

# *Quincy Public Schools*

## *School Improvement Plan 2008 - 2009*



### **Central Middle School**

*Principal: Jennifer Fay-Beers*

*Assistant Principal: Barbara Fenby*

*Date Submitted: August 28, 2008*

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## *I. Mission Statement*

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

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

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

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

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

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

## *II. PRINCIPAL'S MESSAGE*

It is with great pride that I present Central's School Improvement Plan for the 2008-2009 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.

We are very excited about the efforts and progress we made in reaching our goals. For the last three years, our goal at Central Middle School has been "make a large school feel smaller". We try to get to know our students better, and earlier in the year, so that we can make better use of our classroom time. To achieve this sense of community, we use pre-assessments, transition team information, parental communication, and differentiated instruction to challenge ALL students and support their learning in the classroom.

We also want our students to make the most of their three years at Central, and so we offer something for everyone! Thanks to our 21<sup>st</sup> Century grant and our enthusiastic staff, over 240 students stay after or come before school on any given day.

The school year 2008-2009 will be the fifth year we have offered our Challenge Program. We believe it is one of the reasons why our MCAS scores have been as strong as they have been. We were especially proud of ranking # 20 in the state for our Science and Technology MCAS scores. More importantly, teachers are getting to know their students sooner while taking a closer look at the curriculum they are using it and how it is being presented. It has been a win-win for everyone!

Thank you in advance for your consideration of this plan and we are looking forward to your comments and feedback.

Sincerely,

Jennifer A. Fay-Beers  
Principal

### *III. Improvement Plan*

#### A. Assessment

##### 1. Reflection on last year’s goals (2006-2007):

Goal #1:  
***To improve overall student performance on the 2007 MCAS by 3%.***

For the school year 2006-2007 we set two goals designed to improve MCAS scores and student participation in the variety of remedial and enrichment based extracurricular activities offered during the year.

Goal #1 was to improve overall student performance on the MCAS in 2007 by 3%. Central’s A-Team concluded that we were successful in meeting this goal as a whole school. This was determined by adding the proficient and advanced scores for each subject test taken in 2006 and comparing it to the total of the proficient and advanced scores of the same tests taken in 2007. This showed an increase of **7.4% overall**. The team then chose to break the comparisons down by grade and subject. Grade 8 showed a 3% improvement in ELA, an 11% improvement in Mathematics, and a 16% improvement in Science and Technology. Grade 7 showed a 2% improvement in ELA and a 2% decrease in Mathematics, based on our criteria. Grade 6 showed a 5% increase in ELA and an 18% improvement in Mathematics as shown below (see appendix for full charts.)

	Grade 8 ELA	Grade 8 Math	Grade 8 STE	Grade 7 ELA	Grade 7 Math	Grade 6 ELA	Grade 6 Math
2006	86%	49%	50%	81%	60%	83%	59%
2007	89%	60%	66%	83%	58%	88%	77%

**How did we do it?**

This goal was a sequel to our 2005-6 school year goal and the action steps were based on survey data from staff, students and parents. The information also focused on our district plan for math, new staff, mentoring, curriculum mapping, and differentiated practices.

This goal focused, in part, on remediation in the classroom. The site assessment team worked hard to create learning profiles and Individual Student Success Plans (ISSPs) for every student by combining test data with classroom teacher assessments with the hopes of identifying the academic strengths and weaknesses of each child. These profiles helped us to get to know each

student better and worked to improve the academic climate of our classrooms and the academic achievement of our students. Our teaching teams are committed to using these profiles as we have found the information to be helpful to the transition of our students from one grade to the next and the planning of our standards based lessons in the classrooms. . This effort is ongoing as teachers will continue using test data and ISSPs to remediate/challenge areas of weakness and strengths identified by student profiles.

Teachers will also continue to develop pre and post assessments to drive and plan their curriculum. These efforts will be supported with professional development and improved access to test data and training using the TESTWIZ software program. The goal is to maintain and improve student profiles with the hopes of painting a current and clear picture of our students as individual learners.

The second part of this goal focused on MCAS Challenge Tuesdays. We used this data, to improve offerings in our MCAS Challenge Program, a program that was created to challenge all students to improve their individual scores by remediating areas of weakness, preparing students for test-taking and fine-tuning areas of strength. This was our third year of this initiative. The program, which took place on release days leading up to the MCAS tests, also included a “Healthy Choice” component that promoted activities designed to reduce the stress and anxiety levels of our students. The responses and feedback to this program were very positive. We began this program one month earlier in response to teacher surveys. Through vertical teaming, we were able to share best practices from release days to the every day classroom and vice versa.

## A. Assessment

### 1. Reflection on last year's goals (2006-2007):

Goal #2:

***To increase participation in extracurricular activities from 76% to 79% by June 2007.***

Goal # 2 was to increase participation in extracurricular activities from 76% to 79% by June 2007. Central's Youth Council polled students regarding their participation in after and before school activities. The Youth Council found that **conflicts in scheduling** and **communication** were two areas that negatively affected student participation. The students then constructed a 2006-7 school year calendar and studied it for possible scheduling solutions.

Central enjoys a thriving environment beyond the school day thanks to successful 21<sup>st</sup> Century programs and the dedicated staff that facilitate them. We believe in the quality of all our activities but specifically wanted to increase student participation in our remediation based programs. We increased our enrollment by 2 % (76% to 78%). However, there was a significant increase (27%) in the average number of hours students attended programs. Thus, we reached our goal by making a concerted effort to eliminate conflicts in the schedule and by improving communication from school to home. School messenger was utilized, fairs and kick-offs were held to share program information and coaches and teachers worked hard to balance their offerings with others.

Other changes were made to our after school schedule last year in the hopes of reducing conflicts. For example, we held our musical in the fall so as not to overlap with MCAS after school programs and to keep students more energized for MCAS testing dates in the spring.

## A. Assessment

### 2. Analysis of this year's test data:

According to Heidi Hayes Jacobs, Mapping the Big Picture, Integrating Curriculum and Assessment, K-12, “a school site becomes increasingly effective with more reliable data for making functional decisions, and mapping provides that data.” Our site assessment team provides the data, and our system provides curriculum benchmarks, teachers are left with the daunting task of marrying the two. With only ten months in the school year, it is nearly impossible to cover all the topics for each grade. The teams asked for vertical time to spiral, scaffold and map their curriculum. Vertical planning time will offer cross-grade-level planning time. This time is especially important because Central is adopting Michael Clay Thompson's, 4 Stage Approach to Grammar, and we are adding the Touchstones series to our reading curriculum. The science staff will also be utilizing a Science Handbook to provide consistency. This year, we will turn our energies towards the classroom, with our focus on curriculum.

The following goals were chosen as a direct result of the Spring 2007 MCAS test data. Following the goal is an explanation by subject area.:

**Goal #1: To improve 2009 Open Response scores in social studies and math by 3%.**

Social Studies – This team created a power-point of the social studies test data from the previous year and then analyzed the scores question by question. We had done this for ELA, math and science, but the social studies team initiated this on their own. They were amazed that a few students scored a zero and how drastically the zeroes affected the overall scores. Teachers decided to focus on open response items next year with an emphasis on assisting ELL students.

Math – fine tuning system-wide pacing guides and QMath 6 & 8 assessments for use at CMS. Teachers can evaluate their pacing, and data can be used towards re-grouping during challenge day and in cooperative learning groups. Open response was addressed last year in three sessions with Bill Atwood. This year (2008-9) we will be looking to see all math staff applying the techniques introduced by Bill Atwood. We would like to share these examples with the social studies team and may ask ELA to model them!

**Goal #2: To publish a detailed curriculum map in ELA, reading, and science, that spirals from grade 6 to grade 7 to grade 8, insuring that all (as many) standards and benchmarks (as possible) are met during students' three years at Central by June 2009.**

Science - Becoming 20<sup>th</sup> in state was a major accomplishment. We spent vertical time looking at how that happened. We included the tech-ed teacher in these discussions. Science staff saw conflicts between citywide and statewide benchmarks and asked for time to investigate and address these conflicts. We also are hoping to add better science materials (texts, units, labs). Our goal is to maintain high performance in science.

ELA/Reading - We want to increase advanced scores in ELA. To do so, we will focus on vertical teaming in order to clarify roles of ELA/reading teachers of responsibilities and ensure there are no gaps from grade 6 to grade 8. This team has been looking for consensus on a school-wide approach to grammar. Through our G/T grant this year, we were able to explore and experiment with Michael Clay Thompson's 4 stage approach to grammar. We want to train and implement this with staff this year.

**Goal #3: To improve communication between home and school**

This goal was driven by our School Council in conjunction with our PTO. The School Council sent home a Communication Survey (see appendix). The results of the survey were mostly positive with 220 responses total 83% of respondents have visited CMS website, parents felt that the homework assignments, school calendar and important dates to remember were all very useful, 88% of respondents have received system messages, and 85% of respondents agree that knowledge of upcoming events has been improved. Recommendations were also made to improve communication, between home and school which culminated in the council choosing to create a School Reference Brochure (see sample) to be published and distributed in fall 2008 and again in Winter 2009.

As stated before, this is truly an exciting time for us at Central and we are looking forward to meeting some new challenges as we strive to reach our goals for the upcoming year. We believe these efforts will help to build on what has already proved to be an effective and proactive plan to service our students.

## B. Goal Statement

The Central staff realizes that a SMART Goal needs to be Specific, Measurable, Attainable, Relevant, and Timely. We feel that our three goals are attainable this year for several reasons. First, Goals 1 and 2 are academic in nature, but are specific to individual subjects. Therefore, our math teachers are working towards one goal with their social studies colleagues. Our third goal revolves around communication and will be spearheaded by our School Council. Volunteer parents will be available and the majority of the work will be done at the beginning of the year, yet the benefit will last from September to June!

**Goal #1:**

Students will improve their MCAS Open Response scores by 3% in Math (grade 6 and grade 8) and Social Studies (grade 7)

**Goal #2:**

To publish a detailed curriculum map in ELA, reading, and science, that spirals from grade 6 to grade 7 to grade 8, insuring that all (as many) standards and benchmarks (as possible) are met during students' three years at Central by June 2009.

**Goal #3:**

School Council will create a Central Middle School brochure to be published and distributed in Fall 2008 and Winter 2009.

## C. Action Steps/Monitoring Criteria

### Goal #1:

Students will improve their MCAS Open Response scores by 3% in Math (grade 6 and grade 8) and Social Studies (grade 7).

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Teachers will decide upon a common pre-test at each grade level and subject area and administer the test/ Create an open response pre-assessment utilizing sections of past MCAS exams.	September 2, 16 and October 14, 2008	Academic Facilitators
2	Improve and utilize QMATH 6 & 8 as a pre/post assessment tool as well as a pacing guide	September 2, 16 and October 14, 2008	Academic Facilitators
3	Time will be given to pass along transitional information on students in order to help with current school year instruction.	September 2, 2008 and Sept.16, 2008	Guidance, Sped Team Leaders
4	Create vertical team time during release day for SS and MA to meet	All release days	Principal
5	Create monitoring criteria to assess progress of goal.	October 14, 2008	Academic Facilitators
6	Use Open response post test at the midpoint of each trimester to monitor progress.	November, February, May	Academic Facilitators
7	Grade 6 Math staff will meet to analyze QMATH 6 results. Chart progress and create action steps (Grade 7 & 8 to review last year's data and follow same steps).	October 14, 2008	Academic Facilitators
8	Math teachers will evaluate what is being covered using the citywide pacing guide.	November, January, April	Academic Facilitators
9	ELA staff to model open response techniques for Social Studies staff. Math to continue work on Bill Atwood's open response techniques.	Fall 2008	Academic Facilitators
10	Use MCAS data to identify weaknesses. Use Curriculum Map (ELA, RD, SCI) or ORQ post test (SS/MA) at the end of each trimester to monitor progress.	November 25, December 9, 2008	Academic Facilitators
11	Follow up vertical time created (to mirror fall) for teachers to mentor, implement, and assess own progress, as well as, prepare for Challenge Days.	Winter/Spring release days 2009	Academic Facilitators

## C. Action Steps/Monitoring Criteria

### Goal #2:

To publish a detailed curriculum map in ELA, reading, and science, that spirals from grade 6 to grade 7 to grade 8, insuring that all (as many) standards and benchmarks (as possible) are met during students' three years at Central by June 2009.

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Teachers will decide upon a common pre-test at each grade level and subject area and administer the test/ Create an open response pre-assessment utilizing sections of past MCAS exams.	September 2, 16, and October 14, 2008	Academic Facilitators
2	Teachers will work in subject area teams to spiral curriculum maps. Science staff to utilize Science ATLAS, and Science Handbook created over the summer.	10/14/08 and Vertical Tuesdays	Academic Facilitators
3	To improve consistency, science team will create and present Science Handbook	Summer to Fall 2008	S. Ahearn, J. Tryon
4	Time will be given to pass along transitional information on students in order to help with current school year instruction.	9/2/08, 9/16/08	Guidance, Sped, Team Leaders
5	Subject Area teaching teams will decide upon format for maps	October 14, 2008	Academic Facilitators
6	Time allowed for vertical teaming to share, adjust, and align maps with frameworks, as well as, time for sharing maps with teaching teams for interdisciplinary purposes.	October 2008 through May 2009	Academic Facilitators
7	Create monitoring criteria for success of <i>Science Handbook, Touchstones reading and 4 Stage Approach to Grammar.</i>	Fall 2008	Academic facilitators
8	Add areas of need identified in 07/08 (non-fiction, poetry, grammar) (a) Reading teachers will incorporate <i>Touchstones</i> , a reading supplement (b) Michael Clay Thompson's 4 Stage Approach to Grammar will be shared with ELA and Reading teachers.	9/16/08 and 10/14/08	Academic Facilitators
9	Assess monitoring Criteria to determine rate of success of <i>Touchstones</i> and 4 Stage Approach to Grammar.	2/10/08 and 4/14/08	Academic Facilitators
10	Use MCAS data to identify weaknesses. Use Curriculum Map (ELA, RD, SCI) or ORQ post test (SS/MA) at the end of each trimester to monitor progress.	11/25/08, 12/9/08	Academic Facilitators

## C. Action Steps/Monitoring Criteria

### Goal #3:

School Council will create a Central Middle School brochure to be published and distributed in Fall 2008 and Winter 2009.

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	New PTO board to meet over the summer to identify meeting dates, as well as special event dates	September 2008	School Council Members
2	School Council members to create a list of important phone numbers, email addresses to be included in brochure	September 2008	School Council Members
3	Teacher to design lay-out (similar to NQHS parent brochure)	September 2008	School Council Members
4	Finished product to be sent to print shop or to Kinko's to be created in trifold and in color.	September 2008	School Council Members
5	Distribution at Open House	September 16, 2008	School Council Members
6	Edit, publish and repeat for January distribution	November/December 2008	School Council Members
7	Guidance will create a template that will include all testing dates and contact numbers.	September 2008	School Council Members
8	Create a sample survey to determine if the brochure was helpful	March 2008	School Council Members
9	Tally results and present at PTO meeting	April 2008	School Council Members

## D. Related Professional Development

Dates	Topic Description	Grades	Time	Location	Facilitator	Goal # (if applicable)
9/2/08	General Meeting including: Review of Goals 08-09 Staff Handbook Nurse's Notes	ALL	9:00 – 9:30	Media Center	J. Fay-Beers, B. Fenby	Goals 1, 2, 3
9/2/08	Teachers will choose an open response pre-assessment utilizing sections of past MCAS exams Part I.	SS	9:30 – 10:30	Various Classrooms	Academic Facilitators	Goal # 2
9/2/08	Teachers will (a) choose an open response pre-assessment utilizing sections of past MCAS exams Part I. and (b) prepare QMATH 6 & 8 as an additional pre-assessment tool as well as a pacing guide.	MA	9:30 – 10:30	Various Classrooms		Goal # 1
9/2/08	(a) Teachers will decide upon a common pre-test at each grade level and subject area and administer the test Part I (b) Michael Clay Thompson's Grammar and Vocabulary / Touchstones / novel list explanations and expectations to be discussed.	ELA, RD	9:30 – 10:30	Room 2	B. McAuley, J. Bailey Dumas	Goal # 2
9/2/08	Teachers will decide upon a common pre-test at each grade level and subject area and administer the test Part I (Science Atlas intro).	Sci, ELA, RD and FL	9:30 – 10:30	Various Classrooms	Academic Facilitators	Goal # 2
9/2/08	Team Time: Share transitional information on students in order to help with current school year instruction. Review team procedures, rules, schedule	ALL	10:30 – 11:30	Various Classrooms	Guidance, Sped, team Leaders	Goals 1 & 2
9/16/08	General Meeting including: CPI, FERPA, Epi-pens	ALL	12:30 – 1:00	Media Center	Principal, V. P.	
9/16/08	<b>Touchstones:</b> Reading teachers will incorporate this reading supplement to fulfill our identified need for quality non-fiction. All staff will be exposed because many of the	ALL	1:00 – 1:30	Media Center	Academic Facilitators	Goal # 2

	reading s could be used in other subject settings.					
9/16/08	<b>Finalize pre/post assessments for monitoring purposes at the end of each trimester and publish.</b>	ALL	1:30 – 2:30	Media Center	Academic Facilitator	Goals #1&2
10/14/08	General Meeting	ALL	12:30 – 1:30	Media center	Principal	
10/14/08	Team Time: Interdisciplinary planning, <i>Touchstones</i> , student challenges	ALL	1:30 – 2:30	Various classrooms		Goal # 2
10/14/08	Vertical teams: Share results of initial pre- assessments. <b>Create monitoring criteria</b>	ALL	1:30 – 2:30	Various classrooms	Academic facilitators	Goal # 1& 2
10/14/08	Teachers will work in subject area teams to spiral curriculum maps. Science staff to utilize Science ATLAS, and Science Handbook created over the summer.	SCI FL	2:30 – 4:30  *PLC if time allows	Academic Facilitator's rooms	Academic facilitators	Goal # 2
10/14/08	Teachers will examine ORQ results from pre-assessment and choose models for post assessment at trimester mark. <b>Chart progress and add action steps.</b>	SS, MA	2:30 – 4:30 *PLC if time allows	Academic Facilitator's rooms	Academic Facilitator	Goal # 1
10/14/08	Teachers will examine QMATH 6 results. <b>Areas of need will be highlighted and action steps to remediate will be recorded.</b> Pacing will also be reviewed at this time.	MA	2:30 – 4:30  *PLC if time allows	Academic Facilitator's rooms	Academic Facilitator	Goal # 1
10/14/08	To support consistency in grammar teaching practices, CMS adopted Michael Clay Thompson's 4 Stage Approach to Grammar and Vocabulary.	ELA, RD	2:30 – 4:30 *PLC if time allows	Room 2	B. McAuley, J. Bailey Dumas	Goal # 2
11/25/08	Vertical Time: Use MCAS data to identify weaknesses. Use Curriculum Map (ELA, RD, SCI) or ORQ post test (SS/MA) at the end of each trimester to monitor progress.	ALL	12:30 – 1:30	Media Center	Assessment Team	Goals 1 & 2
11/25/08	Vertical Time: <b>Chart results (make adjustments to curriculum map and submit)</b>	ALL	12:30 – 1:30	Media Center	Assessment Team	Goals 1 & 2
11/25/08	Vertical Time or Team Time: CREATE Challenge Day groupings & schedule	ALL	1:30 – 2:30	Academic Facilitator's rooms	Academic Facilitators	Goals 1 & 2

12/9/08	Assessment Day 1 Use ORQ post test or Curriculum Map at the end of each trimester to monitor progress. <b>Add action steps if progress not seen.</b>	SS, MA, ELA, RD, SCI	12:30 – 4:30	Various classrooms	Academic Facilitators  Principal, V.P. A-Team	Goals 1 & 2
2/10/09	Assessment Day 2 Did we meet our goals? Provide proof. Teachers will present progress and chart findings to be published to whole school on A-Day # 3	ALL	12:30 – 4:30	Media Center	Principal, V.P. A-Team	Goals 1 & 2
4/14/09	Examine post test (ORQ for SS, MA) at the end of each trimester to monitor progress. <b>Add action steps.</b>	ALL	12:30 – 2:30	Various classrooms	Principal, V.P. A-Team, Academic Facilitators	Goals 1 & 2
4/14/08	Assess monitoring Criteria to determine rate of success of Touchstones and 4 Stage Approach to Grammar.	ELA/RD	2:30 – 4:30			
5/12/09	Assessment Day 3 (a) Present published reports by subject area on progress made this year and provide suggestions for next year. (b) Create student survey regarding Challenge Day participation. (c) Create next year's goals	ALL	12:30 – 2:30	Media Center	Academic Facilitators  Principal, V.P. A-Team	Goals 1 & 2
5/26/09	(a) gather student survey data (Challenge Day) (b) Create subject specific action steps for inclusion in SIP 2009-2010.	ALL	12:30 – 2:30	Various classrooms	Principal, V.P. A-Team	Goals 1 & 2
6/16/09	Publish 2009-2010 GOALS Create divisions and schedule for 2009-2010 school year.	ALL	12:30 – 2:30	Media Center	Principal, V.P. A-Team	Goals 1 & 2

## *IV. School Site Assessment Team Members*

**“Failing to plan is planning to fail.”**

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

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

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

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

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

### **Our School Assessment Team members are:**

2008

Jennifer Fay-Beers

Stephen Sylvia

Jennifer Bailey Dumas

Laura Shea

Mike Lenane

Theresa Corbo

Kerry Duffy

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

## *V. 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 02169  
617-984-8725

**Teachers:** James Phelan  
1012 Hancock Street, Quincy 02169  
617-984-8725

**Parents:** Marybeth Dooling  
1012 Hancock Street  
617-984-8725

*VI. Appendix – Section A*

**Middle School Class Size**

Under 20	20-24	25-26
3	21	3

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

## *VI. Appendix – Section B*

### Support Services

#### **FTE**

\_\_1\_\_Nurse

\_\_4\_\_Special Education Teachers (Resource Room/Inclusion)

\_\_0\_\_Special Education Teachers (Substantially Separate)

\_\_3\_\_Guidance Counselor

\_\_.1\_\_Visually/Hearing Impaired Teachers

\_\_1\_\_ESL Teacher/s

\_.1\_\_Adaptive Physical Education Instructor

\_.4\_\_Speech and Language Instructor/s

\_1.5\_School Psychologist/s

\_.1\_\_Occupational Therapist/s

# VI. Appendix – Section C

## Budget – Middle Schools

**Amount available  
In FY 2009**

**TEXT/LEARNING MATERIALS**

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

\$13,046.00

**SUPPLIES**

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

\$13,639.00

**TWENTY-FIRST CENTURY FUNDS**

\$66,447.04

**ART SUPPLIES**

\$2,100.00

**SCIENCE SUPPLIES**

\$2,076.00

**TOTAL**

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

PTO fundraising	\$9,500.00
Larry Coombs Technology Fund	\$2,000.00
	\$
	\$
	\$
	\$

## *VI. Appendix – Section D*

### Facilities

#### 1. Improvements:

- a. Hallways painted
- b. Tech lab updated
- c. Media center expanded

#### 2. Areas of Need:

- d. Various classroom leaks & wall repairs
- e. Gym floor and hallway floors are buckling
- f. re-pave the back driveway

## VI. Appendix – Section E

### Data Charts and Trends

# Communication Survey

In order to better service our community, Central's School Council is looking for ways to improve communication between home and school and to encourage parental involvement in school activities.

Please take a couple of minutes to complete this survey. Please send it back school with your child no later than January 22, 2008.

#### The Central Middle School Website:

1. Do you have the internet at home?

*97% (220 responses in total) of respondents have internet access in their homes*

2. Have you visited the Central Middle School Website?

*83% of respondents have visited CMS website*

3. Have you visited any individual teacher sites?

*34% of respondents have visited teacher websites*

4. What would you like to see added to the school's website?

- weekly notices/bulletins
- teachers' info. (pictures, bio's syllabus, etc.)
- add times of students/activities around the school
- pictures of students/activities around the school
- progress reports/report card information
- homework needs to be updated every day
- school renovation plans (MS and QHS) – status, updates, concerns
- MCAS information-testing dates, times

5. What have you found most useful on the school's website?

- homework assignments
- school calendar
- important dates to mark on home calendar

#### The Phone Messaging System:

1. Have you received a message from our Phone Messaging System?

**\* If no, please email phone number to [caustin@quincy.k12.ma.us](mailto:caustin@quincy.k12.ma.us)**

88% of respondents have received system messages

2. Has this service improved your knowledge of upcoming events?

85% of respondents agree that knowledge of upcoming events has been improved

3. Should this method of communication be used more often?

76% of respondents agree that this method of communication should be used more often

4. What other types of school-related information would you like to receive from our phone service?

- phone messages to update families after significant events have happened (ie, lockdowns) school cancellation for whatever reason (by 6:00 am)
- MCAS testing dates and times, grade-specific families
- emergency information only, and as needed
- school messaging should be used for city-wide purposes only

Other Forms of Communication from School to Home:

1. Would you be interested in receiving announcements via e-mail?

**\* If yes, please email [caustin@quincy.k12.ma.us](mailto:caustin@quincy.k12.ma.us) and ask to be added to email list**

61% would be interested in receiving email announcements

2. Do you receive handouts from school regularly?

- 73% receive handouts from school on a regular basis

3. Do you check your child's agenda book regularly?

55% check child's agenda book regularly (mostly 6<sup>th</sup> graders)

4. Would you attend PTO meetings if they were held in the morning?

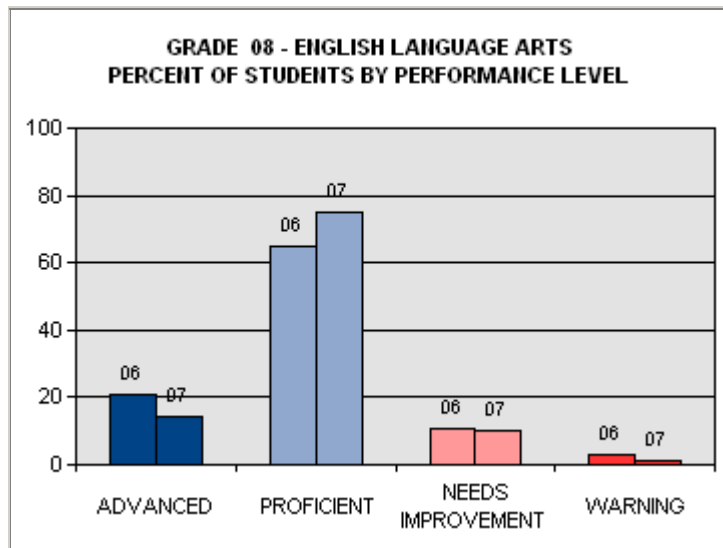
82% do not want PTO meetings held in the morning

5. What recommendations would you make to improve communication between home and school and to increase parent participation at PTO sponsored events?

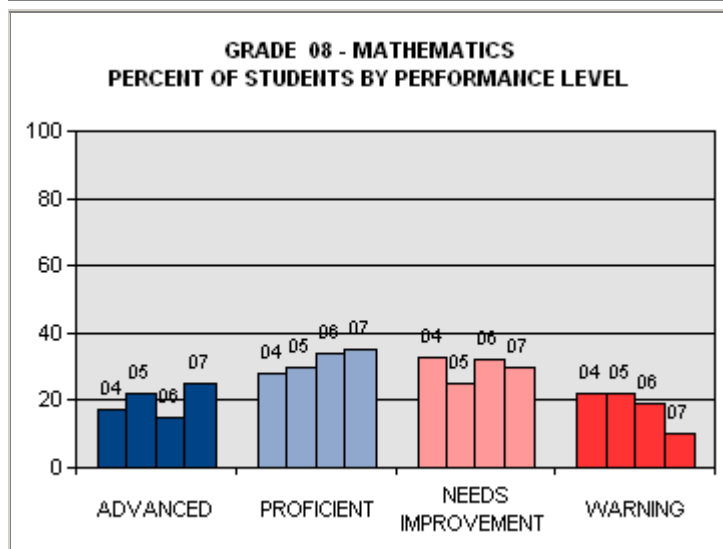
- weekly/monthly emails in newsletter fashion\*\*\*
- earlier notice on when PTO meetings occur and request for volunteers\*\*\*
- constant reminders/requests (by email) of upcoming PTO/CMS events (ie, 8<sup>th</sup> grade trip, Camp Wing, progress reports in the mail, report cards need to be signed and returned by .....)
- afternoon PTO coffee hour  
(\*\*\* most frequently requested in comments)

## MCAS Annual Comparisons for Central Middle - Quincy

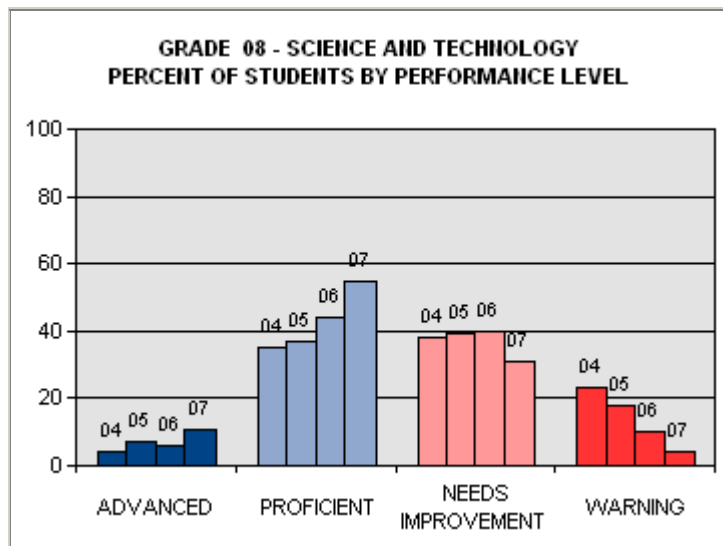
GRADE 08 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	21	14
PROFICIENT	65	75
NEEDS IMPROVEMENT	11	10
WARNING	3	1



GRADE 08 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	17	22	15	25
PROFICIENT	28	30	34	35
NEEDS IMPROVEMENT	33	25	32	30
WARNING	22	22	19	10

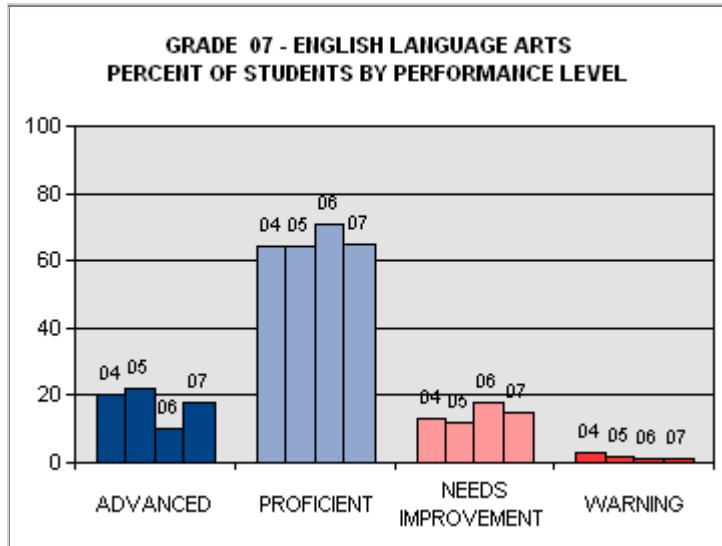


GRADE 08 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	4	7	6	11
PROFICIENT	35	37	44	55
NEEDS IMPROVEMENT	38	39	40	31
WARNING	23	18	10	4

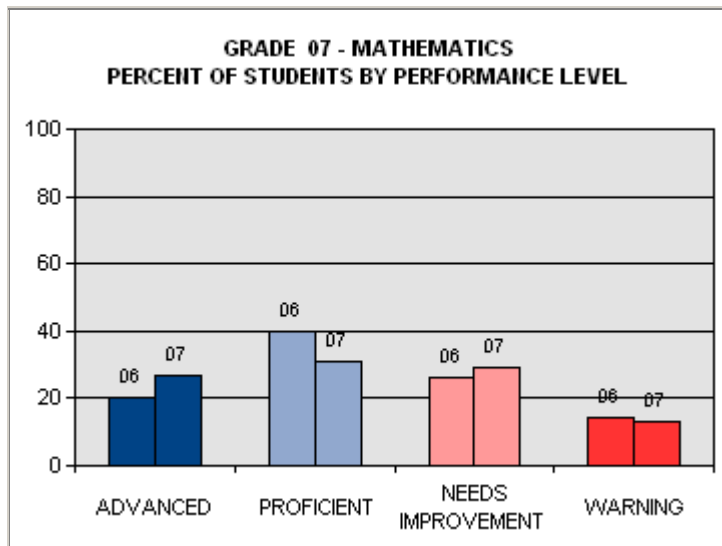


## MCAS Annual Comparisons for Central Middle – Quincy (cont.)

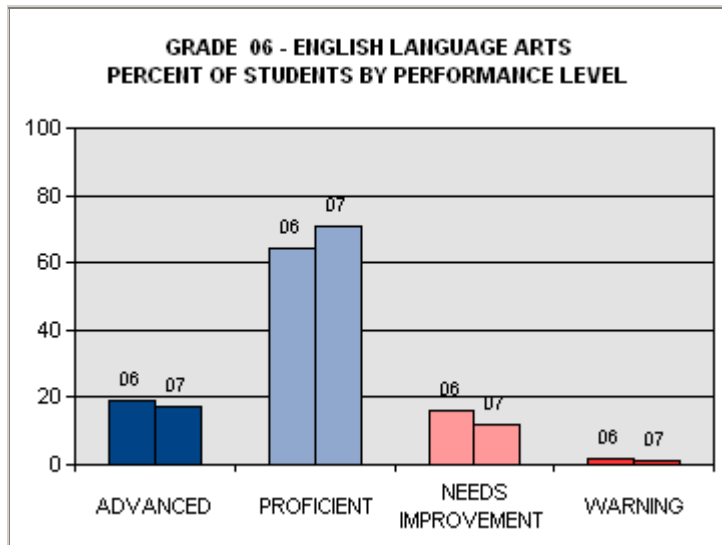
GRADE 07 ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	20	22	10	18
PROFICIENT	64	64	71	65
NEEDS IMPROVEMENT	13	12	18	15
WARNING	3	2	1	1



GRADE 07 MATHEMATICS PERFORMANCE LEVEL	2006	2007
ADVANCED	20	27
PROFICIENT	40	31
NEEDS IMPROVEMENT	26	29
WARNING	14	13

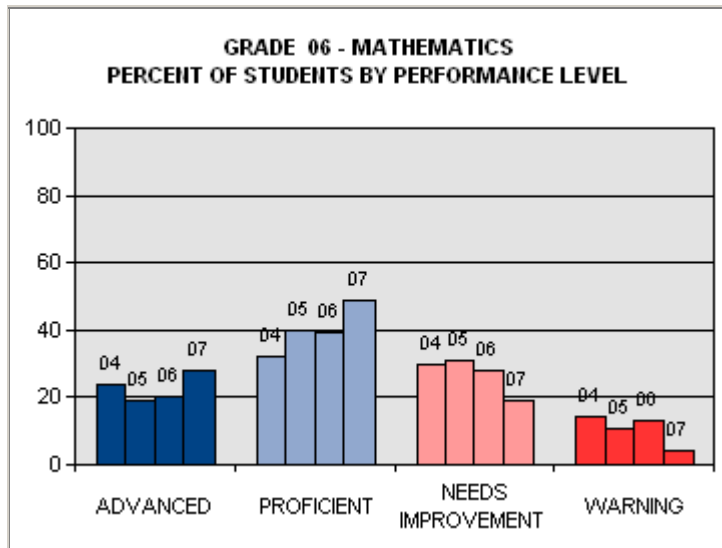


GRADE 06 ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL	2006	2007
ADVANCED	19	17
PROFICIENT	64	71
NEEDS IMPROVEMENT	16	12
WARNING	2	1



### MCAS Annual Comparisons for Central Middle – Quincy (cont.)

GRADE 06 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
<b>ADVANCED</b>	24	19	20	28
<b>PROFICIENT</b>	32	40	39	49
<b>NEEDS IMPROVEMENT</b>	30	31	28	19
<b>WARNING</b>	14	11	13	4



# Central Middle - 2007 Adequate Yearly Progress (AYP) Data

District: [Quincy \(02430000\)](#)  
 School: [Central Middle \(02430315\)](#)  
 School Title I Status:  
 NCLB School Choice Required: No  
 Supplemental Educational Services Required: No

Summary Data | [Detailed Data](#)

## 2007 AYP Data - Summary

	<a href="#">NCLB Accountability Status</a>	<a href="#">Performance Rating</a>	<a href="#">Improvement Rating</a>
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	No Status	High	Above Target

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance	
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual
Aggregate	Yes	100	Yes	95.4	Yes	1.6	Yes	97.2
Lim. English Prof.	Yes	100	Yes	87.5	Yes	3.7	Yes	97.8
Special Education	Yes	98	No	80.8	Yes	7.9	Yes	95.1
Low Income	Yes	100	Yes	92.0	Yes	2.6	Yes	97.5
Afr. Amer./Black	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	95.5	Yes	1.9	Yes	98.8
Hispanic	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-
White	Yes	100	Yes	95.7	Yes	1.4	Yes	96.5
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual
Aggregate	Yes	100	Yes	83.2	Yes	6.0	Yes	97.2
Lim. English Prof.	Yes	100	Yes	80.3	Yes	8.2	Yes	97.8
Special Education	Yes	100	No	49.4	Yes	11.6	Yes	95.1
Low Income	Yes	100	Yes	82.3	Yes	6.7	Yes	97.5
Afr. Amer./Black	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	90.9	Yes	4.2	Yes	98.8
Hispanic	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-
White	Yes	100	Yes	81.5	Yes	7.0	Yes	96.5

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

## *VI. Appendix – Section F*

### **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 8:30 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:30 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. **NEXTEL PHONES:** Building principals have been equipped with Nextel phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director of Security in the case of emergencies.

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

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

12. **LAVATORY USE:** Students use the lavatory 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 21<sup>st</sup> Century program.

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

## **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 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 Superintendent and the Director of Safety and Security and Transportation will be contacted by the principal. Parents will be notified via Instant Alert that Central can not be entered, and/or the principal will (a.) contact the armory for permission to assemble in their gym. All Central students will then be escorted by staff to the armory. (b.) If the armory is unavailable or inaccessible, students will be escorted to Quincy High School's auditorium. (c.) 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 and the high schools 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, the armory can be used for this gathering.

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 Parker Suite 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

Incorrect Titles

Titles but No Names

Misspelling of Common  
Words

Oily Stains or  
Discoloration

No Return Address

Excessive Weight

Rigid Envelope

Lopsided or Uneven  
Envelopes

Protruding Wires or Tinfoil

Visual Distractions

Foreign Mail

Air Mail and Special Delivery

Restrictive Markings such as  
Confidential, Personal, etc.

Hand Written or Poorly Typed  
Addresses

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

## V. Submission Page

SUBMITTED BY:

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Principal's Signature

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Assistant Principal's Signature

---

President of Parent Teacher Organization Signature

---

Co-Chair School Council Signature

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Teacher Representative Signature