

MONTCLAIR SCHOOL

School Improvement Plan

2009 – 2010



“To every child the deepest reverence is due.” Author Unknown

Renée Lalumiere Malvesti, Principal

Nancy Joyce, Assistant Principal

Submitted October 9, 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 Members of the Quincy School Committee,

On behalf of the Montclair Elementary School community, it gives me great pleasure to share with you our School Improvement Plan for the 2009-2010 school year. It was developed according to the guidelines of the Massachusetts Education Reform Act. The purpose of the legislative act is to strengthen the local school system's leadership for school improvement and to provide for the school-based planning responsibilities of school councils as the foundation for a more focused, accountable, and responsive system for serving our students.

The Montclair School believes its School Improvement Plan is consistent with the educational goals of our country, state, and school system. Our school council, parents, and staff are grateful for the opportunity to participate in the school improvement process.

The essence of what is of paramount importance to all adults and children associated with the Montclair Elementary School is expressed in our mission statement. *"Our mission at the Montclair Elementary School 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."*

In the upcoming year we have decided to focus on two MCAS related goals and one character education goal. The first MCAS goal will be a continuation of last year's math goal which focused on number sense items. The second MCAS goal focuses on improving scores on the Reading and English Language Arts test.

It is with great pride and enthusiasm that I have the opportunity to fulfill the role as educational leader at the Montclair Elementary School. I look forward another year as a principal in a wonderful school with a dedicated staff, remarkable students, devoted parents, and committed community members.

Your comments and feedback are most welcome.

Sincerely,

Renée Lalumiere Malvesti
Principal

III. Improvement Plan

A. Assessment

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

Goal 1: Students in grades 2 – 5 will integrate Trophies writing prompts into John Collins writing by completing one publishable/Collins Type 5 writing per term.

Reflection: During the 2007-2008 school year, teachers were able to meet the above goal of integrating Trophies writing prompts into John Collins writing. All students in grades 2-5 completed at least one Collins Type 5 writing per term. In addition to completing the publishable writings, students also learned how to use graphic organizers, completed Type 1 writings from Trophies prompts in their Readers' Response Journals daily, revised and edited one writing piece per Trophies reading theme to Type 4, practiced writing across curriculum content areas, and practiced open response writing assignments from previous MCAS tests. During our Assessment Team meeting in December, the staff found that our CPI on the ELA MCAS increased by 3.9 points. The staff concluded that the emphasis placed on writing had a direct impact on improving our MCAS scores.

Goal 2: Students in grades 3 – 5 will score at least 2 points on each open response question on the May 2008 math MCAS.

Reflection: The Assessment Team found that the average student's score on the math open response questions is as follows: grade 5 ~ 2.61, grade 4 ~ 2.3, and grade 3 ~ 1.18. Even though the third grade average was less than 2 points, the team was pleased with average. Unlike grades 4 and 5, third grade can only score up to 2 points, not 4 points, on open response questions. The team found that while 81% of fifth grade students scored 2 points higher on each open response question, 94% scored 1 point or higher and scored higher than the state's average on every open response question. The team also found that 66% fourth graders scored 2 points or higher but 91% scored 1 point or higher.

1a. Analysis of the Spring 2008 MCAS Test Results

Throughout the 2008-2009 school year, Montclair's Assessment Team worked with the staff to analyze and interpret the 2008 MCAS scores. Below is a summary of the 2008 MCAS scores by grade and test.

Grade 3 Reading

Fifty-seven percent of our students scored at the proficient level or above on the third grade reading MCAS test. This compares to 56% statewide. Our proficient and proficient plus rate improved by 6% points from 2007 to 2008.

Grade 3 Math

Fifty-five percent of our students scored at the proficient level or above compared to 61% statewide. Fourteen percent of our students fell in the warning category which is equal to the statewide statistics.

Grade 4 ELA

Forty-one percent of our students scored at the proficient level or above on the ELA test. This compares to 49% statewide. Our proficient or proficient plus rate improved by 1% point.

Grade 4 Math

Sixty-one percent of our students scored at the proficient level or above on the math test. This is 28% higher than in 2007. In comparison, 49% of all students statewide scored at the proficient level or above.

Grade 5 ELA

Sixty percent of our students scored at the proficient level or higher on the ELA test compared to 61% statewide. We also experienced a lower failure rate (3%) compared to statewide statistics (8%).

Grade 5 Math

Sixty-eight percent of our students scored at the proficient level or above on the math test compared to 52% statewide. Students who scored in the proficient level or above increased 5% from 2006 to 2007. We also experienced a lower failure rate (10%) compared to the statewide statistics (17%).

Grade 5 Science and Technology

Forty-seven percent of our students scored at the proficient level or above on the science and technology test compared to 50% statewide. Twelve percent of our students fell in the warning category which is equal to the statewide statistics.

2.. Reflection on the Goals in the 2008-2009 School Improvement Plan

Goal 1: To increase the average percent correct in the area of MCAS English Language Arts non-fiction questions for English Language Learners and/or Low Income Students by 2%.

Reflection: The table below is broken down by grade and subgroups (ELL, Low Income, or **Both** Low Income and ELL). It displays how each subgroup performed on non-fiction questions on the 2009 English Language Arts MCAS and whether or not we met our goal.

Grade	Subgroup(s)	Did we met or exceed our goal?	Change from 2008
3	ELL	Yes	+5%
3	Low Income	No	0%
3	Both ELL and Low Income	Yes	+3%
4	ELL	No	-1%
4	Low Income	No	-1%
4	Both ELL and Low Income	No	-1%
5	ELL	Yes	+10%
5	Low Income	Yes	+5%
5	Both ELL and Low Income	Yes	+8%

Goal 2: To increase the percentage of students in the proficiency category in grades 3-5 by 2% on the spring 2009 math MCAS.

Reflection: The Assessment Team found that Grade 3 and Grade 5 met the above goal. Grade 3 increased the number of students in the proficiency category by 6% while grade 5 increased the number of students in the proficiency category by 3%. Even though fourth grade did not meet the goal, their Composite Performance Index increased from 80.6 in 2008 to 81.1 in 2009. Fourth grade also decreased the number of students in the warning category by 7%.

2a. Analysis of the Spring 2009 MCAS Test Results

During the two Assessment Team Meetings held in September, Montclair's Assessment Team worked with the staff to analyze and interpret the 2009 MCAS scores. Below is a summary of the 2009 MCAS scores by grade and test. Please see the tables in *Appendix E – Data Charts and Trends* for a three year historical review of Montclair's Aggregate CPI.

Grade 3 Reading

Sixty-three percent of our students scored at the proficient level or above on the third grade reading MCAS test. This compares to 57% statewide. Our proficient and proficient plus rate improved by 6% points from 2008 to 2009.

Grade 3 Math

Sixty-one percent of our students scored at the proficient level or above compared to 60% statewide. Eleven percent of our students fell in the warning category compared to 15% state wide.

Grade 4 ELA

Forty-six percent of our students scored at the proficient level or above on the ELA test. This compares to 53% statewide. Our proficient and proficient plus rate improved by 5% points.

Grade 4 Math

Forty-seven percent of our students scored at the proficient level or above on the math test. In comparison, 48% of all students statewide scored at the proficient level or above. We also experienced a lower failure rate (7%) compared to statewide statistics (11%).

Grade 5 ELA

Sixty-five of our students scored at the proficient level or higher on the ELA test compared to 63% statewide. Our proficient and proficient plus rate improved by 5% points.

Grade 5 Math

Seventy-one percent of our students scored at the proficient level or above on the math test compared to 54% statewide. We also experienced a percentage of needs improvement group (11%) compared to the statewide statistics (29%).

Grade 5 Science and Technology

Forty-four percent of our students scored at the proficient level or above on the science and technology test compared to 49% statewide. Eleven percent of our students fell in the warning category which is less than statewide statistics (12%).

B. Goal Statements

Goal 1: To increase the percent passing by 2% in grades 3-5 on the spring 2010 math MCAS.

Goal 2: To increase the aggregate Composite Performance Index by 3 points on the 2010 English language arts MCAS.

Goal 3: To foster a safe and respectful learning and environment, each student will earn one or more helping hands every 8 weeks when he/she demonstrates the designated character trait.

C. Action Steps and Monitoring Criteria

Goal 1: To increase the percent passing by 2% in grades 3-5 on the spring 2010 math MCAS.

Action Steps/Monitoring Plan

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1.	Continue the “Math Word of the Week ~ WOW” in the weekly newsletter and in classrooms.	September 2009 – June 2010	Principal, K-2 Teachers, 3-5 Math Focus Teachers
2.	Bulletin board* will display the Word of the Week and also have a “Wall of Fame” for the weekly winners.	September 2009 – June 2010	Principal and K-5 Staff
	Principal will look for evidence of Math Word of the Week during classroom walk-throughs.*	September 2009-June 2010	Principal
3.	Create a team of teachers to coordinate interdisciplinary units that weave classroom lessons (1 per term) with specialists.	September 2009 – June 2010	Principal, Classroom Teachers, Art, Music, Physical Education, and Media Teachers
4.	Focus on Facts ~ Each grade will practice math facts and/or strategies daily. Parents will also be part of the Focus on Facts.	September 2009 – June 2010	Principal, K-5 Staff, Parents
5.	Utilize AIMSweb to help students master math facts.	September 2009 – June 2010	Dr. Robin Coddington, UMASS Boston Practicum Students
	Monthly meetings will be held with the principal and Dr. Coddington to review math progress and statistics.*	September 2009 – June 2010	Principal, Dr. Robin Coddington
6.	Create and implement a universal problem solving method that will be used in grades K-5.	September 2009-June 2010	Principal, K-5 Staff
7.	Use past MCAS test questions to prepare students for present MCAS tests.	September 2009 – May 2010	3-5 Math Focus Teachers
8.	Identify and invite Low Income Students to attend after school activities, Prep for Success and Summer Success programs that promote math skills.	September 08 – June 09	Principal, Guidance Counselor, K-5 Staff

	Teachers will complete student SAYOS to track effectiveness of after school programs. Review of Attendance Lists from 21st Century Grant Programs.*	September 2009 – June 2010	After School Facilitators
9.	Create and implement school wide Seasonal Data Activities that will travel from room to room.	October 2009 – June 2010	Principal, K-5 Staff
10.	Analyze the 2009 math MCAS data during Assessment Team meetings, paying specific attention to our struggling subgroups.	September 8, 2009 September 15, 2009 May 2010	Assessment Team
11.	Continue “Mathletics” folders in grades 2-5. The format of the Mathletics answer sheets will mirror the MCAS to familiarize students with the test format. Grade level teams will meet to make sure Low-Income students’ weaknesses are addressed.	January 2010 – May 2010	Principal, 2-5 Staff
	Teachers, parents, and principal will review and sign the Mathletics Folders.*	Weekly/Monthly January 2010 – May 2010	Principal, Teachers, Parents
	Administration of math MCAS in grades 3, 4, and 5.*	May 2010	Principal, Teachers
12.	Montclair will provide optional summer opportunities to practice and review math by handing out summer math packets.	June 2010	Grade Level Teams

***Indicates Monitoring Criteria**

Goal 2: To increase the aggregate Composite Performance Index by 3 points on the 2010 English Language Arts MCAS.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	Each student will create a portfolio of writing samples to show evidence of improvement on open response type questions.	September 2009 – June 2010	Principal, K-5 Staff
2.	Classroom teachers will consult with ELL, SPED, and Literacy Teachers on an as needed basis to help differentiate instruction for ELL and/or struggling students.	September 2009 – June 2010	K-5 Staff, ELL Teachers, Literacy Teachers, SPED Teacher
3.	To increase stamina, students will read independently for a minimum of 10 minutes three times a week. They will keep a reflection journal and track the number of pages or books read.	September 2009 – June 2010	Principal, K-5 Staff
	Students will keep a reflection journal and track number of pages or books read. Teachers will review journals.*	September 2009 – June 2010	Classroom Teachers
4.	Teachers will create a list of MCAS test taking vocabulary words. They will incorporate the vocabulary in their lessons and on tests.	September 2009 – June 2010	Principal, K-5 Staff
5.	Three graphic organizers will be introduced across the content areas and will be used throughout the school year and shared among staff.	September 2009 – June 2010	Principal, K-5 Staff
6.	Identify and invite Low Income Students to attend after school activities, Prep for Success and Summer Success programs that promote reading skills.	September 08 – June 09	Principal, Guidance Counselor, K-5 Staff
	Teachers will complete student SAYOS to track effectiveness of after school programs. Review of Attendance Lists from 21st Century Grant Programs.*	September 2009 – June 2010	After School Facilitators
7.	Students and teachers will use NCS Mentor to score old test questions and compare actual test scores.	October 2009 – June 2010	Principal, K-5

8.	Continue the Reading Buddy, pairing compatible students, to improve reading fluency and comprehension.	October 2009 – June 2010	Principal, K-5 Staff
	Principal will monitor Reading Buddy program during walk-throughs.*	October 2009 – June 2010	Principal
9.	Teachers will host a School-Wide Literacy Night.	November 19, 2009	Carol Ann Marx, Liz Collura
10.	Students will begin using Trophies Open Response Questions from November through May. They will use graphic organizers as appropriate.	November 2009 – May 2010	Principal, K-5 Staff
11.	The Assessment Team will analyze how all students performed on the spring 2009 ELA MCAS. Provisions will be made to the goal as needed.	December 2009 February 2010 May 2010	Assessment Team
12.	Montclair Reads! A team will choose a non-fiction book from MA ELA frameworks to be the foundation for school wide activities.	March 09	Principal, Vertical ELA Teams
	Administration of the Reading and ELA MCAS in grades 3, 4, and 5.*	March 2010	Principal, Teachers

***Indicates Monitoring Criteria**

Goal 3: To foster a safe and respectful learning and environment, each student will earn one or more helping hands every 8 weeks when he/she demonstrates the selected character trait.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	At the beginning of every other month, there will be a school wide assembly to introduce the designated character trait and to honor students who have exemplified positive school community traits.	September, November, January, March, and May	Principal and September – Grade 5 November – Grade 4 January – Grade 3 March – Grades 2 May – Grades K & 1
	When a student demonstrates the selected character trait, he/she will receive a helping hand that will be posted in the front hallway.*	September 09 – June 10	Teachers
2.	Utilize student council to model/exemplify positive character traits.	September 09 – June 10	Student Council Facilitator and Members
3.	Coordinate interdisciplinary lessons related to monthly trait.	September 09 – June 10	Specialists
4.	Students will develop and sign a contract/pledge that explains acceptable classroom behavior that includes positive character traits.	September 09	Classroom Teachers
5.	Second Step will be taught in grades 1-4.	September 09 – June 10	UMASS Practicum Students
6.	Quincy Police Department will continue the DARE program in grade 5.	January 10 – June 10	Grade 5 Teachers
7.	Students in grades 3 and 4 will take part in the QPD Internet/Cyberbullying lesson.	Winter 2010	Grade 3 & 4 Teachers
8.	Students in grade 2 will take part in QPD Stranger Danger Lesson.	Winter 2010	Grade 2 Teachers
9.	The school guidance counselor will teach Kids and Company to kindergarten.	January 10 – June 10	Guidance Counselor
	At the end of each 8 week period, the principal and teachers will review how many students earned helping hands. *	Ongoing	Principal and Teachers

***Indicates Monitoring Criteria**

D. Related Professional Development

Principal /School Improvement Plan Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal #
9/08/09	<u>Opening Meeting</u> Review: School/District Goals, Legal Issues, Civil Rights, Restraints, IEP, 504, ISSP Health and Safety, Universal Precautions, Schedules, etc.	All	9:00-10:30	Gym	Principal	N/A
09/15/09	<u>Assessment Day 1</u> The Assessment Team will use test results to find weaknesses and implement improvements for the 2009-2010 school year. We will begin to develop our preliminary SMART goals according to the findings.	Grades K-5 Whole Group and Vertical Teams	1:00-2:30	Room 11	Principal and Assessment Team	1 & 2
09/29/09	<u>Assessment Day 2</u> The Assessment Team will continue to use test results to find weaknesses and implement improvements for the 2009-2010 school year. We will further develop our SMART goal and action steps.	Grades K-5 Whole Group and Vertical Teams	1:00-4:30	Room 11	Principal and Assessment Team	1 & 2
10/27/09	<u>Educating our Low Income Students-Part 1</u> Teachers will receive class lists that show which subgroups each of their students fall into. Staff will read and discuss Poverty and Learning from Educational Leadership to help better understand how to educate low income students and to break myths associated with low income students.	Grade 1-5, Grade Level Teams	1:00-2:30	Room 11	Principal	1 & 2
01/12/10	<u>ELA Workshops</u> Teachers will sign up in advance for one of the following workshops depending upon his/her Professional Development needs: 1. Beck Vocabulary 2. QAR 3. Visualize/Verbalize 4. Reciprocal Teaching	Grades 1-5, Various Teams	1:00-2:30	Various Classrooms	Principal, Literacy, and Various Teachers	2

<p>02/09/10</p>	<p><u>Technology Workshop</u> Teachers will learn how to use NCS Mentor to help improve students' written responses on the MCAS. They will also learn effective ways to use our new computer lab with their classes.</p>	<p>Grades 1-5</p>	<p>1:00-4:30</p>	<p>Computer Lab</p>	<p>Principal, ING (Business Partner) IT Support Personnel</p>	<p>1 & 2</p>
<p>05/11/09</p>	<p><u>Educating our Low Income Students-Part II</u></p>	<p>Grade 1-5, Grade Level Teams</p>	<p>1:00-2:30</p>	<p>Room 11</p>	<p>Principal</p>	<p>1 & 2</p>
<p>5/25/10</p>	<p><u>Assessment Day 3</u> Reflection on 2009-2010 school goals. Reflection on the new Assessment Team timeline/process.</p>	<p>All</p>	<p>1:00-2:30</p>	<p>Media Center</p>	<p>Principal and Assessment Team</p>	<p>1 & 2</p>

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:	Montclair School
Chair/Principal:	Renee Lalumiere Malvesti
Co-Chair:	Bic Lam 8 Belmont Street Quincy, MA 02171 (617)984-8929
Teachers:	Julie Connolly 8 Belmont Street Quincy, MA 02171 (617)984-8708
	Nancy Joyce 8 Belmont Street Quincy, MA 02171 (617)984-8708
Parents:	Deborah MacDonald 15 Sherman Street Wollaston, MA 02170 (617)471-8108
	Ann Mariano 57 Grove Street Quincy, MA 02169 (617)472-9349

Assessment Team: Caitlin Egan, Liz Collura, Carol Ann Marx, Mary Hurley
Nancy Joyce, Renee Lalumiere Malvesti, Scott Perfetuo

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:

1. Renee Lalumiere Malvesti, Principal
2. Carol Ann Marx, Grade 2 Teacher
3. Scott Perfetuo, Grade 3 Teacher
4. Caitlin Egan, Grade 3 Teacher
5. Liz Collura, Grade 4 Teacher
6. Mary Hurley, Grade 4 Teacher
7. Nancy Joyce, Assistant Principal/Grade 5 Teacher

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

VI. Integrated Learning Team Members

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

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

Team Members

Name	Position
Renée Lalumiere-Malvesti	Principal
Tina Iredale	Literacy Teacher
Eileen Maver	Literacy Teacher (0.5)
Janet Little	Special Education Teacher
Yuk Yee Fung	English Language Learner Teacher
Julie Wu	English Language Learner Teacher
Elaine Haraska	English Language Learner Tutor

Classroom teachers and guidance counselors will attend meetings to discuss particular students as necessary.

VII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature

Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
7	8	2* (*From 11:30-2:30 only)

Appendix – Section B

Support Services

FTE

- 1 Nurse
- 1 Special Education Teacher (Resource Room/Inclusion)
- 1 Guidance Counselor / 766 Chairperson
- 1.5 Literacy Specialists
- 2 ESL Teacher
- 0.5 ESL Tutor
- 0.6 Speech and Language Instructor/s
- 0.25 School Psychologists
- 0.4 Occupational Therapists

Appendix – Section C

Budget – Elementary

	Amount available In 2009-2010
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$7,400.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$8,536.00
<u>ACTIVITY STIPEND ACCOUNT</u> 21 st Century Grant Funds	\$44,778.00
Other	
Art Budget	\$973.00
Science Budget	\$1,162.00
TOTAL	\$62,849.00
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
Montclair PTO	\$8,000.00
Quincy School-Community Partnership Mini-Grants	\$900.00
Stop n’ Shop Community Partnership	\$1,000

Appendix – Section D

Facilities

1. Improvements

- Intercom system, call buttons, and speakers were replaced.
- All alarm sensors replaced.
- Minor Flashing repairs made to gym roof.
- Lights and school bells outside of gym have been repaired and/or replaced.

2. Areas of Need

- Fresh air vents in the gym and classrooms need to be repaired.
- Roof on West Squantum side of school above Rooms 19, 20, and 21 needs to be repaired. Measures have been taken to stop the leaks however, the roof still leaks during heavy rain or when there is a build up of snow/ice. Water damaged tiles in these rooms need to be replaced.
- Some classrooms have had water damaged plaster replaced/repainted but still need to be painted.

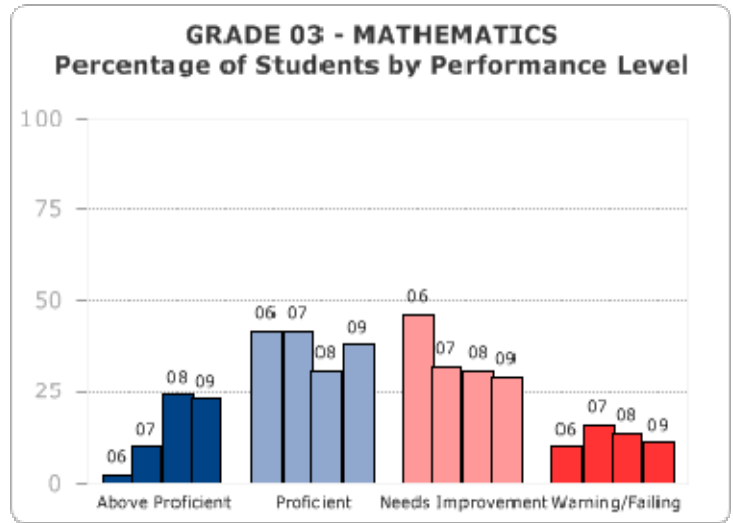
Appendix – Section E

Data Charts and Trends

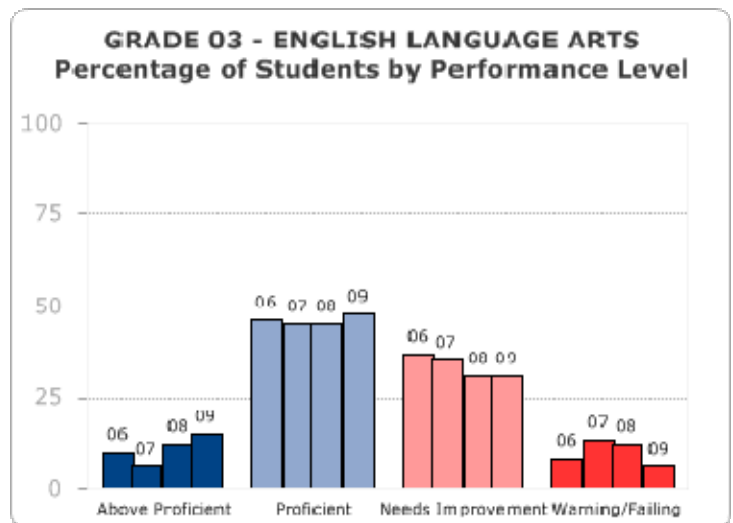
MCAS Annual Comparisons for Montclair – Quincy (02430065)

Grade 3 ~ English Language Arts & Mathematics

GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	2	10	24	23
PROFICIENT	42	42	31	38
NEEDS IMPROVEMENT	46	32	31	29
FAILING	10	16	14	11

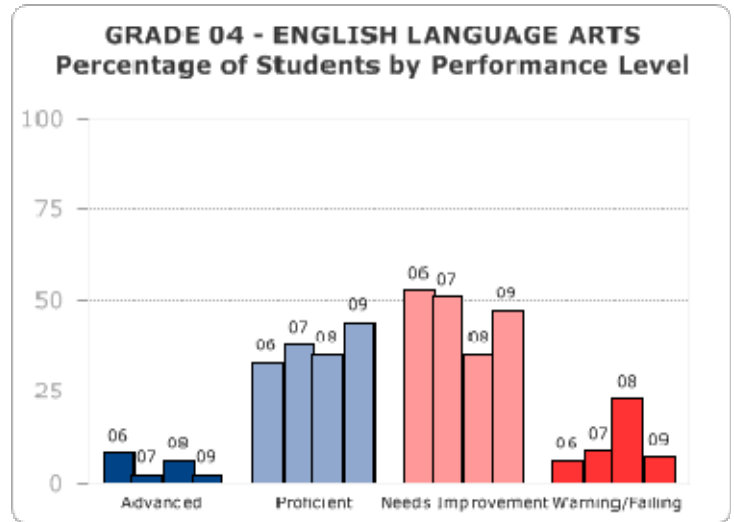


GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	10	6	12	15
PROFICIENT	46	45	45	48
NEEDS IMPROVEMENT	37	35	31	31
FAILING	8	13	12	6

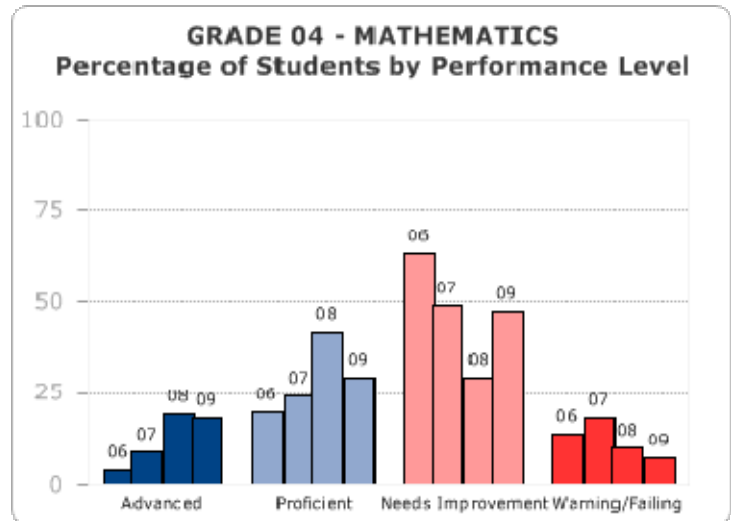


Grade 4 ~ English Language Arts & Mathematics

GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	8	2	6	2
PROFICIENT	33	38	35	44
NEEDS IMPROVEMENT	53	51	35	47
FAILING	6	9	23	7

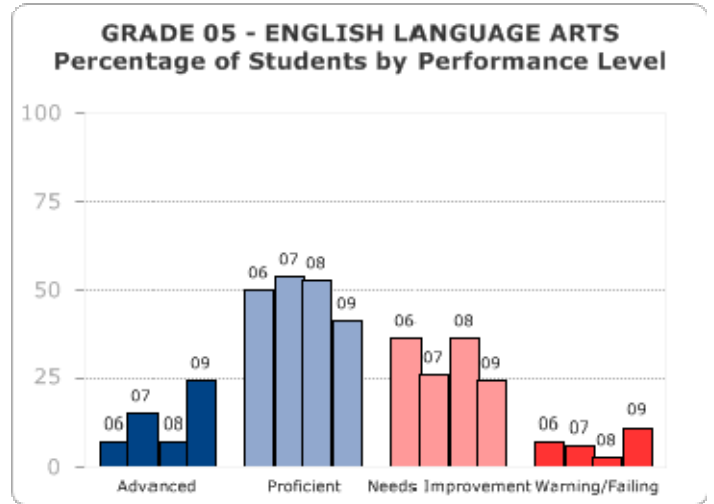


GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	4	9	19	18
PROFICIENT	20	24	42	29
NEEDS IMPROVEMENT	63	49	29	47
FAILING	14	18	10	7

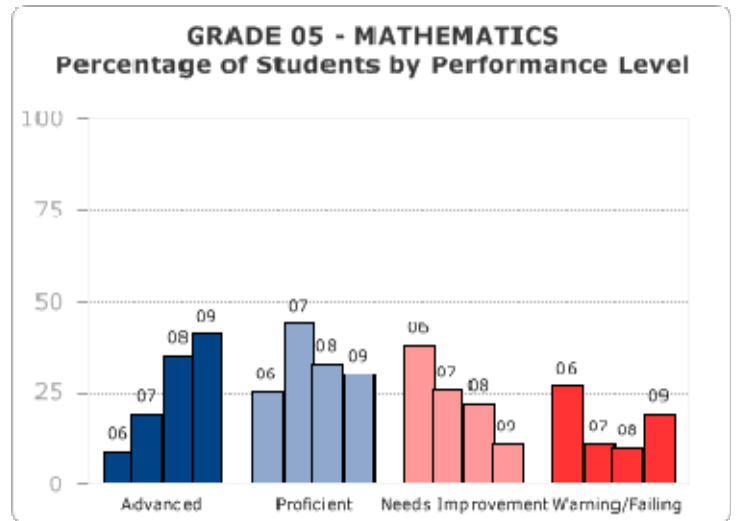


Grade 5 ~ English Language Arts, Mathematics, and Science/Technology

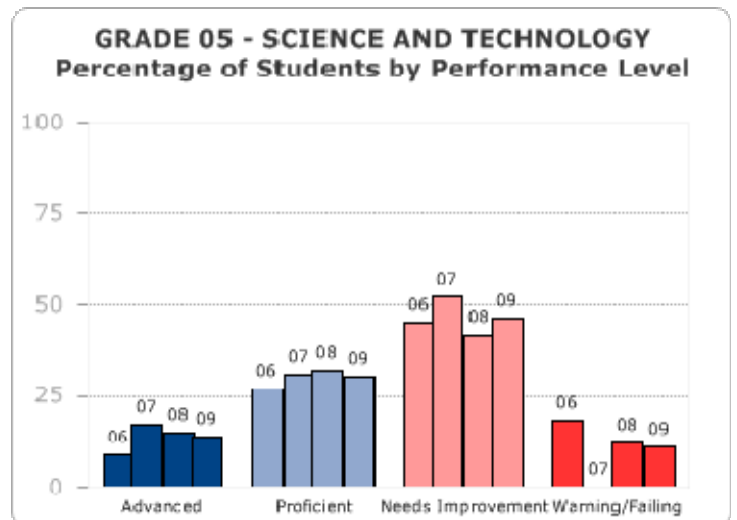
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	15	7	24
PROFICIENT	50	54	53	41
NEEDS IMPROVEMENT	36	26	36	24
FAILING	7	6	3	11



GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	9	19	35	41
PROFICIENT	25	44	33	30
NEEDS IMPROVEMENT	38	26	22	11
FAILING	27	11	10	19



GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	9	17	15	14
PROFICIENT	27	31	32	30
NEEDS IMPROVEMENT	45	52	42	46
FAILING	18	0	12	11



Appendix – Section F

School Safety and Security Plan

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

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

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1. School Security _____ Pages 29-33

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

2. Emergency Procedures _____ Pages 34-37

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

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SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 8:20 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:20 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.

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. CELL PHONES: Building principals have been equipped with cell phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director of Security in the case of emergencies.

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

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

12. LAVATORY USE: Students use the lavatory under the supervision of the classroom teacher. In kindergarten through grade 2 students use the lavatory within

their classrooms (when available). In grades 3-5 the students use the lavatory facilities contained in their wing of the school. When students use the lavatory on an individual basis the teacher employs a method of noting the time and return of the student. Students are encouraged to use the lavatory facilities prior to going to lunch. If an emergency arises at lunchtime, one of the lunch attendants supervises the student.

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

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

14. BUS PROCEDURES: Quincy Public School buses drop-off/pick up students in the posted school bus zone on the Holbrook Road side of the school grounds. Private transportation vans drop-off and pick up students in this area also. Parking for private transportation vans is located between the crosswalk on Belmont Street and the QPS school bus zone. Building staff supervise students while boarding and exiting transportation.

15. SCHOOL WALKING ROUTES:

Traffic Supervisor Locations and Hours

Belmont Street and West Squantum Street	7:45-8:15 a.m. 2:15-2:45 p.m.
Tuesdays	11:55-12:15 p.m.
Belmont Street and Holbrook Road	7:45-8:15 a.m. 2:15-2:45 p.m.
Tuesdays	11:55-12:15 p.m.
Harvard Street and Wilson Avenue	7:30-8:00 a.m. 2:35-3:00 p.m.
Tuesdays	12:00-12:30 p.m.
Newport Avenue and Holbrook Road	7:30-8:00 a.m. 2:30-3:00 p.m.
Tuesdays	12:00-12:30 p.m.

Harvard Street/Piermont Street area: Walk on Harvard Street to the Wilson Avenue intersection. The traffic supervisor will assist students to the school side of Harvard Street. Continue to follow Harvard Street to Holbrook Road. Turn right on to

Holbrook Road and walk to traffic supervisor located at the intersection of Holbrook Road and Belmont Street.

Holmes Street area: Cross the pedestrian bridge to the traffic supervisor at the intersection of Newport Avenue and Holbrook Road. Follow Holbrook Road to Montclair School.

North Central Avenue/Farrington Street area: Walk on Holbrook Road to the traffic supervisor at the intersection of Holbrook Road and Belmont Street.

2 BUSES	#	SAFE WALKING ROUTES
Eaton Street	0	Beal st. to Harvard St to West Squantum to Belmont st.
Rockwell Place	0	Beal st. to Harvard St to West Squantum to Belmont st.
Victory Ave	0	Beal st. to Harvard St to West Squantum to Belmont st.
Argonne Street	0	Bused 1 Mile
Ballou Street	5	Bused 1 Mile
Bates Avenue	5	Bused 1 Mile
Bryant Avenue	0	Bused 1 Mile
California Ave	4	Bused 1 Mile
Dustin Street	0	Bused 1 Mile
Eagle Terrace	0	Bused 1 Mile
Edgehill Road	0	Bused 1 Mile
Ellis Street	0	Bused 1 Mile
Emerald Street	1	Bused 1 Mile
Falcon Terrace	0	Bused 1 Mile
Ferriter Street	0	Bused 1 Mile
Forest Avenue	1	Bused 1 Mile
Freedom Way	0	Bused 1 Mile
Gardiner Road	1	Bused 1 Mile
Governors Road	0	Bused 1 Mile
Granite Rail Court	0	Bused 1 Mile
Gridley Street	0	Bused 1 Mile
Holliston Street	0	Bused 1 Mile
Lowell Street	1	Bused 1 Mile
Malvesti Way	1	Bused 1 Mile
Minahan's lane	0	Bused 1 Mile
Mullin Avenue	2	Bused 1 Mile
O'Connell Avenue	2	Bused 1 Mile
Pilgrim Road	2	Bused 1 Mile
Pinecrest Road	0	Bused 1 Mile
Plymouth Avenue	2	Bused 1 Mile
Quarry Street 556 - up	4	Bused 1 Mile
Robertson Street	15	Bused 1 Mile
Robertson Terrace	0	Bused 1 Mile
Seymour Street	0	Bused 1 Mile
Shawmut Place	0	Bused 1 Mile
Shawmut Street	5	Bused 1 Mile
Sheldon Street	2	Bused 1 Mile
Stedman Street	6	Bused 1 Mile
Sunnyside Road	6	Bused 1 Mile
Turning Mill Lane	0	Bused 1 Mile

Unity Street	0	Bused 1 Mile
Upton Street	3	Bused 1 Mile
Wallace Road	3	Bused 1 Mile
Willard Street 0 -315	14	Bused 1 Mile
Wren Terrace	1	Bused 1 Mile

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents transporting their children to and from school should use Holbrook Road. Holbrook Road is a one way street when approaching Montclair School from Newport Avenue. Children should be dropped off on the school side of Holbrook Road in the areas before or after the marked school bus parking zone. Holbrook Road is very congested on school mornings, members of the Montclair staff are in the schoolyard from 8:00 a.m. to entry to supervise students and assist adults.

17. **INSTANT ALERT:** Instant Alert for Schools is an essential tool for notification and communication. Within minutes of an emergency, school officials can use Instant Alert to deliver a single, clear message to the students’ parents or guardians by telephone, cell phone, e-mail, pager or PDA in any combination. Instant Alert can also be used to notify parents of a school closing or delay due to inclement weather, bus delays, changes in schedules, and special events occurring at the school.

EMERGENCY PROCEDURES

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

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

Lockdown

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

Evacuation/Reverse Evacuation

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

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

Evacuation Procedures

1. Do not: touch light switches, suspicious objects or lockers; use telephones or walkie talkies; or close windows or doors.
2. Visually scan room for suspicious objects if possible.
3. Take student roster, paper and pencil, and procedure chart.
4. Take the closest and safest way out as posted. Know alternate route.
5. Take any unattached students with your class and note their attendance.

6. Take students to designated areas; if in their possession, students take backpacks out with them.
7. Stay with students.
8. Take roll to determine if any students are missing.
9. A designated person will pick up any names of missing students.
10. All unassigned teachers should report to the Principal.

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

Reverse Evacuation Procedures

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

Fire/Explosions

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

Drugs/Alcohol Influence

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

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

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

Weapons/Hostage

Report situation immediately to the office. A lock down procedure will be instituted. Move students to a safe area.

If taken hostage:

If possible, get word to the office. If possible, remove students from the area. Do not try to disarm the intruder. Keep calm and follow the intruder's instructions. Direct the students to be quiet and to sit away from intruder, windows, and exits. Be aware police may be able to hear what is taking place and may enter the room at any time. Follow the instructions of police.

Fights

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

Group Violence

Report gang identifiers (clothing, signs, colors, street names, pagers) to the main office. Report strangers to the office. Report all rumors of violence /threats to the main office. If a lockdown procedure is implemented, follow the steps outlined under this plan.

Physical Restraint

Notify the office and/or administration immediately. The administrator will determine if calling the police is necessary. The administrator will assemble the physical restraint team. The Coordinator of Safety and Security will be called. Assure the safety of all other students and staff. Move all the uninvolved students from the location if possible. Keep a safe distance between you and the involved student. Remain calm and speak in a low, calm voice. Use physical restraint only to the extent needed to protect yourself and other students.

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

For out of control adults: Explain appropriate behavior Request that the adult calm down Report the incident to the office Call 911 if the adult does not comply Never engage in physical contact unless it is to protect yourself or students.

Hazardous Materials

Report materials leak/odors to the main office. Be prepared to describe the type of material (odor, color, amount, etc.). Administrator will notify the Quincy Fire Department. Avoid contact Remove the students from the area. Stay upwind from the affected areas.

If evacuation is necessary, follow the evacuation procedure.

Contingency Plan

In the event that circumstances necessitate the closing of the building and parents can not be notified through the media, the following actions will take place:

The Superintendent will be immediately notified. The Superintendent's Office will contact the principals of the feeder schools to make them aware of the situation.

The Superintendent's Office will also arrange for transportation to transport students to and from the other schools if necessary.

All specialists and non-teaching personnel will be assigned accordingly.

Building specific contingency plan –

If it is determined that the school must be evacuated and closed during the school day all staff and students assemble inside the tennis courts located at Bishop Field across Holbrook Road. Unassigned staff members assist classroom teachers in keeping students safe and orderly. Instructions and transportation plans are provided to the administration as available. In the case of inclement weather, all adults walk with students to North Quincy High School located at 316 Hancock Street, N. Quincy, and wait for instructions from the administrator.

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
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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	