

*Quincy Public Schools
School Improvement Plan
2009 – 2010*



School *Broad Meadows Middle School*

Principal *Lawrence R. Taglieri*

Assistant Principal *Peter M. Chella*

Date Submitted *September, 2009*

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I. Mission Statement

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

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

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

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

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

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

II. PRINCIPAL'S MESSAGE

Presented in this booklet is the Broad Meadows School Improvement Plan for the 2009-2010 school year. 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 and to provide for school-based planning responsibilities of school councils as the foundation for a more focused, responsive, and accountable system of serving our students.

We are proud to share that the 2008-2009 school year was a success at Broad Meadows. Academically we continue to thrive. We were recognized with achieving Adequate Yearly Progress with our 2008 MCAS results and our staff continues to foster a positive learning environment that is based on responsibility and an understanding of the value of education. Teachers utilize various methods of instruction and provide multiple types of assessment tools for all types of learners. They are continually assessing their students' progress and differentiating their instruction to ensure that all students feel supported and challenged. A highlight of the year was our annual Honors Night Recognition Ceremony. One hundred fifty students were invited to a staff served dinner, a recognition ceremony, and entertainment for achieving Honor Roll status for all three terms.

As with any successful school, parents and guardians are encouraged to be partners in their children's education with the school. At Broad Meadows, they are able to monitor the expectations of their children and what is happening at Broad Meadows through a multitude of ways. The use of the agenda books, the homework hotline, having daily homework posted on the Quincy Public School's website, monthly newsletters, curriculum newsletters, and Instant Alert are all pieces of our highly valued communication system. And, of course, parents/guardians are always able to connect with a staff member personally via telephone and/or one to one meetings at the school. The people we serve are continually reminded that this is 'their' school and we are here to serve them and that they are more than welcome to participate in what happens at 'their' school. There is a true feeling of ownership from each and every person at our school.

Broad Meadows continues to be a school that extends beyond the traditional school day. Opportunities are abound before and after school for all of our students. With the financial assistance of the 21st Century Grant through the Massachusetts Department of Elementary and Secondary Education, staff members are able to offer exciting activities that provide students other avenues to excel outside of the classroom and the chance to see their teachers in different roles. We are able to see our children's confidence soar as get involved in community service groups such as Operation Day's Work and the Workerbees, realizing that they can make a difference. We are proud to offer a myriad of activities ranging from drama to athletics to robotics to crime scene investigation. The social connections they make with their peers in all of these types of activities certainly enhance their sense of belonging to the school.

We believe our school improvement plan is consistent with the educational goals of our school system and community. We look forward to continuing to foster a positive school climate for students, staff, and parents and to offering a comprehensive curriculum that will prepare our students for success. Our parents, students, and staff have tremendous pride in Broad Meadows Middle School as a place where students are allowed to grow academically, emotionally, and socially and we are excited to pursue another rewarding year at Broad Meadows in 2009-2010.

Sincerely,

Lawrence R. Taglieri
Principal

III. Improvement Plan

A. Assessment

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

Broad Meadows Middle School started the past school year with reflections of the three goals that were set for the previous year:

1. To increase the aggregate percentage of students who score in the “Proficient /Advanced” categories while reducing the percentage of students in the “Warning” category of the grade eight mathematics section of the MCAS.
2. To produce a refined interdisciplinary unit within each grade level team. A focus will remain on the use of differentiated instruction within the structure of Standards Based Instruction.
3. To increase our eighth grade MCAS Science/Technology and Engineering school composite index score by three percent.

We were excited to receive the results of the Spring, 2008 MCAS as they displayed the success of our students and staff in relation to goals one and three. Performance on the 2007 grade eight math MCAS showed that 41% of our students scored in the proficient/advanced range, in 2008, the percentage increased to 56%. As for goal three, in 2007 our composite index in Science/Technology/Engineering was 67.3. In 2008 our index rose to 70.7, an increase of 3.4, reaching and surpassing our goal for the year.

Our second goal of having grade level teams refine their interdisciplinary unit is appropriate and continues to evolve into an all encompassing educational experience for our students. With our teams collaborating on the essential points and relating their particular subject areas to the topic, our students’ grasp of the information is certainly enhanced and made more relevant.

While we take pride in achieving the goals we targeted for the 2007/2008 school year, we will continue to pursue gains in the area of mathematics. We feel there are still a number of students who need to progress into the proficient/advanced level in Mathematics. The interdisciplinary units are now a staple at our school and we look forward to supplementing them each year with new and innovative ideas.

2. Analysis of 2008 test data:

During the 2008-2009 school much time and effort was devoted to analyzing our students’ past performance on the MCAS. To achieve our targeted goals we are constantly assessing and refining our own efforts both in grade level teams, vertical content area meetings, and professional development sessions spearheaded by our Site Based Assessment Team. It is this type of constant self analysis which allows our teachers to measure their classroom instruction and to determine the most effective curricular presentations for our students. Facilitated by the Assessment Team, our faculty analyzed past MCAS data to determine the strengths and weaknesses in our performance in order to focus on a targeted objective. Foremost, we were pleased to note that we achieved AYP status in both Mathematics and ELA based on the Spring, 2008 testing sessions, thereby deeming Broad

Meadows Middle School with the highest classification of “No Status” under the guidelines of No Child Left Behind (NCLB). Led by our Site Assessment team, all staff met through their individual content area vertical teams to evaluate the strengths and weaknesses over the past three years, as well as areas that could be improved for our students within their subject matter. A common thread that will assist all of our students was unveiled, our students’ ability to answer Open Response questions. We discovered that there is room for improvement and feel that with a consistent instructional model put forth by all staff we will be able to make significant gains. This will be our first goal listed in this plan.

3. Analysis of 2009 test data:

Late this summer we received our MCAS results from the Spring, 2009 testing. This is the earliest we have ever received them. This gave us an opportunity to analyze more data on our students’ performance and the ability to reframe our goals that were set at the conclusion of last year if need be. Our results were mixed. Our cumulative ELA score gave our school a “Very High” rating and we were proud that we achieved Adequate Yearly Progress aggregately as well as in all subgroups. As noted above, we understand that achievement and improvement in mathematics will need to remain as a focus for our School Improvement Plan for the 2009-2010 school year and the scores from the Spring, 2009 only reinforce its importance. Our math scores showed minimal improvement and we did not make AYP aggregately or in the subgroups of white, Special Education, and Low Income. Broad Meadows Middle School maintains the classification of “No Status” under NCLB because under the guidelines a school has to fail to meet the requirements for two consecutive years to have a change in designation. Analysis of the data reinforced the validity of the goals set at the conclusion of last year; improving our students’ ability to answer Open Response type questions is an area that we have room to grow and deserves focus. Reflected in this year’s plan will be the goals to continue to reach the standard of Adequate Yearly Progress in Mathematics as well improve with Open Response.

B. Goal Statements

SMART Goal # 1 - Increase our students' overall performance on ELA and Math MCAS Open Response Questions by 8%.

SMART Goal # 2 - To increase the aggregate percentage of students in all three grades who score in the "Proficient/Advanced" categories, while reducing the percentage of students who score in the "Warning" category on the mathematics portion of the MCAS.

SMART Goal # 3 - To increase parent/guardian participation in our PTO by 20 % during the 2009-2010 school year.

C. Action Steps

SMART Goal # 1 - Increase our students' overall performance on ELA and Math MCAS Open Response Questions by 8%.

D. Monitoring Criteria

The progress of goal #1 will be monitored by a review of teacher lesson plans, team products, student work, pre and post assessments, Principal/Assistant Principal walk throughs and clinical supervision.

English Language Arts/Reading

	WHAT	WHEN	WHO
Step	Strategies/Activities	Timeline	Team/Facilitator Responsible
a.	Read and understand all parts of an open response question before reading the selection	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers
b.	Teachers will model the process of finding key details within the reading selection that are needed to answer open response questions, using visual aides, (overhead projector, power-point, DOE examples, laminated worksheets, outlines). Students will use this process for all genres.	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers
c.	Students will have reached the goal when they independently address the question and all its parts and provide supporting evidence for the text.	Sept.-March	6th, 7th, 8th grade language arts/reading teachers, language arts facilitators
d.	Each R / LA teacher will bring 3 samples of effective assessments, rubrics, activities proven effective in preparing students to demonstrate an improved ability in answering the ELA MCAS Open Response questions	October 13, 2009	6th, 7th, 8th grade language arts/reading teachers
e.	In preparing students for the Open Response ELA MCAS challenges, and to avoid “stepping on each other’s toes” or not touching our toes at all, previous MCAS tests are to be used in all of our classrooms as follows: Questions 1-27 in L.A. classrooms; Questions 28-54 in Reading classrooms	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers
f.	Teach students the process of highlighting to assist students in “reading for a purpose.” The purpose is to answer the OR questions which should be read along with the blurb and with the MC questions BEFORE the students read the actual excerpt.	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers
g.	Practice “becoming an MCAS judge” by taking previous DOE MCAS OR student work and having the class score (using highlighters to pinpoint “specific and relevant evidence from the excerpt” as well as the student’s explanation of the evidence in DOE MCAS student work,	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers

	just as an MCAS judge would on a scale of 1-4. Students would offer specific suggestions as to how a “2” could have been improved. Students would be able to explain (highlight) precisely why a “4” was earned or not earned. Once our students understand what MCAS OR judges are looking for, the students apply that information as they formulate and craft their own “4” quality OR responses.		
h.	Two things: On quizzes, tests and reading (novel) units, teachers will on a regular basis include questions with stems including “most likely,” “least likely,” etc. On quizzes, tests and reading (novel) units, teachers will on a regular basis include an Open Response Question which then will be broken down as a class to see if students met the MCAS OR criteria for answering open response questions (using highlighters/ 1-4 scoring system, how a 2 could have become a 4, revision and rewriting until it improves in score, exemplary models provided, etc.	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers
i.	Include in OR practice sessions practice challenging students to answer OR questions including “identification, understanding and application of both positive and negative character traits” and symbolism.	Sept.-March	6 th , 7 th , 8 th grade language arts/reading teachers
j.	Debrief with your students and colleagues post MCAS to see which strategies taught and practiced in R/LA classes were truly effective in improving a student’s ability to answer an OR question or a “most likely” type multiple choice item	Post MCAS	6 th , 7 th , 8 th grade language arts/reading teachers

Mathematics

Step	Strategies/Activities	Timeline	Team/Facilitator Responsible
a.	Practice open response questions. Students will not only answer open response questions but also score classmates open response questions by using sample answers provided on the DESE website. Students will gain insight as to what is required for a 4 point answer.	Sept.-May	6 th , 7 th , 8 th grade math teachers
b.	All students will participate in the Math-a-Thon. The Math-a-thon reviews basic skills and material covered in previous grades.	Jan-Feb	6 th , 7 th , 8 th grade math teachers
c.	Pre and post assessments will be used throughout the year to assess students’ areas of need as well as strengths.	Sept-June	6 th , 7 th , 8 th grade math teachers
d.	Practice strategies for answering open response questions(underline each part of the question, label units, and circle answer)	Sept-May	Grade 6, 7, 8 Math Teachers
e.	Mad Minutes (math facts). Students will master basic math facts and prove their mastery in grades 6-8. By mastering their facts students will limit the number of simple arithmetic errors.	All year	Grade 6, 7, 8 Math Teachers

f.	Do previous years MCAS and have students compare their scores using Test Wiz. Students will compare their score to the score they received the previous year and they will have an item analysis comparison. Students will also receive a copy of the threshold scores used by the DESE to see how close they are to the next level of achievement proficient, advanced.	November-April	Grade 6, 7, 8 Math Teachers
g.	Continental Math League for grades 6 and 8. The CML is an international competition held five times a year students have 30 minutes to answer 5 word problems. The word problems are challenging and give advanced students an enrichment activity and they provide all students with an opportunity to use various problem solving strategies.	Nov-March	Grade 6, 7, 8 Math Teachers
h.	“Do Now” or other warm up problems will be done at the beginning of class to review past concepts. This will be done all year.	Sept-June	Grade 6, 7, 8 Math Teachers
i.	Grades 6 and 8 will administer the Q-Math district assessment.	January	Grade 6, 7, 8 Math Teachers
j.	The” re-teach model: or math assist will be used for grade 7 and 8 special education students. Students will first receive instruction in an inclusion classroom and have in addition reinforcement and/or remediation three periods out of a six day cycle.	Sept-June	Math/Special Education staff
k.	Math teachers will continue to reinforce math vocabulary with “word walls”. They will also include vocabulary questions in their assessments.	Sept-June	Grade 6, 7, 8 Math Teachers

Science/Technology

WHAT		Timeline	Team/Facilitator Responsible
Step	Strategies/Activities	Timeline	Team/Person Responsible
a.	Collect MCAS open response questions and student work graded with a score of 4.	September – June	all science teachers
b.	Sort them by grade strands	September – June	Individual grade science teachers
c.	Sort the open response questions by unit so they can be included in tests and quizzes.	September – June	Individual grade science teachers
d.	After the quiz show the students a 4 grade and work out a rubric with them	September – June	Individual grade science teachers
e.	Using the MCAS rubrics, students will practice grading Open Response Questions. Each Open Response should be graded by a minimum of three students.	September – June	Individual grade science teachers

C. Action Steps

SMART Goal # 2 - To increase the aggregate percentage of students in all three grades who score in the “Proficient/Advanced” categories, while reducing the percentage of students who score in the “Warning” category on the mathematics portion of the MCAS by 5%.

D. Monitoring Criteria

The progress of goal # 2 will be monitored by a review of teacher lesson plans, team products, student work, pre and post assessments, Principal/Assistant Principal walk throughs and clinical supervision.

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
a.	Practice open response questions. Students will not only answer open response questions but also score classmates open response questions by using sample answers provided on the DESE website. Students will gain insight as to what is required for a 4 point answer.	Sept.-May	Grade 6, 7, 8 Math Teachers
b.	Practice strategies for answering open response questions(underline each part of the question, label units, and circle answer)	Sept-May	Grade 6, 7, 8 Math Teachers
c.	Mad Minutes (math facts). Students will master basic math facts and prove their mastery in grades 6-8. By mastering their facts students will limit the number of simple arithmetic errors.	All year	Grade 6, 7, 8 Math Teachers
d.	All students will participate in the Math-a-Thon. The Math-a-thon reviews basic skills and material covered in previous grades.	Jan-Feb	Grade 6, 7, 8 Math Teachers
e.	Do previous years MCAS and have students compare their scores using Test Wiz. Students will compare their score to the score they received the previous year and the will have an item analysis comparison. Students will also receive a copy of the threshold scores used by the DESE to see how close they are to the next level of achievement proficient, advanced.	November-April	Grade 6, 7, 8 Math Teachers
f.	Continental Math League for grades 6, 7, and 8. The CML is an international competition held five times a year students have 30 minutes to answer 5 word problems. The word problems are challenging and give advanced students an enrichment activity and they provide all students with an opportunity to use various problem solving strategies.	Nov-March	Grade 6, 7, 8 Math Teachers
g.	Pre and post assessments will be used throughout the	Sept-June	Grade 6, 7, 8 Math

	year.		Teachers
h.	“Do Now” or other warm up problems will be done at the beginning of class to review past concepts.	Sept-June	Grade 6, 7, 8 Math Teachers
i.	Grades 6 and 8 will administer the Q-Math district assessment.	January	Grade 6, 7, 8 Math Teachers
j.	The” re-teach model: or math assist will be used for grade 7 and 8 special education students. Students will receive reinforcement and/or remediation three periods out of a six day cycle.	Sept-June	Grade 6, 7, 8 Math Teachers/ Special Education staff
k.	Math teachers will continue to reinforce math vocabulary with “word walls”. They will also emphasize vocabulary in all lessons and assessments.	Sept-June	Grade 6, 7, 8 Math Teachers
l.	After school activities such as C - Squared and Prep for Success will be offered to qualifying students.	January	Selected Staff

B. Action Steps

C. Monitoring Criteria

SMART Goal # 3 - To increase parent/guardian participation in our PTO by 20 % during the 2009-2010 school year.

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
a.	Inform parents/guardians of each monthly meeting through flyers distributed to students, phone message through Instant Alert, monthly newsletters, and Channel 22 (QATV).	Monthly	Principal/Asst. Principal
b.	“Bring a Friend Night”, participants at first meeting will be encouraged to bring a friend to our next meeting.	October, 2009	Principal/ Asst. Principal/ PTO Members
c.	Spark interest in the meetings by promoting particular themes that are relevant to parents and guardians in the community.	Monthly	Principal/ Asst. Principal/ PTO Leaders
d.	Facilitators/presenters with expertise in applicable areas will be guests of meetings.	As needed	Principal/ Asst. Principal/ PTO Leaders
e.	Provide babysitting for parents who otherwise would not be able to attend. Babysitting would be done by students who have gone through our afterschool babysitting course and have become certified.	Monthly	Principal/ 21 st Century Coordinator
f.	Promote the PTO’s goal for 2009-2010 to generate interest in the group’s mission.	Monthly	Principal/ Asst. Principal/ PTO Leaders
g.	Designate a special night in which to PTO will attend one of the School Community Partnership Events.	TBA	PTO Members

E. Related Professional Development

(4) Principal Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/08/09	<ul style="list-style-type: none"> * Review SIP Goals 09-10 * Review Staff Civil Rights & Title IX *Review uniform applications to answering Open Response Questions. 	6 – 8	1 – 3	Media Center	Principal/ Assistant Principal/ Assessment Team/ Ron Adams	#1, #2
9/15/09	<p>Assessment Day 1-</p> <ul style="list-style-type: none"> *Reflection on 2008-2009 school goals * 2009 MCAS results. *Distribute individual student results as well as current classroom results. *Vertical teams analyze data for strengths weaknesses and verify the goals that were set forth at the conclusion of last year. *Vertical Teams meet to identify any new areas of concern in their subject area. 	6 – 8	1:00 – 3:00	Media Center/ Vertical Team Leaders Room	Principal/ Asst. Principal/ Academic Facilitators E/LA – R. Adams Math – R. Bell Science- B. Billikas	#1, #2
9/29/09	<p>Assessment Day 2- Powerpoint Presentation</p> <ul style="list-style-type: none"> *Review NCLB *Review AYP calculations *Review BMMS previous history. *Review 2009 MCAS results aggregately and by applicable subgroups. *Reflection on 2008-2009 school goals. 	6 – 8	12:30 – 2:30	Media Center	Principal/ Assistant Principal/ Assessment Team	#1, #2
	<p>Vertical Teams meet to:</p> <ul style="list-style-type: none"> *Analyze data for strengths and weaknesses and verify the goals that were set forth at the conclusion of last year. *Complete/Adjust SMART goals and action steps for 2009-2010. 		2:30 – 4:30	Vertical Team Leaders Room	Academic Facilitators: ELA/R – R. Adams Math – R. Bell Sci/Tech – B. Billikas Social Studies	

	*Each subject area will highlight various strategies to show proficiency in Open Response Questions.				J. Clifford	
10/13/09	Each subject area teacher will bring 3 samples of effective assessments, rubrics, activities proven effective in preparing students to demonstrate an improved ability in answering the MCAS Open Response questions	6 - 8	12:30 – 2:30	Vertical Team Leaders Room	Academic Facilitators: ELA/R – S. Adams Math – R. Bell Sci/Tech – B. Billikas Social Studies J. Clifford	#1
	Grade Level Teams will meet to solidify plans for interdisciplinary units.		2:30 – 4:30	Grade Level Team Leaders Room	Grade Six – P. Clifford Grade Seven – R. Adams Grade Eight - J. Clifford	
11/10/09	Vertical Teams convene to review the progress of their students' ability to answer Open Response Questions. Assessments with Open Response questions will be submitted to the Principal.	6 – 8	1 – 3	Academic Facilitator Room	Academic Facilitators: ELA/R – T. Adams Math – R. Bell Sci./Tech. – B. Billikas Social Studies J. Clifford	#1, #2
1/12/10	Conferences	6 - 8	1- 3, 5-7	Classroom		
1/26/10	Conferences	6 – 8	1- 3, 5-7	Classroom		
2/09/10	Vertical teams meet to share what is working, what needs enhancement, what adjustments need to be made to improve Open Response Scoring Averages.	6 – 8	12:30 – 4:30	Vertical Team Leaders Room	Team Leaders/ Principal/ Academic Facilitators: ELA/R/SS – R.Adams Math – R. Bell Sci/Tech – B. Billikas Social Studies J. Clifford	#1, #2
3/09/10	Organize event to promote MCAS testing sessions in each subject area, i.e. MCAS trivia day, rally, assembly.	6 – 8	1:00 – 3:00	Vertical Team Leaders Room	Academic Facilitators: ELA/R/SS – R.Adams Math – R. Bell Sci/Tech – B. Billikas	#1, #2

5/11/10	Vertical teams evaluate methods of differentiated instruction in relation to Open Response questions. Share creative lessons that have connected with all types of learners.	6 – 8	1:00 – 3:00	Vertical Team Leaders Room	Academic Facilitators: ELA/R/SS – R.Adams Math – R. Bell Sci/Tech – B. Billikas	#1
5/25/10	Debrief with your colleagues post MCAS to see which strategies taught and practiced in R/LA, Math, Science, Social Studies classes were truly effective in improving a student’s ability to answer an OR question or a “most likely” type multiple choice items. Principal SIP Review of 2009-2010 Goals and Action Steps. Potential areas to be addressed for 2010-2011 school year.	6 - 8	12:30 – 4:30	Media Center	Principal/ Asst. Principal/ Academic Facilitators ELA/R – R.Adams Math – R. Bell Sci/Tech – B. Billikas Social Studies J. Clifford	

IV. School Council Members

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

School: Broad Meadows Middle School
Chair/Principal: Lawrence R. Taglieri
Co-Chair: Pamela Bonfiglioli
68 Moffat Road, Quincy, MA 02169
617-773-9442

Teachers: Peter Chella, Assistant Principal
12 Rayfield Road, Marshfield, MA 02050
781-834-9251

Jennifer Clifford
27 Bunker Hill Lane, Quincy, MA 02169
617-481-2499

Patrick Clifford
27 Bunker Hill Lane, Quincy, MA 02169
617-481-2499

Ronald Adams
8 Coolidge Avenue, Weymouth, MA 02188
781-335-3647

Parents: Kathy Nazzaro
35 Mallard Road, Quincy, MA 02169
617-8474252

Cynthia O'Callaghan
67 Huntress Street, Quincy, MA 02169
617-479-0097

Assessment Team: Ryan Bell
Quincy, MA 02169

Jason Roslonek
23 Blueberry Hill, Dedham, MA 02026
781-320-0355

V. School Site Assessment Team Members

“Failing to plan is planning to fail.”

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

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

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

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

Our School Assessment Team members are:

Ryan Bell
Peter Chella
Jason Roslonek
Lawrence Taglieri

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

VI. Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature

Appendix – Section A

Middle School Class Size

Under 20	20-24	25-26
8	6	0

Appendix – Section B

Support Services

FTE

__1__ Nurse

__3__ Special Education Teachers (Resource Room/Inclusion)

__2__ Special Education Teachers (Substantially Separate)

__2__ Guidance Counselor

__4__ Visually/Hearing Impaired Teachers

__4__ ESL Teacher/s

__1__ Adaptive Physical Education Instructor

__4__ Speech and Language Instructor/s

__5__ School Psychologist/s

__1__ Occupational Therapist/s

Section C

Budget – Middle Schools

**Amount available
in 2009-2010**

TEXT/LEARNING MATERIALS

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

\$9,185.00

SUPPLIES

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

\$7,682.00

TWENTY-FIRST CENTURY FUNDS

\$22,100.00

Other:

SCIENCE

\$1,169.00

ART

\$1,179.00

TOTAL

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

PTO

\$11,500.00

Mini-Grants

\$600.00

Anne Marie Zukauskas Student Needs Fund

\$1200.00

Stop and Shop Company

\$500.00

\$

\$

Appendix – Section D

Facilities

1. Improvements

During the 2008-2009 school year and over this past summer there have been improvements to Broad Meadows Middle School. Also new to Broad Meadows is the Quincy Public Schools Food Service Department as well as the high school's carpentry program. The carpentry program is scheduled to remain at Broad Meadows until the new wing of Quincy High School is complete.

- A section of the lower part of the roof over the boys' locker room was repaired.
- A room located by the gymnasium was renovated to become our fitness lab, one of last year's areas targeted for improvement.
- The construction of our state of the art Writing/Research Lab in our Media Center. This will provide 22 computers for teachers to use with their classes for work on essays and research.

2. Areas of Need

- The continuing issue of moisture in our Music Room needs to be corrected, as well as having the Recording Studio restored to usable condition.
- There is concern of the gymnasium floor; the wood is buckling in some areas.

Appendix – Section E

Data Charts and Trends

Broad Meadows Middle - Preliminary 2009 Adequate Yearly Progress (AYP) Data

2009 AYP Data - Summary

Summary Data | [Detailed Data](#)

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

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	100	Yes	93.8	Yes	3.8	Yes	95.5	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	83.5	Yes	11.3	Yes	93.3	Yes
Low Income	Yes	100	Yes	91.8	Yes	2.9	Yes	94.9	Yes
Afr. Amer./Black	-	-	-	93.8	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	97.4	Yes	6.1	Yes	97.9	Yes
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-

White	Yes	100	Yes	93.2	Yes	3.0	Yes	95.2	Yes
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	100	No	72.6	No	-0.5	Yes	95.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	60.1	No	-1.4	Yes	93.3	No
Low Income	Yes	100	No	71.6	No	0.6	Yes	94.9	No
Afr. Amer./Black	-	-	-	73.8	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	85.5	Yes	1.1	Yes	97.9	Yes
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	70.4	No	-1.4	Yes	95.2	No

Adequate Yearly Progress History – Broad Meadows Middle School											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	No	Yes	Yes	Yes	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No Status
	All Subgroups	-	-	No	No	Yes	Yes	No	Yes	No	

GRADE 06 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2008	2009
ADVANCED	7	15
PROFICIENT	59	55
NEEDS IMPROVEMENT	21	22
WARNING	14	8

GRADE 06 MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	14	7	11	15
PROFICIENT	32	26	28	35
NEEDS IMPROVEMENT	32	41	34	29
WARNING	23	26	28	21

GRADE 07 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	6	7	21	26
PROFICIENT	61	63	59	51
NEEDS IMPROVEMENT	22	26	14	14
WARNING	11	4	6	9

GRADE 07 MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	11	10	8
PROFICIENT	29	34	36	33
NEEDS IMPROVEMENT	35	31	25	31
WARNING	28	24	29	28

GRADE 08 LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	6	6	11	8
PROFICIENT	64	60	63	79
NEEDS IMPROVEMENT	25	25	20	6
WARNING	5	8	7	7

GRADE 08 MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	5	5	8	8
PROFICIENT	30	32	40	29
NEEDS IMPROVEMENT	40	37	24	34
WARNING	25	26	28	28

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 28 - 30

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

2. Emergency Procedures _____ Pages 31 - 34

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

3. Contingency Plan _____ Page 35

4. Emergency Telephone Bomb Threat Procedures _____ Page 36

5. Emergency Letter/Package Bomb Procedures _____ Page 37

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 9:00 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 9:00 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 2:30 p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended.

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

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

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

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

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

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

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:30 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. **VERIZON PHONES:** Building principals have been equipped with Verizon phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Coordinator of Safety and Security in the case of emergencies.

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

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

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

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

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

15. **STUDENTS WALKING TO SCHOOL:** Students are instructed to use the marked crosswalk at the intersection of Moffat Road and Sea Street. This intersection is supervised each morning by a crossing guard provided by the Quincy Police Department.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents/guardians are required to drop off their children on Calvin Road on the opposite side of the school.

17. **INSTANT ALERT:** This communication system allows instant contact with all parents/guardians to ensure that they are aware of any emergencies that occur at the school. It will also be used to inform them of the days on which we will practice our emergency procedures.

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 and from the other schools if necessary.

Building specific contingency plan

In such an emergency, the staff will escort the students to a safe distance from the front of the building and follow our normal evacuation procedures. Attendance will be taken for each individual classroom teacher. The guidance staff will check the attendance and promptly report the results to the administration at the command center, which is located at the flagpole in front of the school. The tennis court will be utilized as an alternative site for a command center if the need arises.

Safety and supervision are an integral part of the day at Broad Meadows Middle School. The staff and students have knowledge of the safety rules and procedures and are aware of their importance. Posted in each room are procedures for evacuation, lockdown, reverse evacuation, and fire drills. At least two practice drills are conducted throughout the year for lockdown, evacuation, and reverse evacuation and at least four practice drills are conducted for fire drills.

Supervision is continuous from before school to after school. In the morning, a staff member monitors the entrance to the building, verifying any visitors to the school. During the school day teachers are visible and supervise students as they transition from class to class. In the case of a student needing restraining, there is a CPI team in the building. The team is organized with the code word "patriot" and will immediately respond to the designated location to assist student(s) or staff.

If we need to vacate the area entirely, we will contact Quincy High School and arrange for permission to utilize the auditorium. It is in close enough proximity that we can walk. If the weather is inclement, transportation will be arranged through the Superintendent's Office.

Students will be accounted for and under the supervision of their homebase teacher until arrangements are made for them to be picked up or through the remainder of the school day.

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	