

Quincy Public Schools

School Improvement Plan *2009 - 2010*



Central Middle School

Principal: *Jennifer Fay-Beers*

Assistant Principal: *Barbara Fenby*

Date Submitted: *October, 2009*

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I. Mission Statement

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

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

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

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

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

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

II. PRINCIPAL'S MESSAGE

Dear School Committee:

It is with great pride that I present Central's School Improvement Plan for the 2009-2010 school year. I am confident this plan complies with the guidelines outlined by the Massachusetts Education Reform Act which was passed by the Legislature in 1993 to strengthen the leadership of local school systems and to provide school councils with a foundation to create a focused responsive and accountable system for serving students.

I am very proud of our staff and their role in planning their subject's goals and action steps as well as our school-wide initiatives. Only 20% of the current Central staff has taught with us for more than five years. Therefore, it is time to review some of our best practices, the importance of Standard Based Instruction, as well as reviewing the goals we have made. These efforts are reflected in our Professional Development Plan.

During the 2008-2009 academic school year, we completed most of action steps and laid the foundation for steps we did not have time to complete. One reoccurring theme taken from the professional development evaluation responses was that there was not enough **vertical time**. Scheduling vertical time during professional development days only, proved to be inadequate. Therefore, we scheduled vertical time for teachers once, if not twice, over the course of the year. Teachers were able to meet by content area for over two, uninterrupted hours on a release day. This allowed extra time for each content area to review and implement action steps, mentor new staff, and share resources and best practices. This time proved to be invaluable. The math team had three new members on it (out of six), two of whom were first year teachers. Their time was focused on more day-to-day issues they were facing as math staff. The social studies teachers, on the other hand, had more teaching experience among them. They took their action steps further by creating their own social studies MCAS-like test when they heard that the test was put on hold for a couple of years. Both scenarios emphasize the need for more vertical time.

We also decided to take successful facets of our popular Challenge Day program and incorporate them into our daily schedule. For example, we regrouped students on release days by their strengths and weaknesses in ELA and math. For the 2009-2010 school year, we scheduled students by ability level in math and ELA and "re-shuffled" students in their other classes. We also offered honors math and ELA classes in grade six for the first time. A variety of assessments were used to place students in their classes including; teacher recommendations, parent recommendations (see Parent Survey), grades, MCAS scores, reading comprehension scores, classroom pre and post assessment scores, and SAGES-2 scores (when applicable).

Students in the Advanced Placement Center were also regrouped for math and ELA, as their pre-assessments and SAGES-2 scores have shown that there are distinct differences in their abilities even at an advanced level! We also scheduled ELA and reading pull-out classes at the same time as Inclusion classes so that students who found success in the resource room could move into inclusion classes without changing the rest of their schedule.

Scheduling 600 students this way was a challenge, but the final result is an amazing schedule with fluidity between teams, and options for students to be in the least restrictive environment. It allows students who need support in one area to receive it without holding them back from more challenging curriculum in other subjects. It also means that students no longer travel as one class/division. This has been a welcome change. According to parents, there is “less drama” and their children have met more classmates. The teachers are equally satisfied saying that the students are more focused, classes begin with less distractions, and students are more willing to take a risk by raising their hand and asking questions. It is one more step we are taking to make a large school feel smaller.

We are also very excited about piloting the **Student Support Block**. The Student Support Block is a 30 minute block of time which will occur daily between periods five and six. All students will be assigned to a teacher on their team. Students on an IEP will receive a math re-teach and/or an organization class. In addition, the flexibility of this block of time will enable us to offer math re-teaches to all students who need it. We will also be able to communicate important announcements, distribute notices, and help students with organizational skills. Guidance will meet with some of their groups at this time and students who have been absent will be able to make up quizzes or tests. The possibilities are endless as long as we creatively use this time.

Sincerely,

Jennifer A. Fay-Beers

III. Improvement Plan

A. Assessment

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

Goal #1:

To improve MCAS math and ELA scores from 2006 by 3% in May 2008.

Goal #1 was met! Each year we look to improve scores in comparison to the previous year. In 2008, we chose to look for improvement vertically by comparing our current 8th graders 2006 (grade 6) MCAS scores to their 2008 scores. Central's A-Team concluded that we were successful in meeting this goal by comparing our 2006, 6th grade scores in math and ELA with our 2008, 8th grade scores in the same subjects. It was determined that we improved 7-8 % in ELA and 4 % in math by adding the proficient and advanced scores 2006 and comparing it to the total of the proficient and advanced scores of the same tests taken in 2008. This showed that 8% of our 8th graders improved their math scores from grade 6 and 15 % improved in ELA. Grade 8 showed a 3% improvement in ELA, an 11% improvement in Mathematics (see appendix for full charts.)

| MATH | 2006 | 2008 | Improvement |
|-------------------------|-------------|-------------|--------------------|
| Advanced and Proficient | 59% | 63% | 4% |
| NI and Warning | 41% | 37% | 4% |

| ELA | 2006 | 2008 | Improvement |
|-------------------------------|-------------|-------------|--------------------|
| ELA (Advanced and Proficient) | 83% | 90% | 7% |
| ELA (NI and Warning) | 18% | 10% | 8% |

| MATH | 6th graders in 2006 | 8th graders in 2008 | Improvement % |
|-------------------|---------------------------------------|---------------------------------------|----------------------|
| Advanced | 20 | 31 | + 11% |
| Proficient | 39 | 32 | - 7% |
| Needs Improvement | 28 | 24 | + 4% |
| Warning | 13 | 13 | same |

| ELA | 6th graders in 2006 | 8th graders in 2008 | Improvement % |
|-------------------|---------------------------------------|---------------------------------------|----------------------|
| Advanced | 19 | 27 | + 8% |
| Proficient | 64 | 63 | -1% |
| Needs Improvement | 16 | 9 | + 7% |
| Warning | 2 | 1 | + 1% |

How did we do it?

Central's assessment team identified patterns of strengths and weaknesses for the school as a whole, presented their findings, and created action steps to make improvements. Staff input and investment is essential to our success. Central's teachers have consistently suggested ideas to improve the efforts we make each year to our exciting "challenge day" program that was set up to remediate and challenge students to prepare for and to improve overall school performance. With this in mind, we continue to utilize staff professional development time to focus on opportunities that support classroom instruction. Most importantly, we communicate with our student body and their parents/guardians to gain their input and insight. Whether we are encouraging a child to participate in an after school MCAS support program, regrouping students for Challenge Day, or discussing a student's progress in the classroom, we strive to meet the individual needs of all our students.

Goal #2:

To integrate technology in all classrooms by April 2008.

We added a goal to improve the use of technology in order to more effectively teach students and communicate with parents/guardians. Since this goal was implemented, we have seen an increase in teacher readiness when it comes to technology. There is at least one teacher per academic team that sends updates to parents via their QPS email. Most teachers utilize this to let parents know that a test or major assignment is due. We have also updated our Central webpage, and we posted our school supply lists on our website this summer.

In addition, our two SMART Boards have been used for staff professional development, whole class instruction, small group instruction, and parent nights. We would like to SMART Boards purchased for staff on the first and third floors, further supporting the use of technology in the classrooms. We are happy to observe more staff using this phenomenal teaching tool.

We have also dedicated one in-focus projector to each teaching team (7 in total) with a spare to be signed out of the office. We have found more and more teachers utilizing the NEC projectors and may look to purchase one for every science class room.

Lastly, and most successfully, we have implemented the use of the Instant Alert System. This allows us to reach more parents, more effectively. It works well as a reminder for upcoming events, important dates, testing suggestions, and general announcements.

2. Analysis of Spring 2009 MCAS test data.

We saw improvement in most areas, most notably the number of advanced math and ELA scores in grade 6. In grade 6, the number of advanced math scores increased by 6% and the number of advanced ELA scores increased by 9%. Our overall performance on the ELA portion of the MCAS had us scoring above the state in every category. We also saw an overall improvement in our open response scores, but not enough, in our opinion, to remove it as a school goal for the upcoming year.

Specific areas of weakness include volume and surface area, ratios of perimeter to area, recognizing patterns, and substituting value for variables on the math MCAS. ELA weaknesses continue to be non-fiction and inference skills, as well as author's purpose, vocabulary, and extracting details. Topic Development is another area that the ELA teachers are focused on improving. Science and Technology areas of weakness were in Chemistry and algebra, earth science vocabulary and biology relationships. The action steps we have taken as a result of this data are:

- We will focus on the number of students in the “warning” and “needs improvement” categories in all three grades.
- Math staff will update curriculum maps to insure that the math curriculum is spiraled
- All grades will incorporate Michael Clay Thompson's “roots” program to improve curriculum and Touchstones for inference skills
- We created two academic/MCAS related school goals with each of the core subject teachers falling under the umbrella of at least one of the goals.
- We aligned our school goals with the district goals, for example, we incorporated Bill Atwood's math professional development into our math action steps.
- We hoped our school would achieve a 3% increase in math and social studies on ORQ.
- Teachers worked toward a common pre-test at each grade level and subject area; administered the test, and monitored individual student progress.
- Utilized QMATH 6 & 8 as a pre/post assessment tool as well as using pacing guides.
- Math and social studies teachers gave open response post tests each trimester (monitoring criteria)
- We created vertical team time during release days for SS, MA, ELA, Reading and Science staff to meet, uninterrupted for a little over two hours. This proved to be invaluable.
- Math continued to work on Bill Atwood's open response techniques.

The goals we have set as a result of this data are:

GOAL # 1: Improve student performance on Open Response Questions in class and on the 2010 MCAS by increasing the number of students who score a 3 or 4 while reducing the number who score a 0 or 1 by May 2010.

This is a continuation of last year's math and social studies goals. This year we will include ELA and reading with the intent to streamline our curriculum and share practices with newer staff. We also intend to utilize veteran ELA and reading staff to offer and support professional development in the open response areas. We realized some of our open response post tests (given at the midpoint of each trimester to monitor progress) were invalid. For example, the math Open Response Questions were difficult to show improvement on because the prompt varied each time. To rectify this, teachers will give a uniform question for pre and post tests. Some subjects may give a post test with familiar content so the teacher can focus on format.

GOAL # 2: Vertical teams will publish detailed, grade level curriculum maps in all core subjects by February 2010.

The curriculum maps were written generally last year and will now include pacing guides that differentiate for honors and advanced students, and highlight general accommodations that are made for our special education population. Staff will also be reminded to model some class assessments after actual MCAS exams. This will ease student anxiety and improve test performance because students will be familiar with the format. While mapping out the trimesters, professional development will be offered, reminding teachers that we have committed to Standards Based Instruction.

GOAL # 3: To improve parent/guardian access to information and notices sent from school to home by January 2010.

This goal was established to continue our partnership with parents in an effort to ensure student success. It also ties in with trying to make a larger school feel smaller. By improving parent / school communication, we are also highlighting student responsibility and organization.

B. Goal Statements

The Central staff knows that a SMART goal needs to be Specific, Measurable, Attainable, Relevant and Timely. Though we continue to look for whole school improvement every year, we have chosen to compare individual student scores (cohort model) in the hopes of measuring individual student progress.

As a whole school, we have shown improvement from grades 6 to grade 8 by focusing on specific areas of weaknesses (non fiction, poetry, number sense, measurement). Therefore, we felt that Goals 1 and 2 would be attainable because we would be focusing on one area of the MCAS, the Open Response Questions. We believed our school could achieve a 3% increase overall in the ORQ sections of the MCAS.

On our professional development reflection sheets, most teachers asked for more time to meet vertically. Also, a few content area staff asked to start or to continue to spiral their curriculum. Therefore, we chose to take last year's goal, "to publish a detailed curriculum map in ELA, reading, and science", and revamp it to include math, social studies, and foreign language.

To improve communication between home and school, Central's School Council created a survey for students asking why flyers and other information did not make it home. The students were very honest in their answers and from that information, the Council was able to devise a goal to assign a specific block of time to update agenda books, distribute flyers, and a "Communications Folder" to transport them in.

GOAL # 1: To improve student performance on Open Response Questions in class and on the 2010 MCAS by increasing the number of students who score a 3 or 4 while reducing the number who score a 0 or 1 by May 2010.

GOAL # 2: Vertical teams will publish detailed, grade level curriculum maps in all core subjects by February 2010.

GOAL # 3: To improve parent/guardian access to information and notices sent from school to home by January 2010.

SMART Goal # 1: To improve student performance on Open Response Questions in class and on the 2010 MCAS by increasing the number of students who score a 3 or 4 while reducing the number who score a 0 or 1 by May 2010. (Scores compared to individual student's scores from the previous year)

Action Steps/Monitoring Plan

| Step # | WHAT Strategies/Activities | WHEN Timeline | WHO Team/Person Responsible |
|--------|---|--|--|
| 1 | Create grade level, ORQ pre -assessments and use MCAS rubric as common monitoring criteria. Use the same pre assessment as the post assessment | 9/15/09, 9/29/09 (A-days) | ELA/SS MA 0-4 strategies (grid, highlighter, rubric) |
| 2 | Create or obtain an ORQ checklist to help order and organize student ideas and responses | October 13, 2009 | Jen Bailey Dumas to present |
| 3 | Utilize specific Bill Atwood suggestions (ex. Math journals, KNSA) | Sept – May 2009 | Math team |
| 4 | Agree upon common language / MCAS terminology that needs to be incorporated in lessons/tests for all grades. | Fall '09 | ELA, reading teams |
| 5 | Model at least one classroom exam (per trimester) after MCAS assessments | Sept - May | ALL |
| 6 | Use grade appropriate release items for practice (scoring, comparisons, etc.) | Sept - May | ALL |
| 7 | Create a "Successful Practices Binder" or a website for staff with Open Response suggestions, terminology, best practices and techniques for teaching students how to best answer Open Response Questions | Oct – Dec '09 | ELA, academic facilitators |
| 8 | Establish a plan to share/review binder/database with other content area teachers. | Winter PD and team time and teachers' room | ELA/RD/SS |
| 9a | Science teachers will track student progress, annually, on an excel spreadsheet. | Sept. 2009 – June 2010 | Science staff |
| 9b | Monitor the percentage of students who score 3 & 4 in class and on the Open Response section of the MCAS while reducing the percentage of students who score a 0 or 1 | End of each trimester | Math, ELA, Reading Social Studies staff |
| 10 | Meet vertically to share successful teaching practices, lessons, rubrics | PD afternoons, release days | Administration to schedule |
| 11 | Give ORQ each trimester and monitor progress with MCAS rubric | End of each trimester | Staff |
| 12 | Provide specific suggestions for teaching topic development during Challenge Day. | November '09 | ELA staff |
| 13 | Schedule Challenge Day: - 8 th grade science rotation - Test taking strategies for grades 6 & 7 | A-Day # 1 December 8, 2009 | A-Team, Administration |

SMART Goal # 2 – Vertical teams will publish detailed, grade level curriculum maps in ELA, reading, math, foreign language, social studies and science by March 2010. These maps will include pacing guides that differentiate for honors and advanced students, and highlight general accommodations that are made for our special education population.

| Step # | WHAT Strategies/Activities | WHEN Timeline | WHO Team/Person Responsible |
|--------|--|--|---|
| 1 | (a) Create clear accommodations and expectations for all ability levels (b) Choose common system for monitoring criterion. | Fall PD meetings, 2009 | Academic Facilitators |
| 3 | <p>Reading: spiral the “roots” curriculum utilizing Michael Clay Thompson’s <u>Word within the Words, Vol. 1-3</u></p> <p>ELA: Begin to implement Michael Clay Thompson’s grammar program</p> <p>MA: Actions completed in June ’09, review as a math team</p> <p>SCI: Create a science portfolio to follow students (may include samples of ORQ, labs)</p> <p>SS: Disaggregate data from teacher-created MCAS (spring 09)</p> | Sept, Oct, Nov, Dec 2009 | <p>Academic Facilitators</p> <p>MA: Malone</p> <p>ELA: Quinlan</p> <p>RD: McAuley</p> <p>SS: Pavao</p> <p>Sci: Tryon</p> |
| 4 | <p>To complete curriculum maps:</p> <p>ELA: Include implementation of Michael Clay Thompson’s grammar program</p> <p>Read: Add roots pacing guide</p> <p>MA: Apply pacing guide, pre and post assessments and monitoring criteria</p> <p>SS: Adapt curriculum map to the trimester</p> <p>Sci: Complete and adapt curriculum map according to book/unit</p> | Oct. 13 th and Dec. 8, 2009 | <p>Academic Facilitators</p> <p>MA: Malone</p> <p>ELA: Quinlan</p> <p>RD: McAuley</p> <p>SS: Pavao</p> <p>Sci: Tryon</p> |
| 5 | Look for evidence of “spiraling” during team meetings, walk throughs, evaluations, and interdisciplinary projects | | |
| 6a | Sped staff to meet with teaching teams specifically to discuss curricular accommodations | Sept – May | J. Fay-Beers and B. Fenby to schedule |
| 6b | APC and neighborhood staff to meet vertically to discuss curricular accommodations for honors and advanced level challenges. | Sept – May | |
| 7 | Finalize Curriculum maps in vertical teams | February 9th | Academic Facilitators |
| 8 | Use Curriculum Maps when creating course offerings and schedule for 2010-2011 | March 9, 2010 | Academic Facilitators |

Goal # 3: To improve parent/guardian access to information and notices sent \ from school to home by January 2010.

| | WHAT | WHEN | WHO |
|---------------|--|---|--------------------------------------|
| Step # | Strategies/Activities | Timeline | Team/Person Responsible |
| 1 | The Student Support Block will be utilized for distributing flyers, notices and announcements | September 2009 – June 2010 | Administration |
| 2 | Purchase “Communication Folders” to store flyers/notices in trapper-keepers during Student Support Block in order to better ensure that the communication piece makes it home. | August 2009 to be implemented September 2009 – June 2010 | Jennifer Fay-Beers, Barbara Fenby |
| 3 | Designate time for updating agenda books during Student Support Block | September 2009 – June 2010 | All Staff |
| 4 | Highlight numerous opportunities for parents/guardians to improve communication (utilizing agenda books, homework website, SSB, communication folder | October 1, 2009 Via Open House, Instant Alert, and website | Principal |
| 5 | To utilize the Instant Alert message system informing parents/guardians when to look for notices in the “Communication Folders.” | September 2009 – June 2010 | Administration |
| 6 | To promote and post notices on the homework website | September 2009 – June 2010 | Office |
| 7 | Utilize SSB for students who need organizational support / extra attention | October 2009 – June 2010 | Admin., Guidance, Staff |
| 8a | Survey grade 7 & 8 parents/guardians to monitor improvements in communication | January 2010 | School Council |
| 8b | Review and analyze surveys | February 2010 | School Council |
| 9a | Give the spring 09 survey to current students in grades 6-8 and compare responses | March 2010 | School Council |
| 9b | Review and analyze surveys | April 2010 | School Council |
| 10 | PTO to collect emails form interested parents via membership dues form. This email group will be used for communicating upcoming events as well as for asking for volunteers for the events. | September 2009 to collect emails, and utilize monthly, October through June | PTO boards |

Related Professional Development

| Dates | Topic Description | Grade(s) | Time(s) | Location | Facilitator | Goal # |
|---------|---|----------|-----------------|---------------|---|---------|
| 9/8/09 | FERPA, Epi pens, Schedule, Pre-assessment, SBI reminders/non-negotiables, System updates, Communication Folders Sped staff to meet with teaching teams specifically to discuss curricular accommodations | 5-8 | 9:00 – 11:00 AM | Room 4 | J. Fay-Beers, B. Fenby, Academic Facilitators | 1, 2, 3 |
| 9/15/09 | Health concerns part 1, Mandated Reporting, Scheduling updates, | 5-8 | 12:30-1:45 | | Principal, Assistant, nurse, guidance | 3 |
| 9/15/09 | A-Day 1 Performance Distribution charts, individual student data, chart progress, areas of weakness, specific action steps | 5-8 | 1:45 – 2:30 | | Principal, Assistant Principal | 1 & 2 |
| 9/29/09 | Health concerns, part 2, SSB, Open House, Important Dates | 5-8 | 12:30 – 1:30 | Various rooms | Principal, Assistant , nurse | 3 |
| 9/29/09 | Assessment Day 2 Recap A Day 1, MCAS article, AYP PowerPoint, Review '08-'09 Goals, Relevance of our 2009-2010 goals, Make current subgroup action steps team specific, add more if needed Breakout, Vertical teams: Review MCAS data (Performance Distribution chart) looking for strengths and weaknesses, Identify areas where subgroups struggled. Were there any surprises? Why? Compare our students test scores with their previous test scores looking for patterns and signs of improvement Choose an open response question and/or rubric to be used by midterm (publish samples). Agree upon common system for monitoring criteria / common language and ORQ checklist and implementation plan | 5-8 | 1:30 – 4:00 | Various rooms | Principal, Assistant Principal, and Academic Facilitators | 1 & 2 |

| | | | | | | |
|-------|---|-----|--------------|---------------|---|-------------|
| 10/13 | Sped staff to meet with teaching teams specifically to discuss curricular accommodations APC staff to meet to discuss entrance criteria, timeline, SAGES-2 results | 5-8 | 12:30 – 1:00 | Various rooms | Academic Facilitators | Goal 2 |
| 10/13 | General updates: SSB, midterms, communication, organization skills | 5-8 | 1:00 -2:00 | Auditorium | Administration | Goal 3 |
| 10/13 | Present an ORQ checklist to help order and organize student ideas and responses Present an ORQ PowerPoint | 5-8 | 2:00 – 3:00 | Auditorium | J. Bailey Dumas, J. Fay-Beers | Goal 1 |
| 10/13 | Vertical team time: ELA: create a “successful practices ORQ” binder or virtual binder for teachers to refer to when teaching students how best to respond on Open Response Questions. Clarify expectations (chapters/benchmarks) for honors and advanced level classes Reading: spiral the roots curriculum utilizing Michael Clay Thompson’s <u>Word within the Words, Vol. 1-3</u> MA: reading comprehension strategies for math ORQ. SS: ORQ checklist review and implementation plan, common language SCI: Create a science portfolio to follow students (portfolio to include samples of (ORQ, labs) FL pacing, discuss reading candidates All: apply pacing guide, MCAS rubric to be used by midterm | 5-8 | 3:00 – 4:30 | Various rooms | Academic Facilitators | Goals 1 & 2 |
| 11/10 | Reading: add Touchstones (gr. 6&7) and roots pacing ELA: Discuss/ Monitor Grammar (gr. 6&7) and add Touchstones gr.8 Sci: Schedule Challenge Day so that all 8 th grade students rotate through 4 science teachers for 2 sessions each. Math and SS: Monitor progress of Open Response Questions given at midterm Team meetings for Science Fair interdisciplinary unit planning | 5-8 | 12-30-2:30 | Various rooms | Principal, Assistant Principal, and Academic Facilitators | Goals 1 & 2 |

| | | | | | | |
|---------|---|-----|-------------------------------|---------------|---|-------------|
| 2/9/10 | Staff to present "Successful Practices Binder" to whole staff then (a) Meet vertically to share successful teaching practices, lessons, rubrics (b) Prepare lessons for Challenge Day | | 12:30-2:00 | | ELA staff, Academic Facilitators | |
| 2/9/10 | All: (a) Create/Publish clear expectations for honors and advanced level classes (b) Plan Science Fair Interdisciplinary Unit | 5-8 | 2:00 – 3:00 | Auditorium | Principal, V.P. A-Team | Goals 1 & 2 |
| 2/9/10 | Vertical team time: Sped staff to meet with teaching teams specifically to discuss curricular accommodations APC and neighborhood staff to meet vertically to discuss curricular accommodations for honors and advanced level challenges. | 5-8 | 3:00 – 4:00 | Various rooms | Principal, Assistant Principal, and Team Leaders | Goal 2 |
| 2/9/10 | Monitoring criteria: Provide samples of accommodations (see above) and include them in the subject specific curriculum map | 6-8 | 4:00-4:30 | Various rooms | Principal, Assistant Principal, and Team Leaders | Goal 2 |
| 3/9/10 | Finalize Curriculum Maps in vertical teams. Determine if maps should be published on the website, POS and/or in-house. | 6-8 | 12:30 – 2:30 | Various rooms | Academic Facilitators | Goal 2 |
| 5/25/10 | Analyze student MCAS survey data Vertical team time: (a) Share monitoring criteria (b) Create subject specific action steps for inclusion in SIP 2009-2010 | ALL | 12:30 – 1:30 1:30-2:30 | Various rooms | Principal, V.P. A-Team | Goals 1 & 2 |
| 5/25/10 | Assessment Day 3 (a) Present published reports by subject area on progress made this year and provide suggestions for next year. (b) Begin to create next year's goals | ALL | 12:30 – 2:30 | Auditorium | Academic Facilitators Principal, V.P. A-Team | Goals 1 & 2 |

Comp days: 12/22/09, 4/13/10, 6/8/10

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: | Central Middle School |
| Chair/Principal: | Jennifer Fay-Beers |
| Co-Chair: | Barbara Fenby 1012 Hancock Street, Quincy, MA 02169 617-984-8725 |
| Teachers: | Paul Griffith 1012 Hancock Street, Quincy, MA 02169 617-984-8725 |
| Parents: | Mike Buzzell 51 Forum Road, Quincy, MA 02169 617 773-8347 |
| Student: | Christopher Buzzell 51 Forum Road, Quincy, MA 02169 617 117-8347 |

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:

Jen Fay-Beers

Mike Lenane

Jane Bowe

Beth Houghton

Laura Shea

Sarah Ahearn

** “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 |
|----------|-------|----|
| 84 | 69 | 4 |

Appendix – Section B

Support Services

FTE

__1__Nurse

__4__Special Education Teachers (Resource Room/Inclusion)

__3__Guidance Counselor

__.1_Visually/Hearing Impaired Teachers

__1_ESL Teacher/s

_.1_Adaptive Physical Education Instructor

_.4_Speech and Language Instructor/s

_.3_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)

| |
|-------------|
| \$16,225.00 |
|-------------|

SUPPLIES

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

| |
|-------------|
| \$13,570.00 |
|-------------|

TWENTY-FIRST CENTURY FUNDS

| |
|-------------|
| \$69,447.04 |
|-------------|

Other:

Art Supplies

Science Supplies

| |
|-----------|
| \$2100.00 |
|-----------|

| |
|-----------|
| \$2065.00 |
|-----------|

TOTAL

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

| | |
|------------------------------|------------|
| PTO fundraising | \$9,000.00 |
| Larry Coombs Technology Fund | \$100.00 |
| | \$ |
| | \$ |
| | \$ |
| | \$ |

Appendix – Section D

Facilities

1. Improvements:

- The stairwells were painted to assist two visually impaired students at Central.
- The rugs in the auditorium classrooms were pulled up and new tile was put down for the start of the school year
- The electricians fixed the lighting in the auditorium

2. Areas of Need:

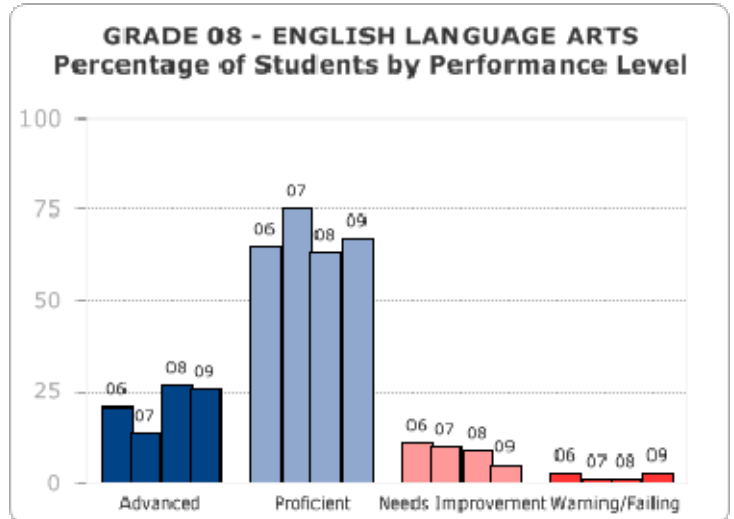
- create a wall/partition between the media center (room 13) and the tech room (room 12)
- Treads on stairwells need to be replaced

Appendix – Section E

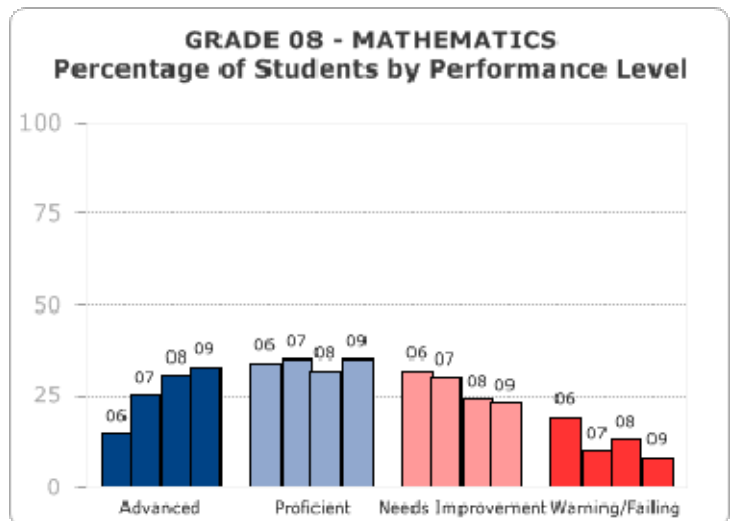
Data Charts and Trends

MCAS Annual Comparisons

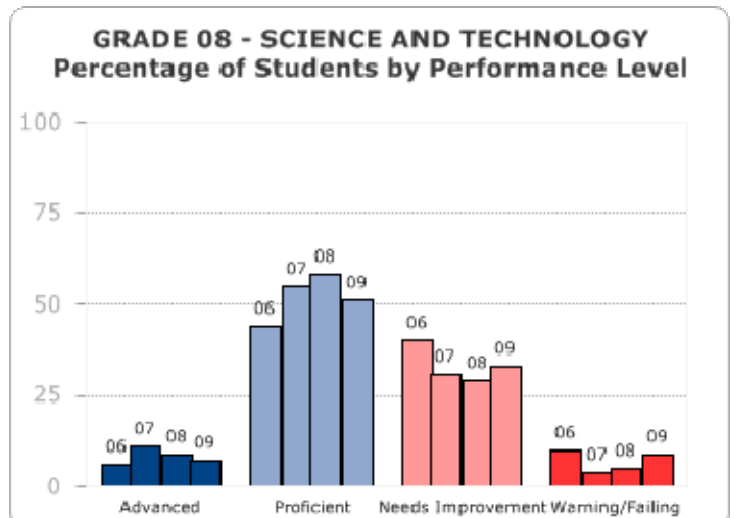
| GRADE 08 - ENGLISH LANGUAGE ARTS | | | | |
|---|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 21 | 14 | 27 | 26 |
| PROFICIENT | 65 | 75 | 63 | 67 |
| NEEDS IMPROVEMENT | 11 | 10 | 9 | 5 |
| FAILING | 3 | 1 | 1 | 3 |



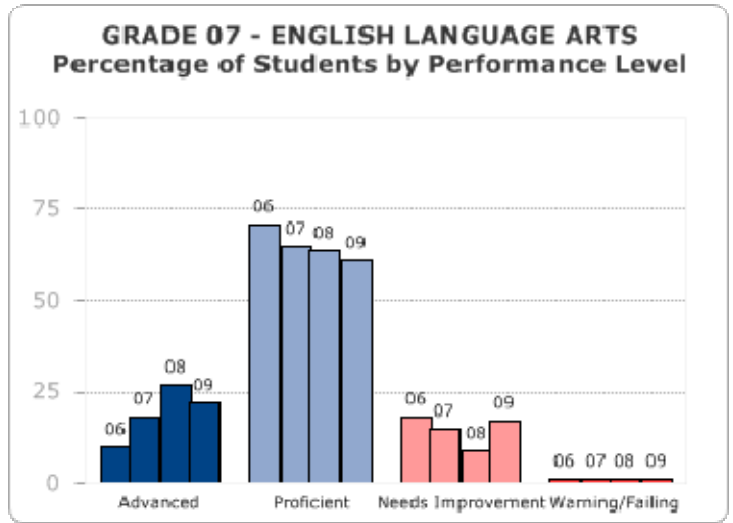
| GRADE 08 - MATHEMATICS | | | | |
|-------------------------------|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 15 | 25 | 31 | 33 |
| PROFICIENT | 34 | 35 | 32 | 35 |
| NEEDS IMPROVEMENT | 32 | 30 | 24 | 23 |
| FAILING | 19 | 10 | 13 | 8 |



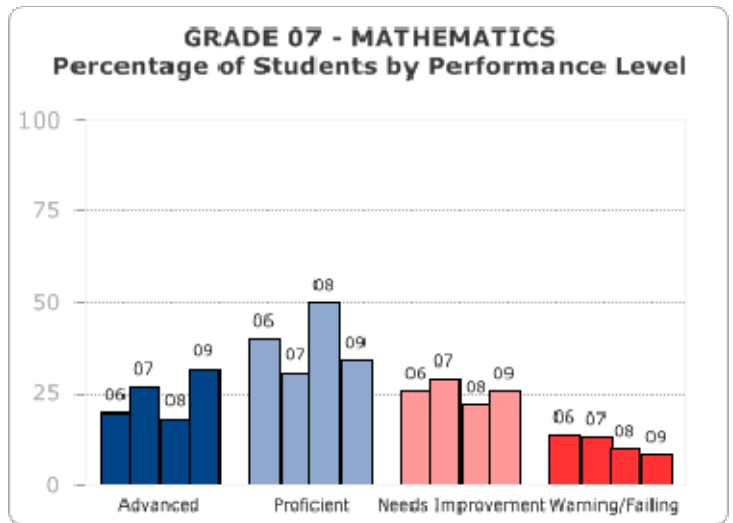
| GRADE 08 - SCIENCE AND TECHNOLOGY | | | | |
|--|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 6 | 11 | 9 | 7 |
| PROFICIENT | 44 | 55 | 58 | 51 |
| NEEDS IMPROVEMENT | 40 | 31 | 29 | 33 |
| FAILING | 10 | 4 | 5 | 9 |



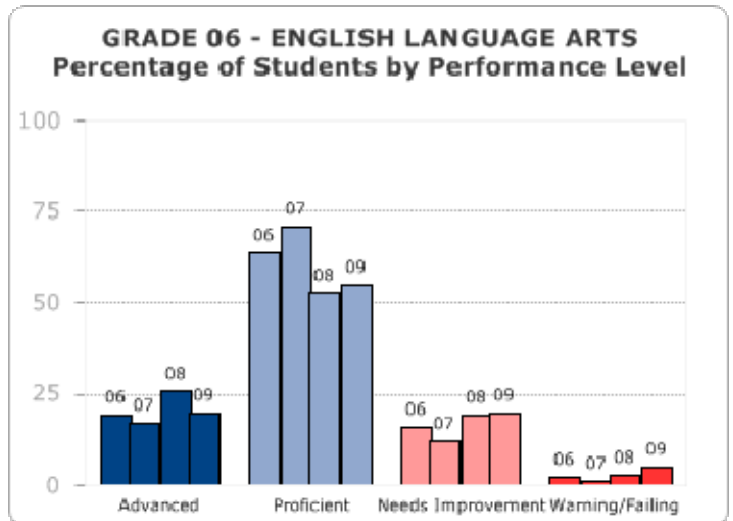
| GRADE 07 - ENGLISH LANGUAGE ARTS | | | | |
|---|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 10 | 18 | 27 | 22 |
| PROFICIENT | 71 | 65 | 64 | 61 |
| NEEDS IMPROVEMENT | 18 | 15 | 9 | 17 |
| FAILING | 1 | 1 | 1 | 1 |



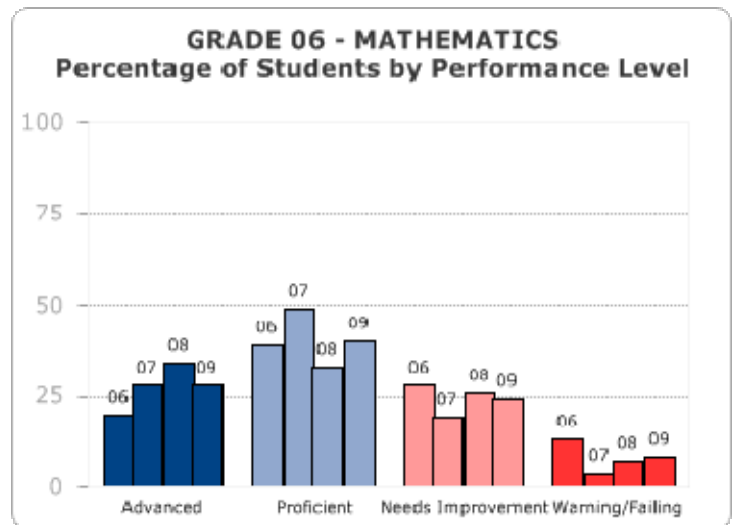
| GRADE 07 - MATHEMATICS | | | | |
|-------------------------------|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 20 | 27 | 18 | 32 |
| PROFICIENT | 40 | 31 | 50 | 34 |
| NEEDS IMPROVEMENT | 26 | 29 | 22 | 26 |
| FAILING | 14 | 13 | 10 | 8 |



| GRADE 06 - ENGLISH LANGUAGE ARTS | | | | |
|---|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 19 | 17 | 26 | 20 |
| PROFICIENT | 64 | 71 | 53 | 55 |
| NEEDS IMPROVEMENT | 16 | 12 | 19 | 20 |
| FAILING | 2 | 1 | 3 | 5 |



| GRADE 06 - MATHEMATICS | | | | |
|-------------------------------|-------------|-------------|-------------|-------------|
| PERFORMANCE LEVEL | 2006 | 2007 | 2008 | 2009 |
| ADVANCED | 20 | 28 | 34 | 28 |
| PROFICIENT | 39 | 49 | 33 | 40 |
| NEEDS IMPROVEMENT | 28 | 19 | 26 | 24 |
| FAILING | 13 | 4 | 7 | 8 |



Parent Survey

Please take a couple of minutes to complete this survey about your child and his or her study habits before you leave tonight.

Child's Name _____ School _____

1. Do you have the internet at home? Yes No
 Family email address: _____

2. Do you check your child's agenda book regularly? Yes No

3. How much time does your child spend on homework?
 a. less than 30 min. b. 30 min. c. 1 hour d. more than 1 hour

4. When does your child study for tests and quizzes:
 a. the week before b. a few days before c. the night before

5. We are hoping to offer some math and English/language arts classes in grade 6 that will provide support for students who struggle as well as provide challenges for students who excel in these areas. In addition to test scores, we would like to consider parent recommendations when we create these classes. Please rate your child's performance in the following areas:

Academically, my child...

| | Needs support with | Does well in | Excels in | not sure |
|---------------------------|--------------------|--------------|-----------|----------|
| Knowing their math facts | | | | |
| problem solving | | | | |
| writing (3-5 para.essays) | | | | |
| reading comprehension | | | | |
| vocabulary | | | | |

6. Middle school is a difficult time for adolescents. Guidance will be offering some classes throughout the year to the whole 6th grade on a variety of topics. They will also offer lunch groups for children who struggle in some social areas.

Socially, my child...

| | Needs support with | Does fine with | Excels in | not sure |
|--|--------------------|----------------|-----------|----------|
| Working independently | | | | |
| Working in a group | | | | |
| Transitions (changes in schedules, etc.) | | | | |
| Making friends | | | | |
| Organization | | | | |

Appendix – Section F

School Safety and Security Plan

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

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

Table of Contents

1. School Security _____ Pages 29

(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 32

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

3. Contingency Plan _____ Page 36

4. Emergency Telephone Bomb Threat Procedures _____ Page 37

5. Emergency Letter/Package Bomb Procedures _____ Page 38

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 8:40 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:40 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 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:** Walkers come from all parts of the city. Some walk, some rely on the MBTA. The MBTA drops students in front of the building. Very few take the bus to the station and then proceed to walk to school. There is a crossing guard located on Hancock Street from 7:45 – 8:30 each morning and again at 2:30 until 2:45. All students congregate in front of the building upon arrival unless they participate in the breakfast program or 21st Century program.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** There is no designated drop off area at Central. Many parents utilize the Butler Road side of Central, and some drop their child off on Hancock Street where there is a crossing guard.

17. **INSTANT ALERT:** Instant Alert is an essential tool for parent notification and communication. It will be utilized to keep parents informed and involved in the activities at Central Middle School. It will also be used to alert parents of school closings, emergencies, and important system-wide information.

EMERGENCY PROCEDURES

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

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

Lockdown

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

Evacuation/Reverse Evacuation

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

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

Evacuation Procedures

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

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

Reverse Evacuation Procedures

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

Fire/Explosions

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

Drugs/Alcohol Influence

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

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

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

Weapons/Hostage

Report the 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.

CONTINGENCY PLAN

for short term closing of Central Middle School

The Principal will contact the Superintendent and the Coordinator of Safety and Security. In the event that parents can not be notified via Instant Alert and/or that Central can not be re-entered, the principal will contact Quincy High School for permission to assemble in their auditorium. All Central students will then be escorted by CMS staff to Quincy High School. In the event that QHS is inaccessible, the following arrangements will be made in conjunction with the Director of Safety and Security:

- Grade 6 will be transported to Atlantic Middle School's auditorium.
- Grade 7 will be transported to Point Webster Middle School's auditorium
- Grade 8 will be transported to North Quincy High School's auditorium

The Superintendent's Office will contact the principals of Atlantic, Broad Meadows, Point, Sterling, Quincy High and North Quincy High to make them aware of the situation.

If students need to be temporarily housed at the above-mentioned schools, and it is safe to be on the Central property, students will be picked up and dropped off at Central. Upon the arrival of students and staff in the morning, homerooms will line up with their teachers outside while waiting for transportation. If the weather is inclement or if Central's grounds cannot be used as the drop-off, pick-up site, a new site will be reviewed, chosen and announced.

Teaching teams will plan lessons for their students and oversee their supervision until notified of other plans. All specialists and non-teaching personnel should report to the NAGE building for further direction. Staff will be assigned to report to buildings and make phone calls to parents according to the need.

At the conclusion of the day, transportation will be provided to drop students off back at Central. Long term plans will be drafted in the event they are needed.

If there is an emergency in the Central district, the Principal or her designee will start the principals' phone chain by calling the principal of Atlantic Middle School. If the emergency concerned neighboring schools, Central would notify Atlantic, Bernazzani, and Quincy High School.

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 | |