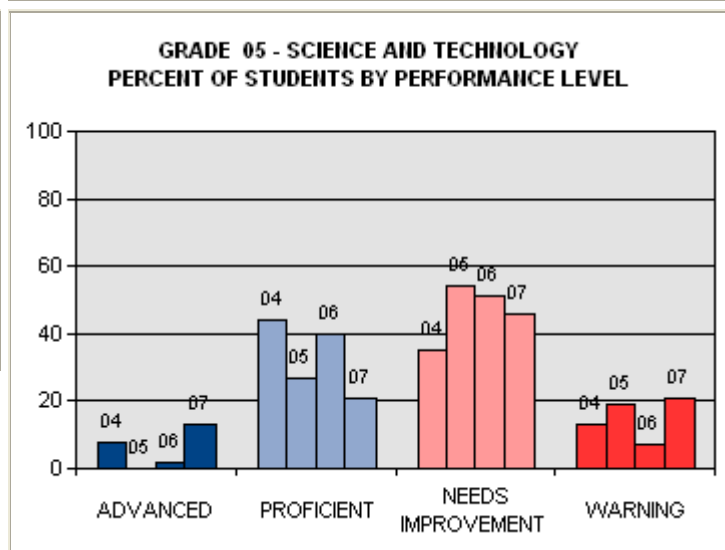
GRADE 05 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	2	18
PROFICIENT	51	49
NEEDS IMPROVEMENT	42	21
WARNING	5	13



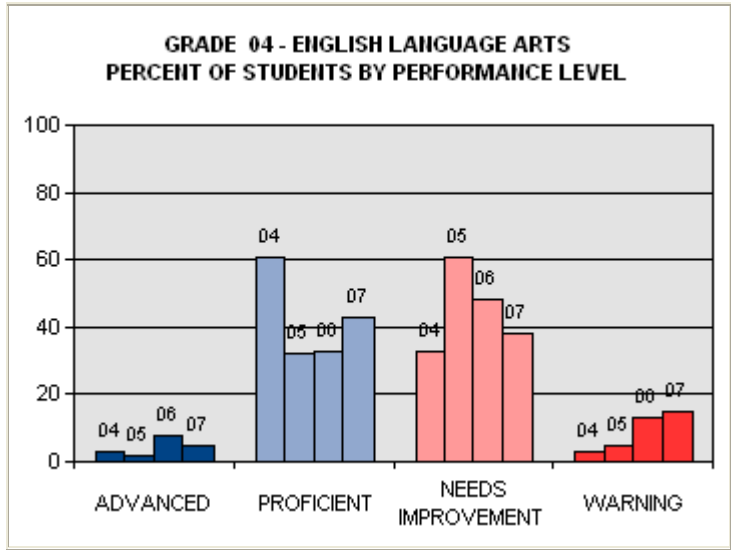
GRADE 05 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	14	8
PROFICIENT	28	31
NEEDS IMPROVEMENT	37	31
WARNING	21	31



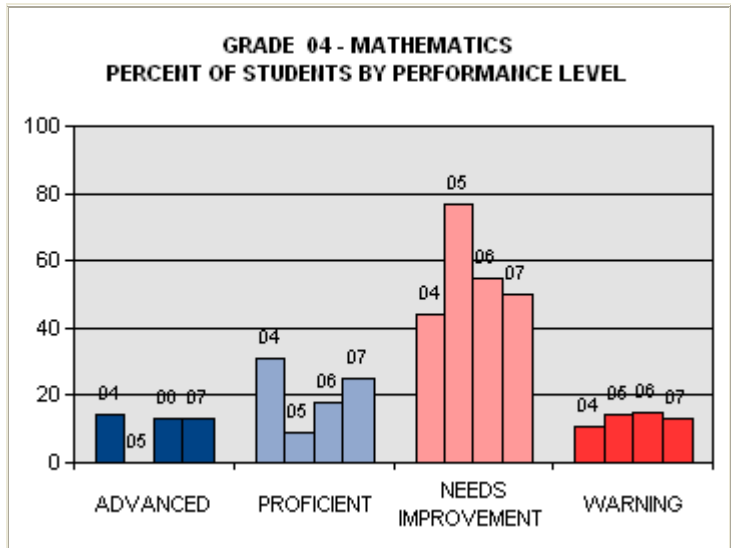
GRADE 05 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	8	0	2	13
PROFICIENT	44	27	40	21
NEEDS IMPROVEMENT	35	54	51	46
WARNING	13	19	7	21



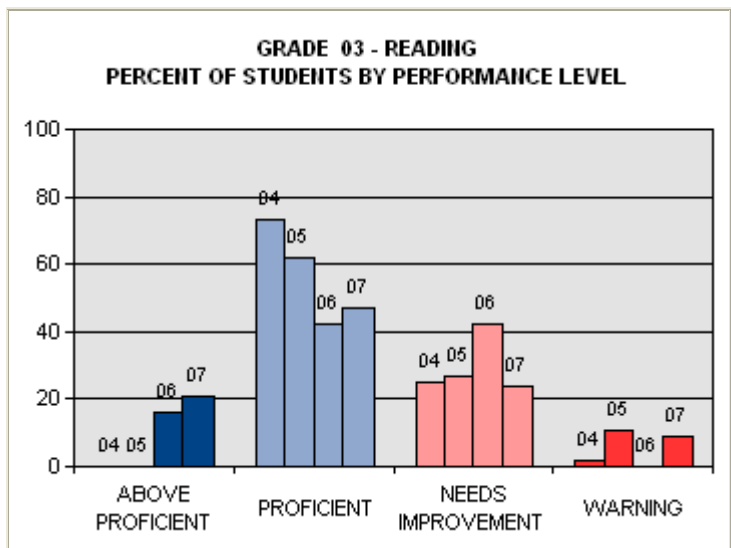
GRADE 04 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	3	2	8	5
PROFICIENT	61	32	33	43
NEEDS IMPROVEMENT	33	61	48	38
WARNING	3	5	13	15



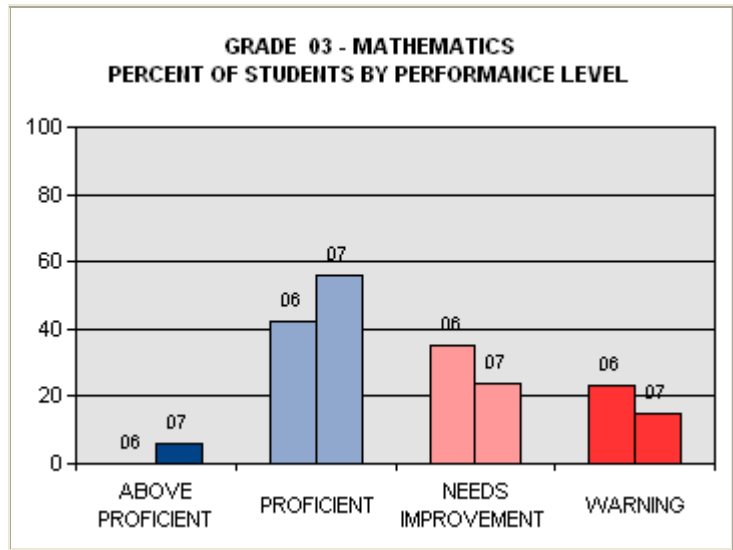
GRADE 04 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	14	0	13	13
PROFICIENT	31	9	18	25
NEEDS IMPROVEMENT	44	77	55	50
WARNING	11	14	15	13



GRADE 03 READING				
PERFORMANCE LEVEL	2004	2005	2006	2007
ABOVE PROFICIENT	0	0	16	21
PROFICIENT	73	62	42	47
NEEDS IMPROVEMENT	25	27	42	24
WARNING	2	11	0	9



GRADE 03 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ABOVE PROFICIENT	0	6
PROFICIENT	42	56
NEEDS IMPROVEMENT	35	24
WARNING	23	15



Atherton Hough - 2007 Adequate Yearly Progress (AYP) Data

District: [Quincy \(02430000\)](#)
 School: [Atherton Hough \(02430040\)](#)
 School Title I Status:
 NCLB School Choice Required: No
 Supplemental Educational Services Required: No

2007 AYP Data - Summary

Summary Data | [Detailed Data](#)

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

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance	
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?	
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual
Aggregate	Yes	100	No	81.2	Yes	0.0	Yes	96.1
Lim. English Prof.	-	-	-	-	-	-	-	-
Special Education	-	-	-	50.0	-	-	-	-
Low Income	-	-	-	67.1	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-
White	Yes	100	No	83.7	Yes	1.7	Yes	95.9
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual
Aggregate	Yes	100	No	71.9	Yes	2.9	Yes	96.1
Lim. English Prof.	-	-	-	-	-	-	-	-
Special Education	-	-	-	39.4	-	-	-	-
Low Income	-	-	-	57.9	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-
White	Yes	100	No	72.1	Yes	3.2	Yes	95.9

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	

QUINCY PUBLIC SCHOOLS
Quincy, Massachusetts

ATHERTON HOUGH SCHOOL
1084 SEA STREET
QUINCY, MASSACHUSETTS 02169
617-984-8797

SCHOOL SAFETY AND SECURITY PLAN

2008- 2009

Dorothy M. Greene, Principal
Margaret A. MacNeil, Asst. Principal

School Safety and Security Plan

All incidents will be reported to the Director 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.

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1. School Security _____ Pages 3 - 6

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 7 - 10

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

3. Contingency Plan _____ Page 11

4. Emergency Telephone Bomb Threat Procedures ____ Page 12

5. Emergency Letter/Package Bomb Procedures _____ Page 12

SCHOOL SECURITY

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.

Nextel phones are on all school buses for emergency purposes.

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.

After dismissal at 2.00 p.m. all school doors are locked.

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 require visitors to sign in at the school office. 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.

Ancillary personnel enter the building through the front door or Door D where the procedures outlined above are followed. Lunch attendants enter the building at one entrance of the cafeteria monitored by the cafeteria manager.

During the school day, all deliveries to the school are made at the front door and signed for by the office staff. Vendor addresses are checked for verification prior to opening the package. 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 paraprofessional in the office by 8:00 a.m. each day. A record of the absentee/tardy students is compiled and kept in the office. If a student's absence has not been reported by the parents/guardian, the office paraprofessional 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. TWO WAY RADIO: The walkie-talkie and charges are kept in the custodian's office or with the custodian. 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, and FIRE DRILLS: The fire alarm and smoke detector systems are regularly inspected and maintained. The fire safety officer from the QFD and/or the building principal conduct evacuation fire 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 office paraprofessional provides 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 students use the lavatory within their classroom. In grades 1-5 the students use the lavatory facilities closest to their classroom. When students use the lavatory on an individual basis the teacher employs a method of noting the time and return of the student. Students travel in pairs or individually depending upon their grade level/age. 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: Students are not utilized to cover the school office. In the unlikely event that the secretary, office paraprofessional or principal is 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 $\frac{3}{4}$ of a mile are eligible for school bus transportation. There is one bus stop located at the corner of Sea Street and Kilby Road. At school dismissal time, 2:00 p.m., all bus students gather at doorway EE. Attendance is taken prior to their dismissal. The children are monitored / escorted to the bus by a staff member, who notifies the bus driver that all bus children are present.

16. WALKERS: Due to the change in the eligibility for school bus transportation, additional students are walking to and from school. Walking routes for all students who do not take the bus are available in the school office. 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.

EMERGENCY PROCEDURES

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

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 outside with them. Staff should direct students' attention to their posted fire exits and then follow that route. Unattached students should be directed to follow a teacher and their attendance should be noted. Staff should take students to their assigned areas and stay with them. The assistant principal will compile information about missing and additional students.

All unassigned staff should assist with an orderly departure and then will report to the Principal's office and wait for direction. No one should report back into the building unless directed to by the principal or the vice principal.

Upon re-entering, staff should make sure 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

Director 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 arrangement 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 AND PARCEL BOMBS

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

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage

Incorrect Titles

Titles but No Names

Misspelling of Common Words

No Return Address

Excessive Weight

Rigid Envelope

Lopsided or Uneven Envelopes

Oily Stains/Discolorations

Protruding Wires or Tinfoil

Visual Distractions

Foreign Mail

Air Mail and Special Delivery

Restrictive Markings such as Confidential, Personal, etc.

Hand Written or Poorly Typed Addresses

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

VIII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature