

Quincy Public Schools School Improvement Plan 2009 - 2010

“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)

School	F. W. Parker Elementary School
Principal	Mrs. Maryanne R. Palmer
Assistant Principal	Mrs. Robin M. Moreira
Date Submitted	October 21, 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,

It is with great pride and enthusiasm that I present the F.W. Parker School Improvement Plan for the 2009-2010 school year. It was developed using the guidelines of the Massachusetts Education Reform Act, a legislative act whose purpose is to strengthen the local school system's leadership for school improvement, and to provide for school-based planning responsibilities of school councils as the foundation for a more focused, responsive and accountable system of serving our students.

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 2009-2010 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, differentiating our methods and curriculum 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.

The staff at the F.W. Parker Elementary School functions as a Professional Learning Community. As such, we meet weekly to reflect on our practice, based on ongoing assessment data. Through our collaboration, we continually make instructional improvements. Our focus is on what each child is expected to know and be able to do at each grade level, how we will know when they have achieved that level of proficiency, and what we will do when we find that a student is not making adequate progress. With that focus, we work together to give struggling students additional opportunities to reach proficiency. The power of our collaboration and shared commitment to the success of each and every child, coupled with the consistency and excellence of 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.

Together with a talented and dedicated staff, as well as caring and cooperative parents as partners, I am enthusiastic to begin the 2009-2010 school year. This School Improvement Plan reflects our improvement goals for the coming 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 the Goals in the 2007-2008 School Improvement Plan.

Our goals for the 2007-2008 school year shifted from a grade-level or school-wide view of the progress made, to a more focused view at individualized improvement for each and every child at the Parker School - in both ELA and Math. This goal was measured by calculating the individual growth of each child, based on the common assessments pertinent to each grade level. With a very high population of English language Learners (68%), our students come to us with a large variety of skills and abilities. The individualized nature of this goal guided us toward looking at the growth each child makes as he/she progresses through the school year.

In this effort, 2007-2008 became the first step in building a professional learning community at Parker School. Our action steps helped us to strengthen our professional learning community, and allowed us to begin to collaboratively make decisions regarding interventions and instructional planning to ensure the consistent growth of each child. We improved our SST process, and strengthened our ability to collaboratively plan for individualized student success. Additionally, our ILT meetings provided us with opportunities to collaboratively analyze assessment data, and to utilize the expertise of the team in making instructional decisions. We focused on improving our ability to differentiate our instruction to meet the individual needs of our students. Our Assessment Team took on a leadership role in analyzing school-wide assessment data, and in making recommendations for improvement. Through this process, we have built mutual trust and respect among colleagues, and nurtured the growth of a climate of collaboration.

We found that our students made extraordinary progress, when we looked at their gains from the point at which each one began the school year. Although each child did not achieve the same *level* of proficiency on evaluative assessments, our common formative assessments showed consistent personal growth for each child. Additionally, our staff benefited from this paradigm shift - from the wide angle lens to the zoom lens - because our collaboration helped us to strengthen our practices through ongoing sharing of effective strategies and challenges. In the spring of 2008, pleased with the progress we had made toward individualized instruction, we agreed to continue our individualized goals for the 2008-2009 school year.

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

2008-2009 brought additional opportunities for authentic growth in the development of a Professional Learning Community at Parker School. Building on the strength provided by our SST and ILT meetings, our schedule was carefully arranged to allow for weekly collaboration meetings for each grade level team. This time was honored, and valued, by administration and teachers as well. Through its use, teachers became partners in their commitment to individual student learning, and collaborated toward that end. A schedule of coordinated services allowed classroom teachers and interventionists to combine their talents to meet individual needs during a grade-level “intervention period” comprised of flexible grouping. We expanded a program we had begun in 2007-2008, leveling 4th and 5th graders into flexible reading groups, based on ongoing common assessment, for a portion of the literacy block. This arrangement allowed teachers to differentiate their instruction more specifically to meet the needs of the students within their instructional group. The flexibility of the grouping fostered the ongoing collaborative use of assessment data by teams of talented teachers, strengthening the ability of each to improve his/her practice, and thus, better meet the needs of each student. The collaborative nature of the team meeting helped teachers see the wide-angle lens, allowing all to feel a shared responsibility for all of the children cared for by their team.

Our Assessment Team, which was strengthened and expanded in 08-09, prepared a careful analysis of the Spring 2008 MCAS scores, and presented its findings to staff at our 2008-2009 Assessment Day meetings. The A Team presented a historical analysis of scores, differentiating between percent passing, and percent proficient in each curriculum area. Teachers came to understand that our AYP status would only be improved if we brought more students to the proficient level. Through item analysis, we discovered that 75% of multiple choice items were answered over 70% correctly by Parker students, while all open response items were answered with less than 45% accuracy. In response, we coordinated vertical team meetings to support the work begun on Assessment Day. This work was centered on creating a cross curricular, school-wide plan for improvement in the ability of Parker students to answer open response type questions in ELA, Math and Science/Social Studies. The implementation of this improvement plan offered us a school-wide way to integrate our technology goal with the reading and curriculum area improvement goals. When analyzing our 2009 MCAS scores, it became clear that our Open Response Improvement Plan was making a difference for our students. We have kept that plan as a special focus in 2009-2010, and will highlight student work in an Open Response binder, offering teachers the opportunity to view the work of other grade levels in their collaborative planning.

With the highly diverse nature of our student population, our individualized focus remains at the forefront of what we do each day. Our students, 68% of whom are English language learners, work hard to improve their vocabulary in order to access the curriculum. For that

reason, we developed a school improvement goal dedicated to the development of vocabulary across the curriculum. Teachers will collaborate to develop additional tier 2 words from each story in our Trophies program, giving ELL students a chance to broaden their understanding.

Changes to the structure of our ELL program brought new professional development opportunities for our staff, and inspired a new ELL goal, using individualized measurement of progress on the MEPA. The cross-curricular capabilities of both of these goals allow our staff to work together toward implementing action steps in both horizontal and vertical teams. Additionally, our third goal continues our work with infusing technology into the curriculum at all grade levels. We are fortunate to have a beautiful new computer lab and a new network printer for use in the lab. With the generous grant we received from Gillette/Proctor & Gamble, we will also add a wireless mini-lab, offering more flexibility to our computer schedule. With this new equipment, teachers are excited to infuse technology into the curriculum, offering a 21st century quality to the learning in this nearly 100 year old schoolhouse.

B. Goal Statements

SMART Goal # 1 –

- 90% of LEP students in grades K-5, with an initial fluency level of 0-4, will show a 10% improvement on the Overall Scaled Score of the MEPA from March 2009 to March 2010.

C. Action Steps

D. Monitoring Criteria

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	Provide ELL Category 4B training for Grade Level Teams.	October 2009- May 2010	10 Parker School teachers representing grades K-5
2.	Grade Level teams will share knowledge gained at ELL Category 4B training during collaboration time.	October 2009- May 2010	Grade Level Teams
3.	Coordinate ELL schedule to allow for: - 2.5 hours daily for 0-1 Fluency Students to receive ELL Services - 1 hour daily for 2-3 Fluency Students to receive ELL Services	September 2009	ELL Staff, M. Palmer, R. Moreira, Classroom Teachers
4.	Implement ELL schedule to allow for: - 2.5 hours daily for 0-1 Fluency Students to receive ELL Services - 1 hour daily for 2-3 Fluency Students to receive ELL Services	September 2009-June 2010	ELL Staff, M. Palmer, R. Moreira, Classroom Teachers
5.	Include a Language Objective in lesson plans	September 2009-June 2010	Classroom Teachers, ELL Staff
6.	Integrate Language Assessment Team with the ILT to include monitoring of FLEP students using the <i>Documentation of Monitoring of Exited ELL Students</i>.	Fall 2009, Winter 2010, Spring 2010	ILT and LAT
7.	Implement new vocabulary programs including <i>Text Talk</i> and <i>Elements of Reading</i>	September 2009-June 2010	Classroom Teachers, ELL Staff
8.	Analyze 2009 and 2010 MEPA results to inform instruction.	Fall 2010	ELL Staff, M. Palmer, R. Moreira, Classroom Teachers
9.	Develop a study group to explore “6+1 Traits of Writing.	October 2009 – June 2010	M. Palmer, R. Moreira, E. Bates, Teacher volunteers
10.	Pilot 6 + 1 Traits of Writing in 2 classrooms	October 2009 – June 2010	M. Palmer, E. Bates, L. Coleran, N. Prevost,

B. Goal Statements

SMART Goal # 2 –

- *By June, 2010, the teachers at F.W. Parker Elementary School will create a cross-curricular vocabulary development program, based on the work of Isabel Beck, but specific to the needs of the Parker School students, use existing QPS K-5 curriculum materials.*

C Action Steps

D. Monitoring Criteria

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	Create a schedule that allows for weekly collaborative planning among grade level teachers.	August, 2009	M. Palmer
2.	Read <i>Bringing Words to Life, Isabel Beck</i> , for discussion at October 27 professional development session	May – August, 2009	Staff
3.	Analyze Trophies literature to select an additional list of vocabulary specific to the needs of ELL students, to be included for each selection.	September, 2009-June, 2010	Grade Level Teams
4.	Collaboratively create lesson plans for teaching the new lists of vocabulary within the Trophies lesson framework	September, 2009-June, 2010	Grade Level Teams
5.	Develop common formative assessments to be used to monitor progress.	September, 2009-June, 2010	Grade Level Teams
6.	Use the data gained from the common formative assessment to analyze methodology, and share teaching strategies.	September, 2009-June, 2010	Grade Level Teams
7.	Implement “Text Talk”, a research-based program, developed by Isabel Beck and Margaret McKeon, to engage teachers and students in robust vocabulary instruction tied closely to comprehension.	2009	
8.	Open Response Vocabulary list of MCAS related words along with visual cues will be posted in classrooms.	September, 2009-June, 2010	Grade Level Teams
9.	“Math Word of the Week” list will be compiled and used according to grade level scope and sequence.	September, 2009-June, 2010	Grade K-2 Teachers, Grade 3-5 Math Focus Teachers
10.	Purchase and install a wireless mini-lab of computers to allow teachers to use technology with their classrooms.	November, 2009	

B. Goal Statements

SMART Goal # 3 –

- *Throughout the school year, 2009-2010, 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

D. Monitoring Criteria

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	Organize the schedule to allow each class to spend 30 minutes in the computer lab each week.	September	Principal, Assistant Principal
2.	Create a technology closet to house school software and technology-related materials.	September	Technology Team
3.	Assign students to individual computers for weekly use in the lab. Submit list of student computer numbers to the technology team.	September	Classroom Teachers
4.	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
5.	Offer professional development to help teachers build skills in Microsoft Excel, PowerPoint, and web page design, as well as effective uses of each in elementary classroom instruction.	January	Principal, Technology Team
6.	Spend 10 minutes of each PD session with staff sharing technology experiences and teaching strategies.	October and ongoing	All Staff
7.	Consult with technology team to research effective software options for elementary students, particularly ELL students.	By January, 2010	Principal
8.	Utilize technology to track individualized growth of each student.	September - June	Principal, Technology Team
9.	Purchase and install a mini lab of 12 laptop computers to be used in classrooms for technology-related lessons.	September, 2009	M. Palmer, IT Department
10.	Install wireless capability in the school to allow for use of the new wireless mini-lab.	October, 2009	M. Palmer, IT Department

E. Related Professional Development

(4) Principal /School Improvement Plan Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/15/09	Assessment Day 1 - Analyze 2009 MCAS results as well as historical analysis of Parker progress. - Assess needs of students. - Review SIP Goals. - Adjust goals according to needs, based on MCAS analysis.	Teachers in: Grades K-5 Sped 1&2 ELL Specialists	12:45-2:15	Parker School Media Center	M. Palmer, Assessment Team	All Goals
9/29/09	Assessment Day 2 - Develop new goal to meet the needs of our ELL students. - Develop action steps to support the ELL goal. - Meet in grade level teams to begin to work on vocabulary goal. Meet in vertical teams to identify formative assessments for Student Assessment Portfolio box.	Teachers in: Grades K-5 Sped 1&2 ELL Specialists	12:45-3:45	Parker School Media Center	M. Palmer, Grade Level Teams	All Goals
10/27/09	- Overview of Isabel Beck method of vocabulary development and the use of Text Talk program. - Grade level teams will use Text Talk kits to practice with the lesson format and share successful strategies. - Grade level teams will work collaboratively to select Tier 2 vocabulary words from Trophies stories to supplement those offered from the publisher.				M. Palmer Literacy Staff K – 5 Grade Level Teams	Goal 2
1/12/10	ELL Category 4B Training Session 2	Grade 4 & 5 Teachers	12:45-2:15		ELL Trainers	Goal 1
1/12/10	We will offer instruction and practice in: - Using running records to track primary level students' reading progress. - Integrating the literacy closet into the guided reading process in the primary classroom.	Grades K-3 Sped 1&2 ELL teachers, Specialists	12:45-3:45	Parker School Media Center	M. Palmer Literacy Staff	Goal 1,2

2/9/10	<p>Infusion of Technology into the Curriculum</p> <ul style="list-style-type: none"> *Presenter *Hands-on Guided Practice with choice of: <ul style="list-style-type: none"> - Excel - PowerPoint - Web Page Design 	<p>Grades K-5 Sped 1&2 ELL Specialists</p>	12:45-2:15	Parker School Media Center	J. Rogan Technology Team	Goal 3
5/11/10	<p>ELL Category 4B Training – Group 2, Session 2</p>	<p>Grade 3,2,1 Teachers</p>	12:45-2:15	Parker School Media Center	ELL Trainers	Goal 1
5/11/10	<p>Balancing skill development with authentic literature in intermediate classes:</p> <ul style="list-style-type: none"> - Reciprocal Teaching - Literature Circles 	<p>Grades 4 & 5 Teachers, Sped 2 ELL Specialists</p>	12:45-3:45	Parker School Media Center	M. Palmer Literacy Teachers Grade Level Teams	Goal 1, 2
5/25/10	<p>SIP Review</p> <ul style="list-style-type: none"> - Grade level teams will present final vocabulary lists prepared in through completion of goal 2. Discussion of their relevance with respect to Isabel Beck’s vocabulary model will be highlighted. - Vertical Teams will use formative assessments used throughout 09-10 to collaboratively begin to plan for student placement for 2010-2011, based on individual strengths and needs. 	<p>Grades 1-5 Sped 1&2 ELL Specialists</p>	12:45-2:15	Parker School Media Center	M. Palmer Grade Level Teams	Goal 1

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: School Name F. W. Parker Elementary School

Chair/Principal: Mrs. Maryanne Ryan Palmer

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: John Rogan, Facilitator
Kate Poles, Grade 4 Teacher
Katie Kunevich, Grade 1 Teacher
Nicole Prevost Grade 3 Teacher
Maryanne Palmer, Principal
Robin Moreira, Assistant Principal

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:

John Rogan, Facilitator
Maryanne Palmer, Principal
Robin Moreira, Assistant Principal
Kate Poles, Grade 4 Teacher
Katie Kunevich, Grade 1 Teacher
Nicole Prevost Grade 3 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
Maryanne Palmer	Principal
Robin Moreira	Literacy Teacher/Assistant Principal
Elizabeth Bates	Literacy Teacher
Kristine Flynn	ELL Teacher – Grade K
Trang Nguyen	ELL Teacher – Grades 1 & 2
Linda Lee	ELL Teacher– Grade 3 – 5
Jessica Falbo	Special Education Teacher
JoAnna Goodwin (as needed)	Guidance Counselor
All Classroom Teachers	

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
13	4	

Appendix – Section B

Support Services

FTE

<u>1</u>	Nurse
<u>1</u>	Special Education Teachers (Resource Room/Inclusion)
<u>3</u>	Special Education Teachers (Substantially Separate)
<u>1</u>	Guidance Counselor / 766 Chairperson
<u>1.5</u>	Literacy Specialist/s
<u>2.5</u>	ESL Teacher/s
<u>.1</u>	Adaptive Physical Education Instructor
<u>.3</u>	Speech and Language Instructor/s
<u>.2</u>	School Psychologist/s
<u>.2</u>	Occupational Therapist/s

Appendix – Section C

Budget - Elementary

	Amount available In 2009-2010
<p><u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)</p>	\$7,825.00
<p><u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>	\$7,199.00
<p><u>ACTIVITY STIPEND ACCOUNT - 21stCCLC</u></p>	\$34,940.61
<p><u>Other Art Supplies</u></p>	\$788.00
<p><u>Science Supplies</u></p>	\$ 1,095.50
<p>TOTAL</p>	\$51,848.11
<p><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></p>	
<p><u>Proctor & Gamble/Gillette (In memory of Manny Slater)</u></p>	\$10,000.00
<p><u>Lifetouch National School Studios</u></p>	\$ 614.62
<p><u>Hannaford's Helps Schools</u></p>	\$ 140.00
<p><u>Coca Cola Company</u></p>	\$ 42.68
<p><u>Target – Take Charge of Education</u></p>	\$ 55.50

Appendix – Section D

Facilities

1. Improvements

- New tile floors were installed in classrooms 2, 3 and 10.
- New network printer installed to accompany computer lab
- Plumbing leaks and damages were repaired.
- Planting and mulching – Parker School Community Group – Cleaner Greener Quincy
- A new mini-lab of 12 laptop computers was purchased and will be installed, using wireless technology.

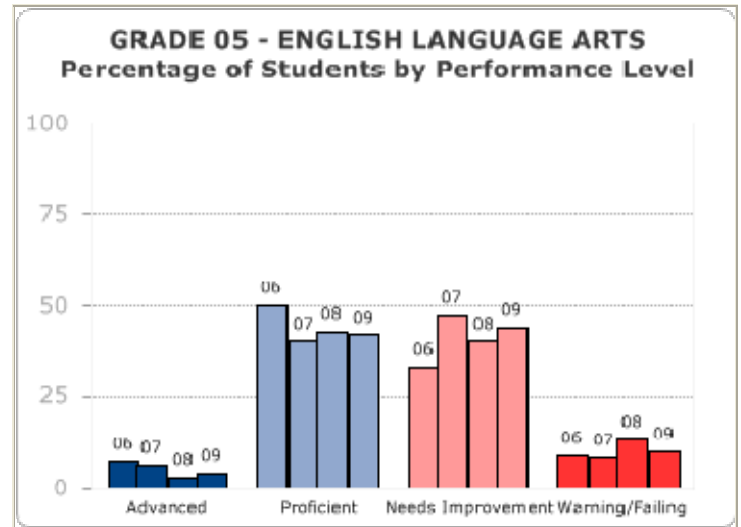
2. Areas of Need

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

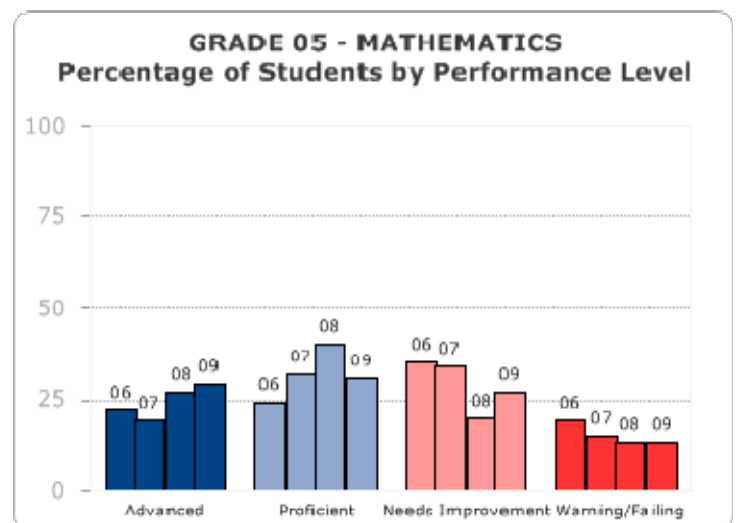
Appendix – Section E

Data Charts and Trends

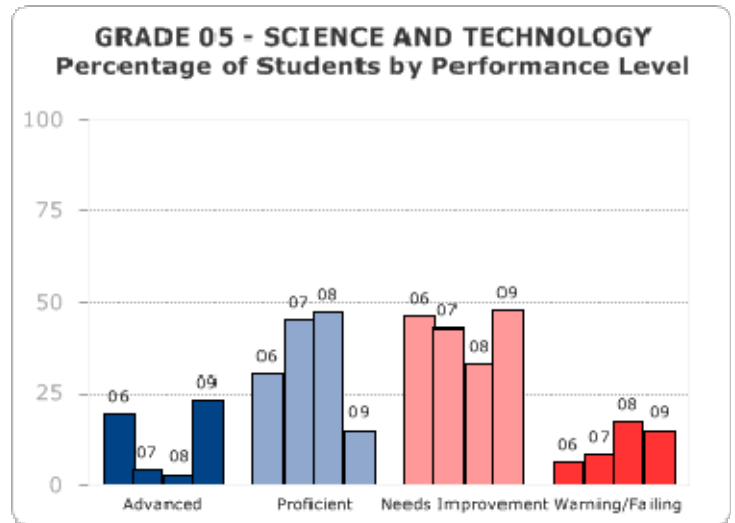
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	6	3	4
PROFICIENT	50	40	43	42
NEEDS IMPROVEMENT	33	47	40	44
FAILING	9	8	13	10



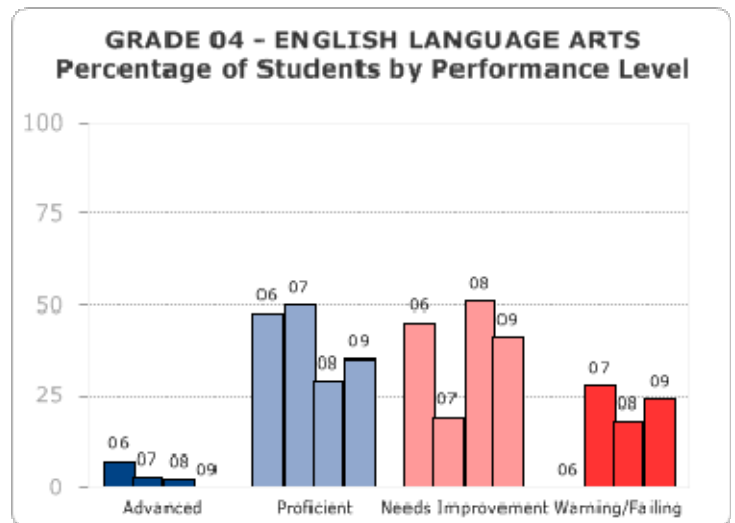
GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	22	19	27	29
PROFICIENT	24	32	40	31
NEEDS IMPROVEMENT	35	34	20	27
FAILING	19	15	13	13



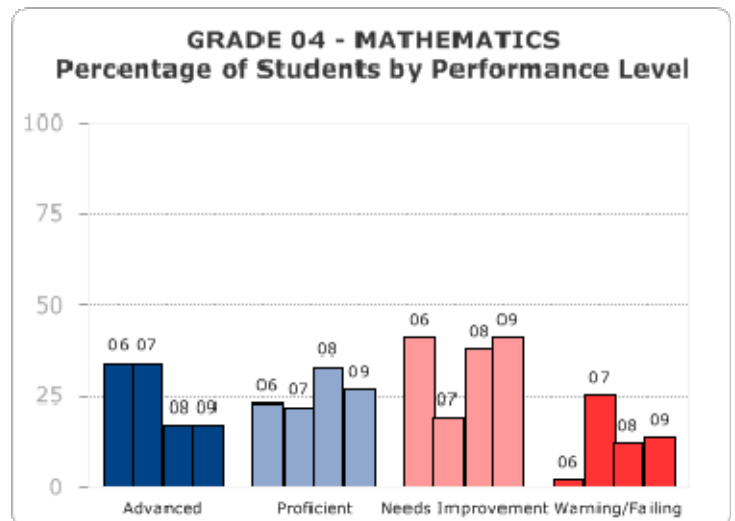
GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	19	4	3	23
PROFICIENT	30	45	47	15
NEEDS IMPROVEMENT	46	43	33	48
FAILING	6	8	17	15



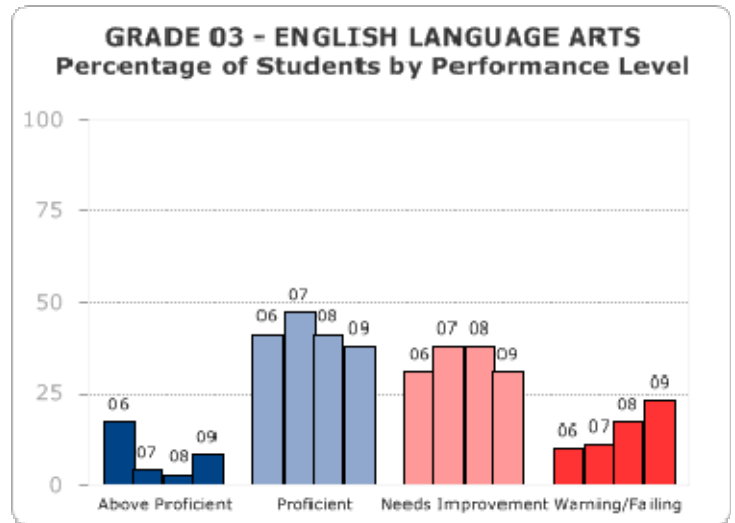
GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	3	2	0
PROFICIENT	48	50	29	35
NEEDS IMPROVEMENT	45	19	51	41
FAILING	0	28	18	24



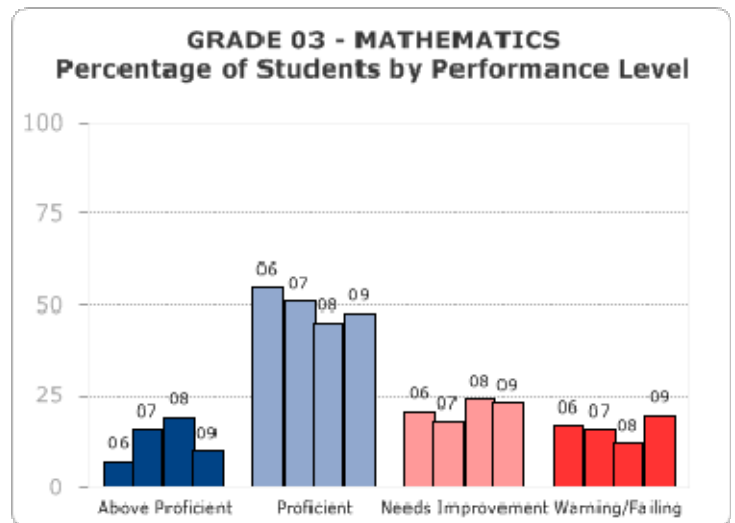
GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	34	34	17	17
PROFICIENT	23	22	33	27
NEEDS IMPROVEMENT	41	19	38	41
FAILING	2	25	12	14



GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	17	4	3	8
PROFICIENT	41	47	41	38
NEEDS IMPROVEMENT	31	38	38	31
FAILING	10	11	17	23



GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	7	16	19	10
PROFICIENT	55	51	45	48
NEEDS IMPROVEMENT	21	18	24	23
FAILING	17	16	12	20



Francis W Parker - 2009 Adequate

Yearly Progress (AYP) Data

District:	Quincy (02430000)
School:	Francis W Parker (02430075)
School Title I Status:	Non-Title I School (NT)
NCLB School Choice Required:	No
Supplemental Educational Services Required:	No

2009 AYP Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 2	Moderate	No Change
MATHEMATICS	No Status	Moderate	Declined

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	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?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	100	No	71.3	No	-1.2	Yes	97.4	No
Lim. English Prof.	Yes	100	No	72.8	No	-2.2	Yes	98.4	No
Special Education	-	-	-	34.4	-	-	-	-	-
Low Income	Yes	100	No	71.8	No	0.0	Yes	97.6	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	No	72.7	No	-2.3	Yes	98.1	No
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	69.0	No	0.2	Yes	95.8	No
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	100	No	77.3	No	-3.1	Yes	97.4	No
Lim. English Prof.	Yes	100	No	82.4	No	-4.4	Yes	98.4	No
Special Education	-	-	-	38.5	-	-	-	-	-
Low Income	Yes	100	No	77.6	No	-2.9	Yes	97.6	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	No	83.1	No	-4.0	Yes	98.1	No
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	65.5	No	0.0	Yes	95.8	No

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 25-28

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

2. Emergency Procedures _____ Pages 29-32

(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.

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

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

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

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

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

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

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:30 A.M. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

Parents are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parents are asked to give prior notification to the school regarding an early dismissal and are required to come into the school to sign out a student.

5. CONTACT CARDS: Contact cards for all children are maintained in the office. The information includes the names of parents, guardians and contacts. In cases where a parent is legally prohibited from taking a child as a result of a restraining order, special notation is placed on the contact card and a copy of the order is placed in the cumulative record. If the school receives a note from a parent with instructions that a different person from those on the contact card is going to pick up a child, a license or picture identification is required to verify the identity of that person.

6. CLASSROOM CALL BUTTON: Each classroom is equipped with a call button to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the intercom indicates which teacher needs assistance.

7. INTERCOM: The intercom is the usual means of sending a general message throughout the building and/or contacting a particular classroom teacher.

8. PERSONAL RADIO: The Walkie-Talkie and charges are kept in the custodian's office. The senior custodian checks it for service on a weekly basis.

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

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

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

12. LAVATORY USE: Students use the lavatory 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 –

In the event that students are not able to reenter the building, staff will walk students to Atlantic Middle School. Parents will be called using Instant Alert to notify parents of emergency closing. Children will be kept at the school with adult supervision 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
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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	