

Quincy Public Schools

School Improvement Plan 2008 - 2009

School *Charles A. Bernazzani*

Principal *Peter R. Dionne*

Assistant Principal *Robert Purpura*

Date Submitted *August 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,

I am pleased to present the Charles A. Bernazzani School Improvement Plan for the 2008-2009 school year. The Bernazzani School Staff and School Council developed this plan using guidelines both of the Massachusetts' Education Reform Act of 1993 and of the Superintendent's Leadership Team. The legislative act aims to strengthen the school system's leadership for school improvement and to provide for school-based planning responsibilities of school councils. The SLT's guidelines protect the individuality of each school's goal planning, yet provides for a uniform and consistent reporting document. Both provide for school-based planning responsibilities for school councils as the foundation for a more focused, responsive, and accountable system of serving our students.

The Charles A. Bernazzani School believes its school improvement plan is consistent with the educational goals and values of our country, state, and school system. We believe our plan reflects Bernazzani's school values and is responsive to the needs of children, teachers and parents. Our school values the promotion of high standards for students and educators. We value, too, the capacity for children to achieve more and for children, teachers and parents to work collaboratively. We are confident the goals, action steps, assessment and professional growth opportunities reflected in the plan will lead to our school's improvement in the coming year.

During this upcoming school year of 2008-2009 we will be focusing on improvement in the area of vocabulary in English Language Arts. Our improvement plan involves school wide initiatives dedicated to bolstering students' understanding and usage of vocabulary words.

We are also focusing on improvement in the area of Number Sense in Mathematics. During our Assessment Days we noticed a slight decline in this sub-category. We are pleased to announce that we have already sent home a summer math packet to prevent summer "slippage". This was provided to all students. During our school year we will dedicate math days as well as school-wide bulletin boards and initiatives focused on number sense.

It is my pleasure and honor to serve this distinguished community of the Bernazzani Elementary School. I am entering my third year as principal of this fine school and I could not be more pleased with the dedication of both staff and parents as we strive to provide the best education possible for our young students.

Your comments and feedback are most welcome.

Sincerely,

Peter R. Dionne
Principal of the Charles A. Bernazzani Elementary School

III. Improvement Plan

A. Assessment

1. Reflection on 06-07 goals:

I am happy to report that the Bernazzani School did indeed reach goal #1 of its SIP. Third and Fourth graders beat the state average on open response questions this past year. I wish to offer many thanks to our staff and the previous administrators for beginning to implement professional development for the achievement of this goal the year prior to my arrival. Through our work on open response questions and modeling of appropriate answers throughout the year our children were able to achieve this goal for improvement.

We also were able to institute the Trophies Reading Program in grades Kindergarten and Fourth. The Kindergarten staff received numerous professional development opportunities throughout the year. Grade Four was able to create an admirable schedule which allowed them to each teach Reading as well as their focus subject areas. Our hard work on the fourth grade schedule has paid off and the fifth grade has adopted this schedule for next year when they begin the Trophies Reading Program.

The school assessment team, along with Bernazzani staff, met throughout the 2006-2007 school year to analyze and interpret MCAS data. Using TestWiz as a data analysis tool, the staff identified strengths as well as areas for improvement in both Language Arts and Mathematics. The Assessment Day meetings focused on current and previous years' results as a basis for school improvement goals.

Language Arts: ELA

In Language Arts, the Bernazzani School continues to show strengths in Reading, Literature and Language. In 2006, 4th grade students scored 81% of possible points in the language subscore compared to the state average of 71%. The Reading and Literature section also showed Bernazzani's average percentage at 67% compared to the state average of 65%.

One goal of our 2005-2006 SIP was an increase in topic development scores. This was an area that the staff felt was a consistent area of weakness. An historical analysis showed that Bernazzani scored an average of 4% less than the state in topic development. Our 2006 MCAS results indicated a slight increase in scores related to topic development. Bernazzani scored 61% in topic development equal to the district and 2% lower than the state.

In looking at areas of improvement for the upcoming years, the staff concluded that open response questions continue to be a weakness for Bernazzani students. The following table illustrates this statement with a five year comparison of school and state averages in open response questions.

The staff, along with the Assessment Team decided to continue a focus on open response questions for the upcoming school year in hopes of raising student scores in these areas.

Mathematics:

Through analysis of the MCAS math scores the staff noted a consistent strength in the area of patterns, relations and algebra. Two areas that continue to score lower than the state average are Geometry and Measurement. During Assessment day meetings, teachers across grade levels indicated that geometry and measurement were isolated in the math curriculum, compared to number sense, patterns, relations and algebra which are constantly reviewed throughout the year. The following table shows Bernazzani's comparison to state average in Geometry and Measurement subscores on the grade 4 MCAS test.

The staff concluded that an increased focus on geometry and measurement across grade levels would aid in improving student understanding of the subject areas.

2. Reflection on 07-08 goals:

1. To meet or exceed the state average on the Spring 2008 MCAS in grades 3-5 English Language Arts open response questions. The school will accomplish this goal through the development of an internal writing assessment.

This goal was met with full vigor during our 2007-2008 school year. Our staff actively participated in planning these "Bernazzani Writes Days" for our students. During these days the entire school would participate in writing assignments. The assignments were given according to grade level i.e. the kindergarten kids wrote two sentences and drew a picture, the fifth graders wrote a five paragraph essay. The children were allowed to wear slippers to make the day more bearable and something to look forward to. The children also commented that it was fun to know the entire school was writing at the same time.

Teachers scored these assignments based on the rubrics in the Trophies manuals. The two pieces of writing, one written from a prompt and one piece of fiction were passed on to the next grade level. This will enable next year's teacher to hit the ground running with two solid essays written by their incoming students.

This task also enabled our students to accomplish more writing for the upcoming open response questions on the MCAS exam. Our students felt better prepared as they faced the long composition portion of the test as well as open response questions in the main body of the exam. We look forward to tracking our scores when the test results are released in the fall.

2. Through monthly exposure to Geometry and Measurement Strategies, grades 3, 4 and 5 students will improve by 5% from the previous year on the Geometry and Measurement questions on the Spring 2008 Math MCAS.

The first aspect of this goal that I want to touch upon is the accomplishment of our monthly bulletin boards dedicated to Geometry and Measurement. The students loved passing by the bulletin board each month to see what each grade level had studied. The student products were posted on the bulletin board and whoever viewed the board learned a little more about Geometry and Measurement.

Secondly, our days dedicated to teaching Geometry and Measurement were a blast! The teachers worked to organize and plan these days so that the children could have fun learning in centers and working together across grade levels. The students accomplished many hands-on tasks and activities related to Geometry and Measurement. One hidden bonus to this action step was that teachers who normally don't see each other during the day got to work and plan together. The teachers loved it and we plan to keep incorporating these math days into our yearly plan.

Our Mileage Club also was a tremendous success. This enabled our students to track their monthly mileage walked which was a great help for measurement, as well as getting much needed exercise tying it into our Health/Wellness plan. Our students received toe tokens to attach to their shoelaces and this fashion was all the rage at Bernazzani. Kids were walking like crazy to get their toe tokens. Teachers charted progress on individual charts purchased specifically for this action step.

Grades 3, 4 and 5 teachers used past MCAS released test items to prepare their students for math questions. This action step was monitored by principal walk-throughs. By exposing the students to MCAS test questions prior to the test our hope was to get them familiar with test items while at the same time using these questions for our own assessment purposes. Students reacted by being relieved to have seen an actual MCAS test before taking the test, this was especially noticeable in third grade as they had yet to take the MCAS.

I would like to commend our art teacher, Rita Connelly for incorporating Geometry into her art lessons as well. This was part of our SIP and Rita did a wonderful job creating landscapes with geometry as well as patterned art that the kids displayed on one of our bulletin boards.

3. To memorialize Jane Farrell-Smith with an appropriate landscaping area to the left of the building in front of the addition. The staff will achieve this goal through the help of the school community, partnerships and a gift from the graduating fifth grade class of 2007.

This goal saw its culmination on June 6, 2008 with a wonderful gathering of Jane's family, friends, colleagues and students. Our memorial dedication was very well attended and the speakers at the dedication did well to remember Jane and her contributions to the Bernazzani Elementary School. My thanks go to O'Connor Masonry for providing the yellow brick road, Almquist Florist for the perennials, bushes and Red Sox bench, DiBona Landscaping for the installation of the bushes, mulch and sod and finally, A. Monti Granite for the beautiful engraved stone which marks the area.

This project was the end product of much work put in by our planning committee. I want to thank everybody who had a hand in bringing this beautification project to fruition. A once ugly eyesore is now a beautiful oasis that each student passes through every morning to get to our playground.

2. Analysis of this year's test data:

Our Site Assessment Team had the staff work on recognizing strengths and weaknesses in last year's MCAS test. The attached table outlines the strengths and weaknesses of Bernazzani's MCAS results on the 2006-2007 testing period. (Please see attached chart 1A under Data and Graphs) After reviewing the data on Test Wiz and looking at category breakdowns in the MCAS reporting tools it was amazing how the weaknesses in both English Language Arts and Mathematics were grouped together across grade levels.

The English Language Arts assessment team found that students in grades three, four and five had weaknesses focusing around vocabulary. Other aspects of this same category included weaknesses in nonfiction questions, understanding text,

figurative language and details which all focus around vocabulary. This was our impetus for focusing next year on improving students' vocabulary and vocabulary usage.

Our strengths in English Language Arts included myths, fiction, character evaluation, main idea and poetry. These areas will continue to be taught and refined throughout the year.

The Mathematics assessment team discovered a trend that jumped right out at them. Across all three grade levels the area of fractions was a weakness. This ties directly to number sense and we also found that rounding and multiplying as well as multi-step problems were relative weaknesses. These weaknesses all pertain to number sense. These findings led us to our math goal of achieving a 2% increase in the sub-category of number sense.

On multiple choice questions relating to rounding, fractions, multiplication, comparing division and writing a fraction of a group our students poorly. Only one of these multiple choice questions had more than 50 % of students answering correctly. (Please see table 1B) This concerned the team and helped lead to our decision of creating this math goal.

Our areas of strength include bar graphs, money, area, line plots, data collection, probability, algebra and prime numbers. Our instructional delivery of these areas will remain as strong as ever and continued focus will be put in these areas. Continuing to provide students with past MCAS test items will also enable them to stay strong in these areas.

B. Goal Statement(s)

Goal #1

Through direct instruction students in Grades 3, 4 and 5 will improve their MCAS ELA scores by 1% by spring 2009.

Goal #2

Math teachers at Bernazzani will implement the action steps listed below to achieve a 2% increase from the previous year in the area of Number Sense on the 2009 MCAS.

C. Action Steps/Monitoring Plan

Goal #1

Through direct instruction students in Grades 3, 4 and 5 will improve their MCAS ELA scores by 1% by spring 2009.

What	When	Who
ELA team to compile a 30 word vocabulary list for K-5. One Vocabulary Word will be assigned to staff members.	Fall 2008 – September	ELA Team Bopp, O'Connor, DeLucca, Peavey, Ross, Lindsay, Purpura, Gorman and Sallaway
Grade levels will meet to determine appropriate activities to foster the acquisition of intended vocabulary I.E. words on parade.	Professional Development workshop 10/28/08	ELA Team Bopp, O'Connor, DeLucca, Peavey, Ross, Lindsay, Purpura, Gorman and Sallaway
Staff will provide students with multiple encounters with vocabulary words. For example; Word walls, Vocabulary journals, word banks and word of the week.	10/08 – 6-09	All staff Grade Level Teams
<i>Principal Walk-Throughs to monitor use of word walls, journals, word banks and word of the week. *</i>	On-Going	Peter Dionne
Vocabulary Door Display – to kick off word of the week	November 3,2008	All Staff
	On-going	All Staff

Using the assigned vocabulary, during their assigned week, staff will create with their students a door display (12"x18") showing the use of their word.		
A vocabulary "Big Book" will be created using the door display page. The "Big Book" will then be on display in the library.	On-going	All Staff
<i>* Students vocabulary acquisition and knowledge will be monitored through monthly content area assessments – word journals etc.</i>	10-08 -6/09	All staff
Classrooms will showcase vocabulary themed songs/poems etc. within their team.	June 2009	Grade Levels

Goal #2

Math teachers at Bernazzani will implement the action steps listed below to achieve a 2% increase from the previous year in the area of Number Sense on the 2009 MCAS.

What	When	Who
Tee Off with Math! Summer Math Program will be implemented to prevent summer slump. Students will be presented with a packet	Summer 2008 (Completed!)	K-5 teaching staff

on the last day of school. One for each grade level.		
<i>Summer packets will be sent home before the end of the 2008 school year. *</i>	June	All Staff, Peter Dionne
Biweekly, grade appropriate, number sense problem solving contest. Students will have a problem to solve and answers will be held in a box at the office. Correct answers will be placed in a kitty and one winner from each grade level will be selected and given a prize.	Biweekly beginning in September	K-5 teaching staff and principal
<i>Biweekly winners selected and announced during morning announcements. *</i>	Biweekly	Peter Dionne
Math word bulletin board outside the cafeteria which will be added to weekly and announced on the PA system and become a working word wall. Incorporate math word of the week into ELA bonus words on spelling lists, journal prompts, etc.	Ongoing September through June	Principal K-5 Staff

<p>Math Days! Grade levels will team up and create centers for students to rotate through and polish their math abilities.</p>	Fall, Winter, Spring	K-5 staff and principal
<p><i>Principal will help organize and run Math Days! Programs. *</i></p>	Fall, Winter, Spring	Peter Dionne
<p>Math Mates incorporated into existing Reading Buddies program. Students will be paired by ability and matched with applicable buddies. This can take place every other week with one of the times dedicated to math instruction.</p>	Ongoing	K and 3 1 and 4 2 and 5
<p><i>Q-Math 2 and Q-Math 3 administered to create a database for student achievement. Results will be disseminated to staff to better service the needs of the students*</i></p>	<p>Q-Math 2 – May</p> <p>Q-Math 3 – February</p> <p>Q-Math 5 – June (pilot)</p>	Grades 2, 3 and 5 staff
<p><i>Chapter tests and teacher observations</i></p>	Ongoing	K-5 staff

<p><i>will be accrued to teach through assessment</i></p>		
<p><i>Media, Art, Music and Physical Education specialists will incorporate concepts and vocabulary into their lessons*</i></p>	<p>Ongoing</p>	<p>Specialists</p>

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/9/08	Mandatory training in the following areas: IDEA, 504, DCAP, Physical Restraint, Security, Confidentiality, Referral Process, 51A, FBA, Harassment, Health Issues, FERPA	1-5, Sp. Ed.	1.5 hours	Media Center	Peter Dionne Robert Purpura	
10/28/08	Mathematics/Number Sense Staff will use this time to organize school wide math days as well as fine tune existing programs that are running as per our school improvement plan ELA team will reconvene to discuss implemented lessons and strategies.	K-5, Sp. Ed.	1.5 hours	Media Center	Peter Dionne Robert Purpura	1 & 2
12/9/08	Assessment Day 1 Staff will review MCAS data and formulate strengths and weaknesses in the data. This data will be used during Assessment Day #2.	K-5, Sp. Ed.	3.5 hours	Media Center/ Teachers' Room	Lauren Laub, Robert Purpura, Christine Norton	
1/13/09	ELA/Math	Math	1.5 hours	Media	Peter	1 & 2

	Math and ELA Focus teams will organize an all school assembly to showcase vocabulary themed songs and poetry. The math team will organize our final Math Days School-Wide event.	Focus Team and Nancy Casinelli ELA Focus Team and Emily Markarian		Center	Dionne, Robert Purpura	
2/10/09	Assessment Day 2 Staff will use data from Assessment Day #1 to create two school improvement goals for the school year 2009 – 2010. Staff will also create action steps to support these goals.	K-5, Sp. Ed.	3.5 hours	Media Center/ Teachers' Room	Lauren Laub, Robert Purpura, Christine Norton	
5/12/09	Assessment Day 3 Staff will create and finalize goals and action steps for the 09-10 School Improvement Plan	K-5 , Sp. Ed.	1.5 hours	Media Center/ Teachers' Room	Lauren Laub, Robert Purpura, Christine Norton	
5/26/09	Math focus teachers will create summer packet for math. ELA team members will review TestWiz data and plan for next year's goal implementation.	K-5, Sp. Ed.	1.5 hours	Media Center	Peter Dionne/ Robert Purpura	1 &2

IV. School Site Assessment Team Members

“Failing to plan is planning to fail.”

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

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

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

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

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

Our School Assessment Team members are:

Lauren Laub – Chairperson – Grade Three Teacher

Robert Purpura – Assistant Principal – Grade Four Teacher

Christine Norton – Grade Two 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
Peter Dionne	Principal
Robert Purpura	Assistant Principal
Kathy DeMayo	Literacy Specialist
Maura Shaughnessy	Guidance
Margot Schmid	School Psychologist
Emily Markarian	Special Education
Linda Delaney	Special Education
Lynne Chin	Occupational Therapist
Kerry O'Brien	Speech Language Pathologist

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: Charles A. Bernazzani

Chair/Principal: Peter R. Dionne

Co-Chair: Maureen Conneely
29 White Street
Quincy, MA 02169

Teachers: Patrice Healy
62 Bennington Street #3
Quincy, MA 02169

David Lindsay (Advisory)
60 Pattison Street
Abington, MA

Robert Purpura
1216 Furnace Brook Parkway, Quincy, MA 02169
617-471-4387

Parents: Maureen Conneely
29 White Street
Quincy, MA 02169

Tricia Furey
56 Connell Street
Quincy, MA 02169

Assessment Team: Names: Lauren Laub, Robert Purpura, Christine Norton

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
9	9	0

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

Appendix – Section B

Support Services

FTE

1	Nurse
1.7	Special Education Teachers (Resource Room/Inclusion)
1	Guidance Counselor / 766 Chairperson
.5	Literacy Specialist/s
.4	ESL Teacher/s
.5	Adaptive Physical Education Instructor
.4	Speech and Language Instructor/s
.4	School Psychologist/s
.4	Occupational Therapist/s

VIII. Appendix – Section C

Budget - Elementary

**Amount available
In FY 2009**

TEXT/LEARNING MATERIALS

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

\$6,264.00

SUPPLIES

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

\$8,004.00

ACTIVITY STIPEND ACCOUNT

\$6,000

**Other
Science
Art**

\$1,218.00

\$802.00

TOTAL

\$22,288.00

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

PTO estimated fundraising

\$16,000

\$

\$

\$

\$

\$

VII. Appendix – Section D

Facilities

1. Improvements

New tiling in some of the classrooms will be installed this summer. This will give the classrooms a more attractive look and finish.

The area where the walkers, drop-offs and busses arrive has been newly landscaped during the renovation of the area for Jane Farrell-Smith's memorial. This has greatly improved the appearance of the grounds and front of the building.

New landscaping and a bird house memorial for our recently deceased custodian Tom Maher has improved the Kinder Garden area at the rear of the school. The children can now gather outside and many teachers have been using this area as an outdoor classroom.

2. Areas of Need

Due to the constricted floor space in the Media Center from last year's installation of Special Education rooms, permanent shelving along the walls of the Media Center would greatly improve our floor space and allow us to reclaim the Media Center as a gathering space. We would also be able to utilize the stage as a performance area once again. We attempted to secure a Lowe's grant but were denied, we hope to have maintenance install shelves this summer or create a fundraising project to purchase shelves through the help of our School Council and PTO.

We have an outdated and problematic intercom system. The installation of a new intercom system would remedy some safety issues and make communication in times of emergency more streamlined. The all call button does not work and one classroom is unable to call the office.

IX. Appendix – Section E

Data Charts and Trends

Chart 1A

Strengths

ELA	Math
Grade 3 – myths, vocabulary, fiction	Grade 3 – bar graphs, money, area, line plots
Grade 4 – myths, fiction	Grade 4 – data collection, number sense
Grade 5 – character evaluation, main idea, poetry	Grade 5 – probability, algebra, prime numbers

Weaknesses

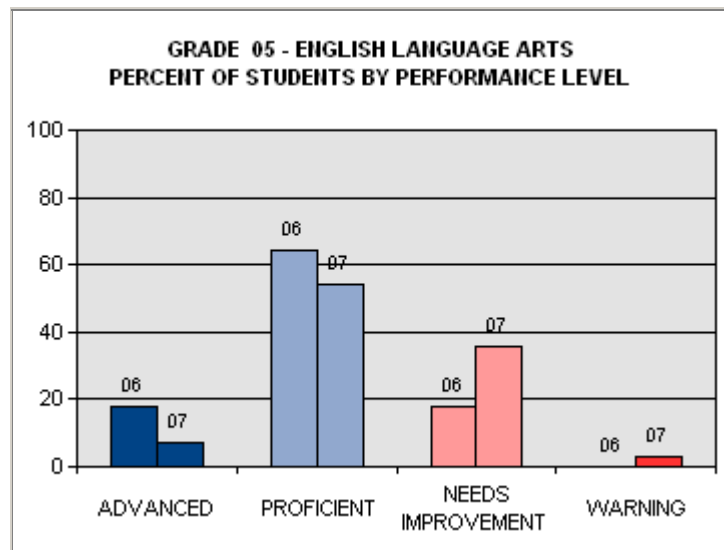
ELA	Math
Grade 3 – nonfiction, compare, inference	Grade 3 – fractions, rounding and multiplying
Grade 4 – nonfiction, understanding text (most, best), vocabulary	Grade 4 – rounding and multiplying, fractions
Grade 5 – figurative language, “reading between the lines”, details	Grade 5 – fractions, multi-step problems

Chart 1B

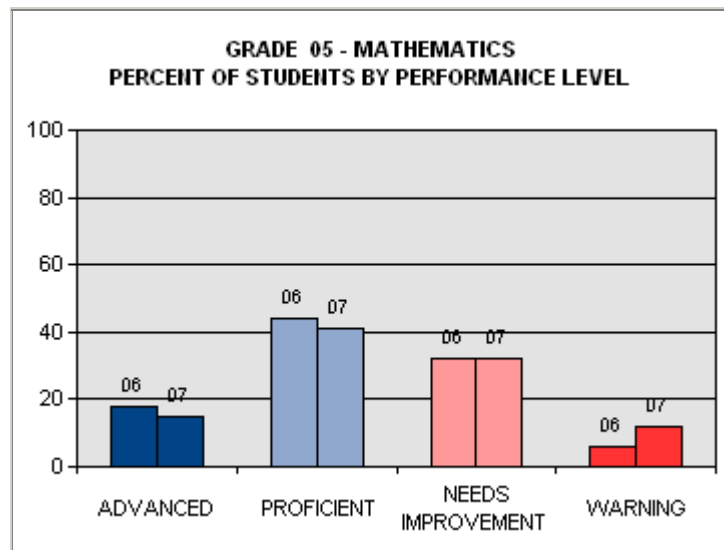
Percent Correct on Multiple Choice Questions relating to Number Sense

Question #	Percent Correct	Topic
#14	46%	Multiplication after Rounding
#20	23%	Fractions on a number line
#25	46%	Multiplication
#31	62%	Comparing Division

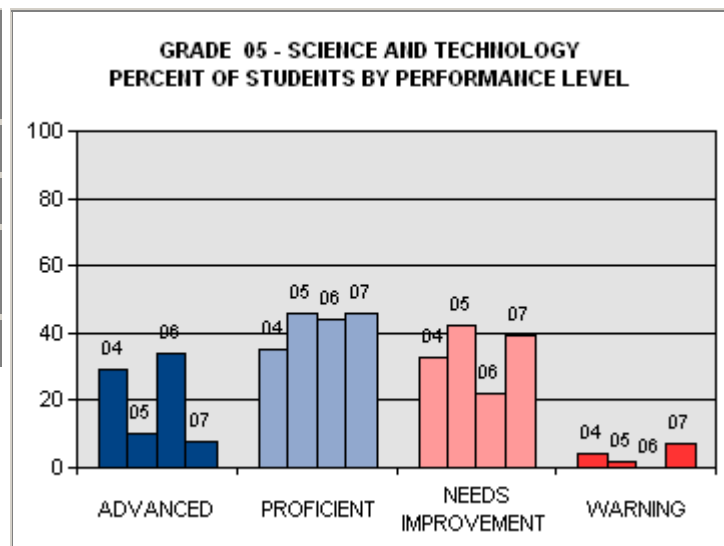
GRADE 05 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	18	7
PROFICIENT	64	54
NEEDS IMPROVEMENT	18	36
WARNING	0	3



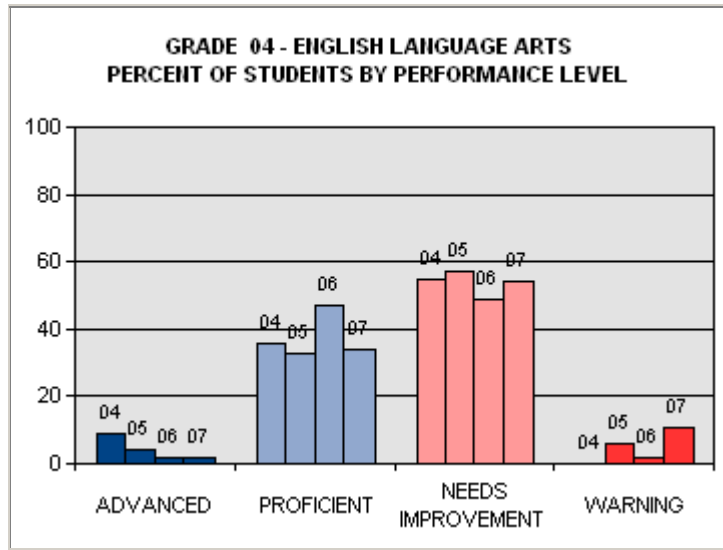
GRADE 05 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	18	15
PROFICIENT	44	41
NEEDS IMPROVEMENT	32	32
WARNING	6	12



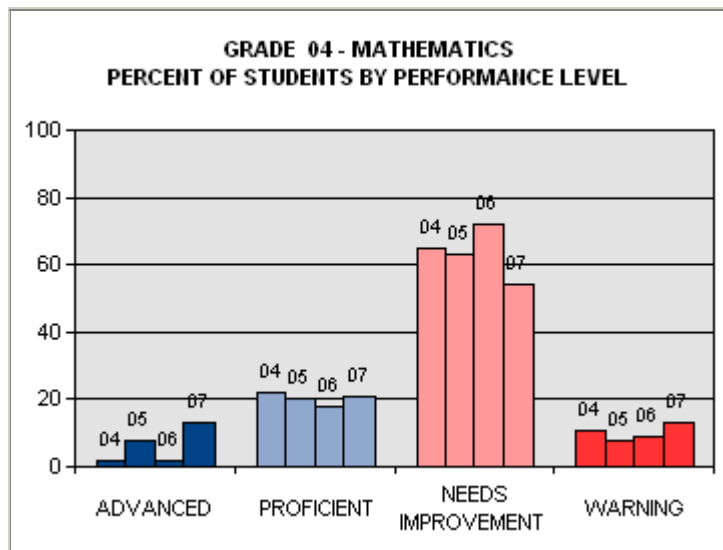
GRADE 05 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	29	10	34	8
PROFICIENT	35	46	44	46
NEEDS IMPROVEMENT	33	42	22	39
WARNING	4	2	0	7



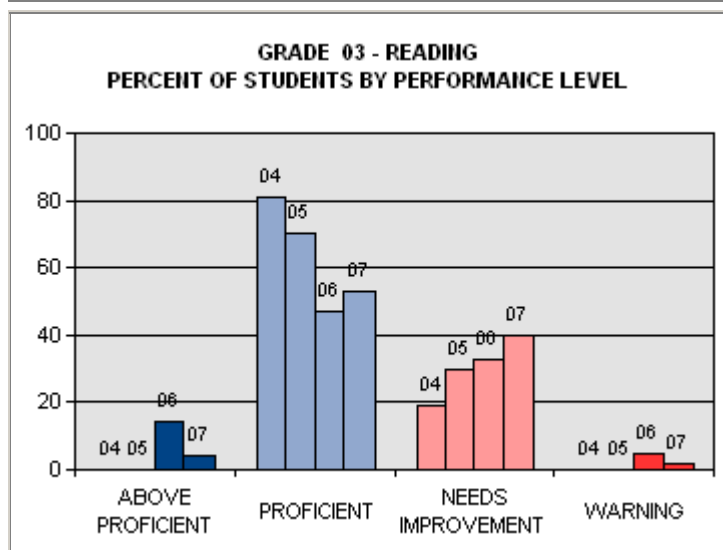
GRADE 04 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	9	4	2	2
PROFICIENT	36	33	47	34
NEEDS IMPROVEMENT	55	57	49	54
WARNING	0	6	2	11



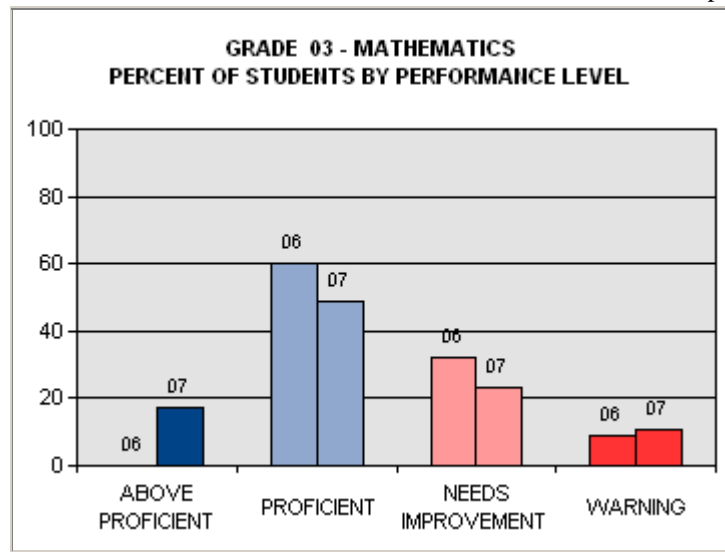
GRADE 04 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	2	8	2	13
PROFICIENT	22	20	18	21
NEEDS IMPROVEMENT	65	63	72	54
WARNING	11	8	9	13



GRADE 03 READING				
PERFORMANCE LEVEL	2004	2005	2006	2007
ABOVE PROFICIENT	0	0	14	4
PROFICIENT	81	70	47	53
NEEDS IMPROVEMENT	19	30	33	40
WARNING	0	0	5	2



GRADE 03 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ABOVE PROFICIENT	0	17
PROFICIENT	60	49
NEEDS IMPROVEMENT	32	23
WARNING	9	11



2007 AYP Data - Summary

Summary Data | [Detailed Data](#)

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

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
Aggregate	Yes	100	No	81.2	No	-6.9	Yes	95.6	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	63.5	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	72.5	-	-	-	-	-

Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	83.5	No	-5.6	Yes	95.2	No
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	Yes	77.8	Yes	0.5	Yes	95.6	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	53.8	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	76.3	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	79.3	Yes	1.6	Yes	95.2	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	Yes	Yes	No	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	-	-	Yes	

X. 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.

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1. School Security _____ Pages 26-28

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

2. Emergency Procedures _____ Pages 29-31

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

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SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 7:45 a.m. with the exception of the front door which remains open until 8:00 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:00 a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera or access window, a visual and/or audio check is made by our general office aide or office personnel before entry into the building is allowed.

After dismissal at 2:00 p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended.

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

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

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

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

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

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

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:15 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. **NEXTEL PHONES:** Building principals have been equipped with Nextel phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director of Security in the case of emergencies.

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

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

12. **LAVATORY USE:** Students use the lavatory 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.

14. **BUS PROCEDURES:** The Bernazzani School is serviced by two buses for students who live outside the $\frac{3}{4}$ mile radius. Drop-offs and pick-ups are in front of the school and are supervised by school staff. Bus routes are published in local papers and are available in the school office along with a listing of eligible streets. Bus Rules are published in the Students' "Rights and Responsibilities" handbook and are reviewed by the Principal. The Transportation Department conducts two bus evacuation drills for all students annually. Bus children are escorted from their classrooms to their buses by a paraprofessional. The assistant principal monitors their departure. Nextel phones are on all school buses for emergency purposes.

15. **WALKERS:** Walkers (Kindergarten) are picked up at the Kindergarten rooms. Walkers (grades 1-5) are escorted by their teacher to the main entrances and released to their parents or designees. Many older children have permission to walk without parents. Three crossing guards assist children in high-traffic areas. Safe walking routes and crossing guard locations are sent home and are available in the main office. Children in after-school daycare are met by daycare staff and are escorted to daycare locations.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** The driveway at Bernazzani is a one-way semi-circular driveway. Parents dropping off children must obey traffic signage and enter the driveway. Parents are instructed to drop off their children on the curb side of the road only. Children must only exit their vehicles on the sidewalk. The Assistant Principal and Principal are stationed outside the building in the morning to facilitate drop-offs before the busses arrive. Dropped off students travel directly to the playground area where they are supervised by a teacher. In the case of inclement weather they travel directly to the gymnasium where, again, they are supervised by a teacher and sent to class by the Principal.

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 –

Bernazzani students will be escorted by teachers and support staff to O'Rourke Field. Quincy Police will be notified to assist in crossing Adams Street at Furnace Brook Parkway. Students will then proceed to Quarry Street and O'Rourke Field. In the event that students cannot enter the building, Bernazzani staff and students will be transported by bus to the Army National Guard Armory at 1000 Hancock Street (Telephone – 617-472-0037).

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	

XI. 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