

Quincy Public Schools

School Improvement Plan 2008 - 2009

“In schools, the learning community is exemplified when people from multiple constituencies, at all levels, continuously and collaboratively work together, enhancing their ability to create methods for continual improvement.”
(Senge, in O’Niel, 1995, p. 20)

<i>School</i>	F.W. Parker Elementary
<i>Principal</i>	Maryanne Ryan Palmer
<i>Assistant Principal</i>	Robin Moreira
<i>Date Submitted</i>	September 9, 2008

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I. *Mission Statement*

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

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

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

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

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

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

II. *PRINCIPAL'S MESSAGE*

Dear Members of the Quincy School Committee,

Presented in this booklet is the F.W. Parker School Improvement Plan for the 2008-2009 school year. It was developed using the guidelines of the Massachusetts Education Reform Act, a legislative act whose purpose is to strengthen the local school system's leadership for school improvement, and to provide for school-based planning responsibilities of school councils as the foundation for a more focused, responsive and accountable system of serving our students.

The Parker School Improvement Plan is consistent with the educational goals of our country, state and school system. Our school council is grateful for the opportunity to participate in the school improvement process. As we work together to make improvements within the Parker School learning community, we build strength in our school culture, richness in our school climate, and power in our ability to meet the individual needs of a diverse group of learners.

Our goal-setting for the 2008-2009 school year reflects our commitment to individualized progress for each and every student at Parker School. As a staff, we use data analysis to drive instruction, and to differentiate our instruction to meet the needs of our diverse student population. Our goal is to provide each and every student with the tools they need to access the curriculum, and to reach their individual potential as a learner.

We are entering our third year of implementing a scientifically-based, researched reading program (SBRR): Trophies, by Harcourt Brace Publishers for grades K-5. Additionally, all classes, grades K-5, are using Houghton Mifflin Mathematics. This consistency and excellence in our teaching tools will not only assist us in offering a spiraling curriculum, giving our students the repeated opportunities required to gain mastery of important skills, but will also allow for the planning of exciting school-wide learning experiences that heighten the learning opportunities for all students. We are excited to participate in collegial and cohesive planning for all of and for each of our students.

It is with great pride and enthusiasm that I begin my third year as the instructional leader of the F.W. Parker Elementary School. This School Improvement Plan reflects the goals of the 2008-2009 school year, and my resolve to work collaboratively with the entire learning community: staff, students, parents and community, to reach the stated goals.

Your comments and feedback are most welcome.

Sincerely yours,

Maryanne R. Palmer
Principal

III. Improvement Plan

A. Assessment

1. Reflection on last year's goals:

Our 2006-2007 school improvement goals called for 5% improvement from the 2006 to the 2007 MCAS on Open Response questions in mathematics, and 5% improvement for all subgroups (ELL, SPED, REG) in language arts. Unfortunately we were not able to meet this goal. Under the facilitation of our Assessment Team, our staff worked together to analyze our assessment results. We felt that using a comparison of the scores achieved by one class with those of the following year's class was a difficult way to assess the true progress of our students. Based on this, we set goals for the 2007-2008 school year that measured individual progress of each student at Parker School. We have worked hard this year to fine-tune our ability to track individual assessment in a way that is measurable, and to make adjustments to instructional support to accommodate students who need additional assistance. As a staff, we have spent professional development time developing formative and summative assessments that will accurately track the percentage of progress for each and every student. Teachers have been keeping Student Assessment Portfolios (SAP's) and will pass those assessment portfolios to their colleagues at the next grade level. This will allow the new teacher to start the year with detailed information regarding each child's abilities and needs, allowing them to plan for differentiated instruction that is designed to meet each child's needs.

We have kept two of our instructional goals the same for the 2008-2009 school year, with the plan of utilizing the information gained through the completion of our 07-08 goals to improve upon our ability to meet each student where they are developmentally, and to make sure that each makes the progress outlined in our goals. We are enthusiastic about taking this process to the next level, and our third goal, with its action steps, outlines a plan for utilizing technology in our efforts.

2. Analysis of this year's test data:

With the implementation of our Integrated Learning Team, the ongoing progress of each student is analyzed three times per year, and interventions are adjusted to meet their individual needs. We track each student's progress on our Assessment Wall, and collaboratively plan student grouping in a way that facilitates individualized success. We are supportive of the district wide initiative toward looking at test data through the lens of individualized progress, rather than measuring our progress by the scores of the class as a whole, and are involved in the development of an electronic ISSP that will allow us to electronically track the progress of each individual student, and to analyze each student's data to show individualized gains. We anxiously await the results of our spring State assessments (MCAS), and the analysis of our spring DRA scores (completed in May), which will allow us to measure the success of our 07-08 goals.

In the meantime, the work we have done in individualizing student data was the driving force behind our 08-09 goal-setting, and we have chosen to use each child's individual growth throughout the 08-09 school year as the measurable outcome of the 08-09 goals. Our action steps call for individualized student support, assuring that each child receive the scaffolding they need to show marked gains in ELA as well as Math.

In support of this goal, our Student Support Team (SST) meets weekly to assure it's purpose as a forum to assist teachers in planning strategies for differentiating their instruction to meet the needs of all learners. Consisting of Principal, Guidance Counselor, School Psychologist, Literacy Teacher, Sped Teacher, ELL Teacher, and Classroom Teacher, this team will allow classroom teachers to express concerns regarding particular students. The SST will brainstorm strategies to help the classroom teacher meet the needs of struggling students. When necessary, ICAP's will be written, or special education referrals made, utilizing the *Response to Intervention* model of service planning. Follow-up with the classroom teacher will be planned, with roles assigned, before the meeting adjourns, assuring that the SST provide support for the classroom teacher in the implementation of the strategies planned. SST members will hold additional weekly meetings to conduct IEP planning. These meetings will be forum to present the outcome of special education testing, and will include parents in the process of certification and IEP development, or the lack thereof.

B. Goal Statements

1. By June of 2009, each student at the F.W. Parker Elementary School will make quantifiable, individualized gains in their performance level in ELA, as measured by the assessments that are particular to their grade level.
 - Each student in Grades K-3 will show improvement on the DIBELS assessment (inclined progress line).
 - Each student in Grade 4 will improve their ELA MCAS score by 5% as compared to their Grade 3 score.
 - Each student in Grade 5 will improve their ELA MCAS score by 5% as compared to their Grade 4 score.

2. **By June of 2009, each student at the F.W. Parker School will make quantifiable, individualized gains in their performance level in Mathematics, as measured by the assessments that are particular to their grade level.**
 - Grades K-2 will be assessed using the Houghton Mifflin end-of-unit assessments. Differentiated instruction will be provided to meet the needs of all students.
 - Grade 3 students will improve by 5% on the Q-Math assessment as compared to their Grade 2 score.
 - Grade 4 students will improve their Mathematics MCAS score by 5% as compared to their Grade 3 score.
 - Grade 5 students will improve their Mathematics MCAS score by 5% as compared to their Grade 4 score.

3. **Throughout the school year, 2008-2009, Grades K-5 teachers at the F. W. Parker Elementary School will use technology to enhance the learning for their students at least 30 minutes per week .**

C. Action Steps

Action Steps/Monitoring Plan

By June of 2009, each student at the F.W. Parker Elementary School will make quantifiable, individualized gains in their performance level in ELA, as measured by the assessments that are particular to their grade level.

- Each student in Grades K-3 will show improvement on the DIBELS assessment (inclined progress line).
- Each student in Grade 4 will improve their ELA MCAS score by 5% as compared to their Grade 3 score.
- Each student in Grade 5 will improve their ELA MCAS score by 5% as compared to their Grade 4 score.

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Distribute class lists for 2008-2009 before the end of the 2007-2008 school year.	June, 2008	Grade level Teams, M. Palmer
2	Create accommodation cards to provide teachers a reference sheet regarding accommodations for particular students in their classroom.	September, 2008	Classroom Teachers, Sped, Guidance
3	Continue the use of weekly SST meetings to support and facilitate the use of individualized accommodations for struggling learners.	Tuesdays, 8:00	SST – Principal, Guidance, Literacy, Sped, ELL, Classroom Teacher
4	Use SST Recording/Checklist to keep and accurate account of accommodation use and progress made.	Ongoing after meeting.	Guidance Counselor
5	Administer GRADE test to students in Grades 2-5 two times per year.	Winter, Spring 2008-2009	Classroom Teachers, Literacy Teachers
6	Administer DIBELS to students in Grades K-5 three times per year.	Fall, Winter, and Spring, 2008-2009	Classroom Teachers, Literacy Teachers, Sped Teachers
7	Analyze the results of IPT, MEPA, and MCAS, 2008.	Fall, 2008	Staff
8	Use ILT Meetings to analyze results of fall assessments, and to make informed decisions regarding intervention services for students.	Fall, 2008	Classroom Teacher, Literacy, Sped, ELL, Principal & Guidance Counselor
9	Develop a school-wide vocabulary initiative, utilizing the Beck model of instruction to aid all of our students, particularly our ELL students, in increasing their personal vocabulary bank.	Sept. - June 2008 - 2009	Literacy, Classroom Teachers

10	Provide Cobalt Dictionaries for each classroom to enhance the use of the Beck model of vocabulary instruction.	September	Palmer
12.	Institute <i>Wednesday Word Winners</i>: a program that implements vocabulary descriptions into the daily announcements, challenging classrooms to identify the mystery word, and hang it on their door.	October & Ongoing	Literacy Focus Team & Office Staff, Principal
13.	Participate in PD workshop with DOE rep. to explore teaching strategies to improve vocabulary instruction.		
14.	Principal will observe strategies in use during daily classroom walk-throughs and will incorporate the use of these strategies in clinical evaluation goal setting with teachers.		

By June of 2009, each student at the F.W. Parker School will make quantifiable, individualized gains in their performance level in Mathematics, as measured by the assessments that are particular to their grade level.

- Grades K-2 will be assessed using the Houghton Mifflin end-of-unit assessments. Differentiated instruction will be provided to meet the needs of all students.
- Grade 3 students will improve by 5% on the Q-Math assessment as compared to their Grade 2 score.
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3.	Continue the use of weekly SST meetings to support and facilitate the use of individualized accommodations for struggling learners.	Tuesdays, 8:00	SST – Principal, Guidance, Literacy, Sped, ELL, Classroom Teacher
4.	Use SST Recording/Checklist to keep and accurate account of accommodation use and progress made.	Ongoing after meeting.	Guidance Counselor
5.	Continue School-wide initiative: Vocabulary Word-of-the-Week, which highlights weekly math vocabulary words. New words will be presented each Monday.	Beginning Weekly	Math Team, Office Staff, Principal
6.	Word-of-the week challenge question will be presented each Friday to all classrooms, using the vocabulary introduced the previous Monday. Grade 5 Math students will judge the entries for a weekly Monday Math Masters Award, to be presented the following Monday in the daily announcements.	Weekly	Grade 5 Students, Math Team, Office Staff, Principal
7.	Add math vocabulary words used in Word of the Week program to the school-wide word wall – posted on school bulletin board.	Weekly	Math Team, Office Staff, Principal
8.	Teachers will provide multi-disciplinary lessons, including math into other content areas.	Ongoing	All Staff
9.	Open Response Questions – Students will keep a portfolio of weekly open response practice. Scores will be recorded/graphed.	Weekly	Math Focus Teachers, Students
10.	One-minute Fact Drills will be implemented during the first 5 minutes of each math class/block. Students will track their own daily progress.	Daily	All classrooms – Grades 2-5
11.	Develop a common summative assessment for Math in Grade 1 to be used as a benchmark for individualized progress monitoring from grade 1 to 2.	Annually	Grade 1 Teachers, Principal, Assistant Principal

Throughout the school year, 2008-2009, Grades K-5 teachers at the F. W. Parker Elementary School will use technology to enhance the learning for their students at least 30 minutes per week .

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	Secure and install new computer lab in the Media Center, using the new computer stations provided by the maintenance department in the 07-08 school year.	September	QPS DITMS, Maintenance, and Custodial Team
2.	Organize the schedule to allow each class to spend 30 minutes in the computer lab each week.	September	Principal, Assistant Principal
3.	Implement use of technology components of Trophies Reading Program and Houghton Mifflin Math Program at each grade level for use in the computer lab.	October	Principal, Assistant Principal, Staff
4.	Spend 10 minutes of each PD session with staff sharing technology experiences and teaching strategies.	October and ongoing	All Staff
5.	Create a technology team to research effective software options for elementary students, particularly ELL students.	By January, 2009	Principal
6.	Purchase specialized software to assist teachers in individualizing instruction in the computer lab.	By September, 2009	Principal, Technology Team
7.	Utilize technology to track individualized growth of each student.	September - June	Principal, Technology Team

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/9/08	<p><u>TEAM MEETINGS:</u> <u>Math Team:</u> -Outline Open Response Strategies for classroom use. - Examine CBM selections for use in ongoing formative assessment. Make recommendations to Principal. -Outline details of Math section of Vocabulary initiative (<i>Word of the Week – WOW</i>). <u>Literacy Team:</u> - Outline details of ELA section of Vocabulary initiative (<i>Wednesday Word Winners</i>). - Develop action plan in preparation of 10/28 PD with DOE rep. <u>Technology Team:</u> - Identify and plan for use of technology components of Trophies and HM Math in Parker technology lab. - Develop action plan in preparation of 1/13 PD</p>	1-5	12:45-2:15	Media Center	- M. Palmer - Math Focus Team - Literacy Focus Team -Technology Team	1,2,3
10/28/08	<p><u>Vocabulary Development</u> - Work with DOE rep to examine teaching strategies that will improve vocabulary development with ELL students. Workshop will include the work of Isabel Beck, as well as Stahl & Nagy, and give teachers strategies to improve their daily instruction.</p>	1-5	12:45-2:15	Media Center	- Mary Ellen Caesar -R. Moreira -L. Bates	1
12/9/08	Assessment Day 1	1-5	12:45-3:45	Media Center	-M. Palmer Assessment Team	1,2
1/13/09	Infusion of Technology in Curriculum Areas ❖ HM Math ❖ Trophies ❖ Management of Assessment Data	1-5	12:45-2:15	Media Center Technology Lab	-M. Palmer -Technology Team	1,2,3
2/10/09	Assessment Day 2	1-5	12:45-3:45	Media Center	-M. Palmer -Assessment Team	1,2,3

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
5/12/09	Assessment Day 3	1-5	12:45-2:15	Media Center	M. Palmer, Assessment Team	1,2,3
5/26/09	<p><u>TEAM MEETINGS</u></p> <p><u>Math Team</u></p> <ul style="list-style-type: none"> - Assess effectiveness of math <i>WOW</i> program, and plan for implementation in '09-'10 school year. - Develop recommendations for assessment of individualized progress for '09-'10. - Present recommendations to staff for discussion. <p><u>Literacy Team</u></p> <ul style="list-style-type: none"> - Assess effectiveness of vocabulary Wednesday Word Winners program, and plan for use in '09-'10. - Develop recommendations for assessment of individualized progress in vocabulary development for '09-'10. - Present recommendations to staff for discussion. <p><u>Technology Team</u></p> <ul style="list-style-type: none"> - Assess effectiveness of electronic tracking of test data for goal measurement in '08-'09. - Develop recommendations for '09-'10 school year. - Present recommendations to staff for discussion. 	1-5	12:45-2:15	Media Center, Classrooms	-M. Palmer -R. Moreira -Classroom Teachers	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, make it real and give it life. It celebrates the strengths and addresses the needs of real students. Those strengths and weaknesses have been 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:

Maryanne Palmer	Principal
Robin Moreira	Assistant Principal
Kathryn Kelly	Grade 4 Teacher
Nicole Prevost	Grade 3 Teacher
Katie Kunevich	Grade 1 Teacher

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

V. *Integrated Learning Team Members*

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

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

Team Members

Name	Position
Maryanne Palmer	Principal
Robin Moreira	Literacy Teacher/Assistant Principal
Elizabeth Bates	Literacy Teacher
Trang Nguyen	ELL Teacher – Grades 1 & 2
Linda Lee	ELL Teacher– Grade 3 – 5
Lauren Ryan	Special Education Teacher
JoAnna Goodwin	Guidance Counselor
Classroom Teachers	

VI. School Council Members

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

School: F.W. Parker Elementary School

Chair/Principal: Mrs. Maryanne Ryan Palmer
Parker School
148 Billings Road
North Quincy, MA 02171
617-984-8710

Co-Chair: Mrs. Sarina Asaro
25 Clive Street
No. Quincy, MA 02171
617-481-5979

Teachers: Marie Joy
Parker School
148 Billings Road
North Quincy, MA 02171
617-984-8710

Parents: Susan Maloney
66 Royal Street
No. Quincy, MA 02171
617-773-3238

Staff: JoAnna Goodwin
Parker School
148 Billings Road
North Quincy, MA 02171
617-984-8710

Assessment Team: Mrs. Robin Moreira
Mrs. Katie Kunevich
Mrs. Kate Kelly Pole
Ms. Nicole Prevost

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
12	7	

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

VII. Appendix – Section B

Support Services

FTE

 1 Nurse

 1 Special Education Teachers (Resource Room/Inclusion)

 2 Special Education Teachers (Substantially Separate)

 1 Guidance Counselor / 766 Chairperson

 1.5 Literacy Specialist/s

 2.5 ESL Teacher/s

 Adaptive Physical Education Instructor

 .2 Speech and Language Instructor/s

 .2 School Psychologist/s

 .2 Occupational Therapist/s

VII. Appendix – Section C

Budget - Elementary

	Amount available In FY 2009
<p><u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)</p>	\$5184.00
<p><u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>	\$6625.00
<p><u>ACTIVITY STIPEND ACCOUNT</u></p>	\$5406.00
<p>Other <u>21st CCLC Grant</u> _____</p>	\$34,773.79
	\$
TOTAL	
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
<p>_____ Gillette/Proctor & Gamble _____</p>	\$2500.00
<p>_____ Hannaford's _____</p>	\$ 149.00
_____	\$
_____	\$
_____	\$
_____	\$

VII. Appendix – Section D

Facilities

1. Improvements

- Our Media Center has been painted, and new carpet has been installed. The floor of the stage was stripped of old carpet and refinished. Three new computer stations are being installed to house 8 computers each. This will give us a technology lab that will allow teachers to conduct lessons in which the entire class participates electronically.
- 50 student chairs were purchased for around tables.
- 24 Computer chairs were purchased for technology lab.
- 75 audience chairs were purchased to replace old and splintering chairs.
- Our water bubblers have been repaired.
- We added white boards of varying sizes to every classroom.
- One classroom of desks has been purchased to replace aging furnishings.
- The ceiling in the hallway in the first grade wing of the first floor has been painted.
- The ceiling in our front foyer has been scraped and painted.
- The ceiling in Room 4 has been scraped and painted.
- The exterior doors of the building have been painted.
- Perennial and annual plants have been planted.
- A classroom floor was replaced (Room 10).

2. Areas of Need

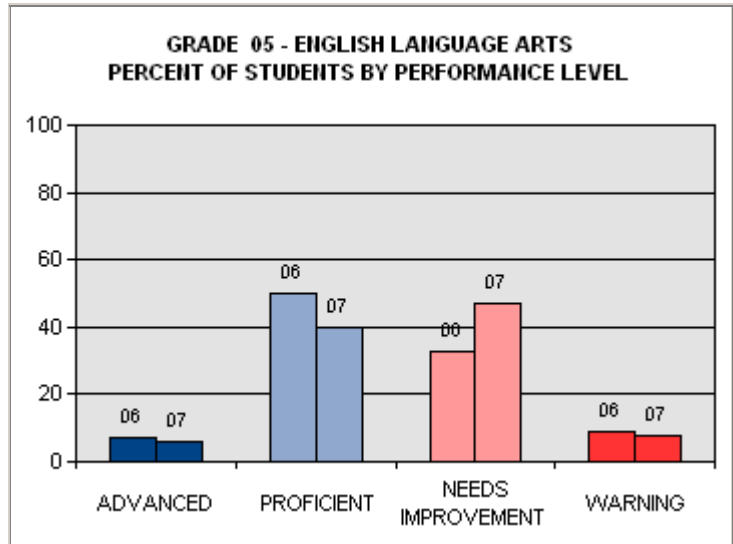
- All hallways and classroom need painting (walls and ceilings).
- Classrooms need shades.
- More new desks are needed.

VI. Appendix – Section E

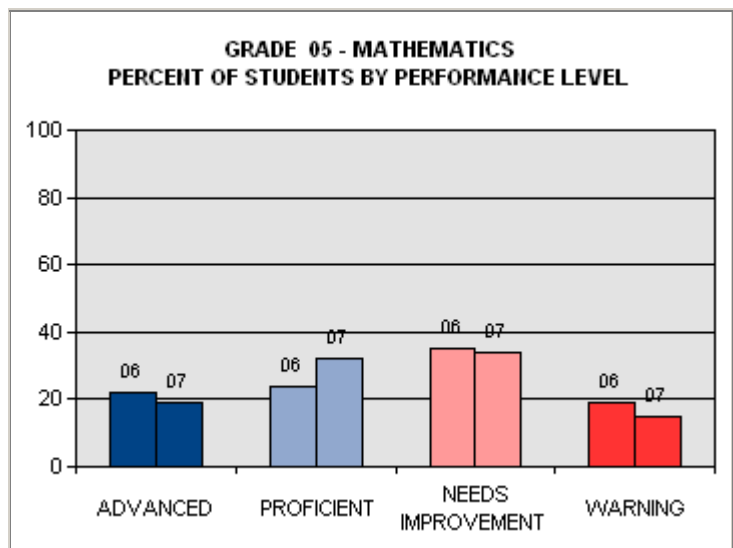
Data Charts and Trends

MCAS Annual Comparisons for Francis W Parker - Quincy ([02430075](#))

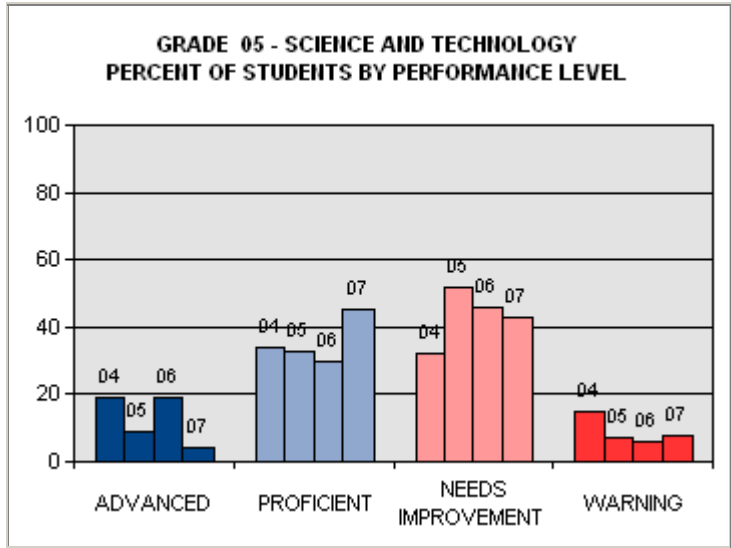
GRADE 05 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	7	6
PROFICIENT	50	40
NEEDS IMPROVEMENT	33	47
WARNING	9	8



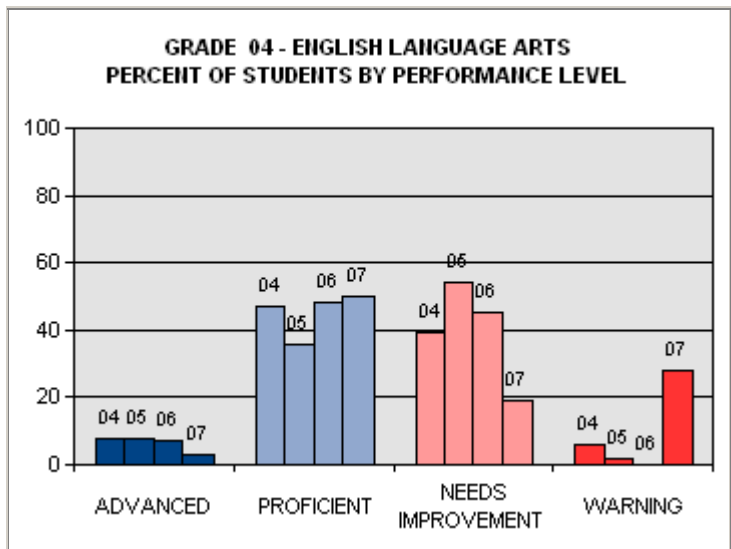
GRADE 05 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	22	19
PROFICIENT	24	32
NEEDS IMPROVEMENT	35	34
WARNING	19	15



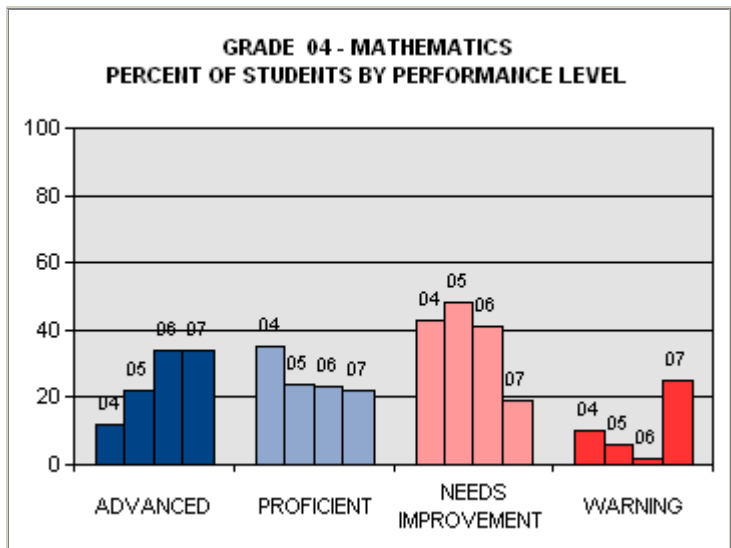
GRADE 05 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	19	9	19	4
PROFICIENT	34	33	30	45
NEEDS IMPROVEMENT	32	52	46	43
WARNING	15	7	6	8



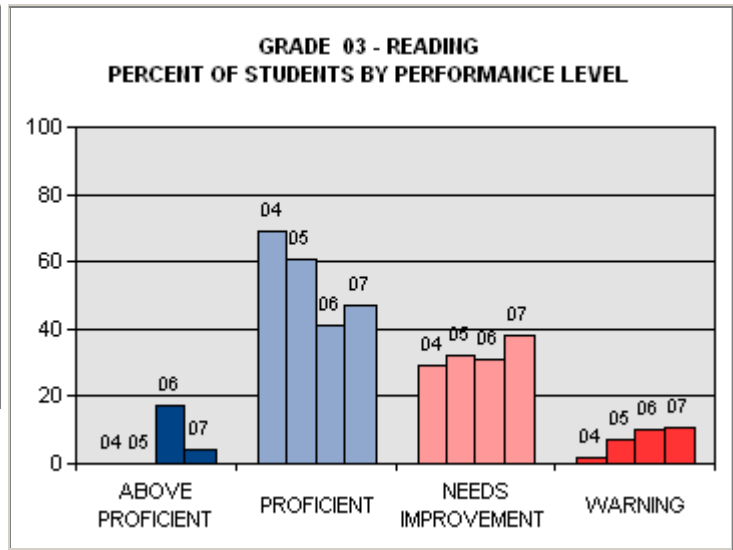
GRADE 04 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	8	8	7	3
PROFICIENT	47	36	48	50
NEEDS IMPROVEMENT	39	54	45	19
WARNING	6	2	0	28



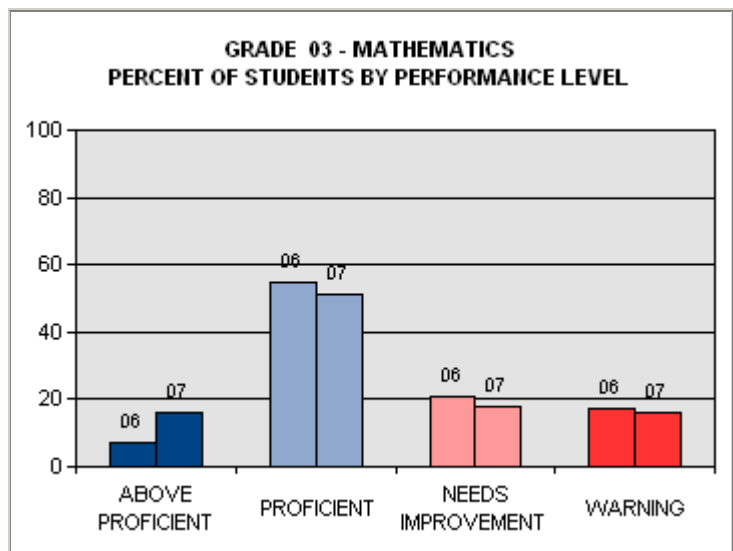
GRADE 04 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	12	22	34	34
PROFICIENT	35	24	23	22
NEEDS IMPROVEMENT	43	48	41	19
WARNING	10	6	2	25



GRADE 03 READING				
PERFORMANCE LEVEL	2004	2005	2006	2007
ABOVE PROFICIENT	0	0	17	4
PROFICIENT	69	61	41	47
NEEDS IMPROVEMENT	29	32	31	38
WARNING	2	7	10	11



GRADE 03 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ABOVE PROFICIENT	7	16
PROFICIENT	55	51
NEEDS IMPROVEMENT	21	18
WARNING	17	16



Francis W Parker - 2007 Adequate Yearly Progress (AYP) Data

District: [Quincy \(02430000\)](#)
 School: [Francis W Parker \(02430075\)](#)
 School Title I Status:
 NCLB School Choice Required: No
 Supplemental Educational Services Required: No

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Moderate	Declined
MATHEMATICS	No Status	Moderate	No Change

2007 AYP Data - Summary

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	
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?	
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006
ENGLISH LANGUAGE ARTS						
Aggregate	Yes	100	No	77.7	No	-4.0
Lim. English Prof.	Yes	100	No	81.0	No	-1.0
Special Education	-	-	-	46.0	-	-
Low Income	Yes	100	No	77.1	No	-0.9
Afr. Amer./Black	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	No	84.1	No	-0.4
Hispanic	-	-	-	-	-	-
Native American	-	-	-	-	-	-
White	-	-	-	71.2	-	-
MATHEMATICS						
Aggregate	Yes	100	Yes	76.6	No	-1.5
Lim. English Prof.	Yes	100	Yes	86.7	Yes	2.2
Special Education	-	-	-	31.0	-	-
Low Income	Yes	100	Yes	77.4	Yes	0.8
Afr. Amer./Black	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	89.3	Yes	2.9
Hispanic	-	-	-	-	-	-

Native American	-	-	-	-	-	-
White	-	-	-	60.9	-	-

Adequate Yearly Progress History

		1999	2000	2001	2002	2003	2004
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes
	All Subgroups	-	-	-	-	Yes	Yes
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes
	All Subgroups	-	-	-	-	Yes	-

VII. Appendix – Section F

School Safety and Security Plan

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

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

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1. School Security _____ Pages 26

(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 30

(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.

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 under the supervision of the classroom teacher. In kindergarten through grade 2 students use the lavatory within their classrooms (when available). In grades 3-5 the students use the lavatory facilities contained in their wing of the school. When students use the lavatory on an individual basis the teacher employs a method of noting the time and return of the student. Students are encouraged to use the lavatory facilities prior to going to lunch. If an emergency arises at lunchtime, one of the lunch attendants supervises the student.

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

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

14. BUS PROCEDURES:

Buses are provided only for students in substantially separate city-wide programs (LDC, BGD, Immersion). Bus students will arrive and be dismissed at the Faxon Road door. Staff members will meet students at the door in the morning, and monitor bus boarding in the afternoon. Day Care Centers that send buses to pick up students will also pick up at the Faxon Road door.

15. WALKERS:

Students will be dismissed from the playground door to their classroom lines on the playground. Children in grades K-3 will be dismissed to a parent or other adult designated by the parent for pick up. Parents will inform us of their dismissal intentions through use of a dismissal consent form. This will allow parents to choose options for dismissal:

- Day Care pick-up
- Parent Pick-up
- Sibling Pick-up
- Walker (Grades 4 & 5 only)

16. STUDENTS BEING DROPPED OFF AT SCHOOL:

Parents find an available parking place, and walk their children to the school yard. Students will gather in the school yard in good weather, and in the gym in poor weather. Principal and Assistant Principal will be on duty by 8:00 A.M. to supervise students in the school yard or the gym.

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.

Building specific contingency plan –

Parents will be called by office staff to notify them of emergency closing. Children will be kept at school until parents arrive to pick them up.

EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

Directions for caller I.D. (9*57) and a checklist of directions are kept in a red folder in the top drawer of the secretary and office aide's desk. Procedures are reviewed periodically with office staff. All staff members are provided with a copy of the procedures.

1. Allow all incoming phone calls to ring at least twice.
2. Upon completion of the call. Hang up; pick up, dial (9*57) listen for instruction.
3. Check the caller I.D. unit
4. Inform the principal immediately

5. Stay calm and do not get excited or excite others.
6. Record the time of the call and the time of its conclusion.
7. Record the exact words of the caller.
8. If you can, ask the caller to repeat information to delay the conversation.

9. Ask the caller "What time is the bomb set to explode?"
 "Where is the bomb located?"
 "What kind of bomb is it?"
 "What does it look like?"
 "Why do you want to kill or injure innocent people?"

10. See if you can determine:

sex of the caller	accent
-------------------	--------

11. What can you determine about the caller's voice?

excited	slow	rapid	calm	loud
raspy	nasal	slurred	soft	lisp
laughter	crying	normal	stutter	whisper
familiar	deep breathing	deep voice	clearing throat	
disguised cracking voice				

12. Any Background Noise:

music	traffic	horns	static	motor
PA system	machines	voices	house noises	animals
long distance cellular	tape recorder			

13. Report the call to the principal immediately.
14. Call the police (911) and state " I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

LETTER/PACKAGE BOMBS

If a letter or package appears suspicious, isolate it and call 911.

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage

Protruding Wires or Tinfoil

Incorrect Titles

Visual Distractions

Titles but No Names

Foreign Mail

Misspelling of Common
Words

Air Mail and Special Delivery

Oily Stains or Discoloration

Restrictive Markings such as
Confidential, Personal, etc.

No Return Address

Hand Written or Poorly Typed Addresses

Excessive Weight

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

Rigid Envelope

Lopsided or Uneven
Envelopes

VIII. 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