

Quincy Public Schools

School Improvement Plan 2008 - 2009

School Point Webster Middle

Principal James P. McGuire

Assistant Principal Stacey E. Bucci

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Revised Edition

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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

Our mission at the Point Webster Middle School is to provide a safe and nurturing learning environment that enables children to achieve their individual maximum potential. The goal of the Point Webster Middle School family is to create an opportunity for Quincy Point Residents to grow together and become a true community of learners.

At Point Webster, we strive to achieve this goal by providing our students with the capacity to appreciate the arts, understand and respect their cultural diversity, and develop a positive self-image.

We encourage responsibility and work toward fostering a love of learning. We strive to provide powerful educational experiences that encourage our students to reach for excellence.

The students and teachers at Point Webster work diligently to attain positive results on state wide standardized testing. Our goal of MCAS success is high priority which is yielding positive annual results.

Our goal is to balance the experiential education that takes place in the middle school years with an emphasis on critical thinking, cooperative learning and an introduction to technology.

The goals established in our School Improvement Plan have been chosen to allow the Point Webster Community to continue to build on strengths and improve the educational experiences of our students and teachers. We continue to strive for excellence as a school and the efforts of our plan are focused on how we can best serve our students.

James P. McGuire, Principal

Stacey E. Bucci, Asst. Principal

III. Improvement Plan

A. Assessment

1. Reflection on 2006-2007 School Improvement Goals

Goal 1: The students and teachers at Point Webster have greatly benefited from the implementation of and continuing expansion of Standards Based Instruction philosophy. Modification and alignment of curriculum, instruction and assessments to SBI continues to be completed through professional development, grade level team meetings, content area teams, clinical supervision, review of students' work and classroom walk through.

SBI philosophy has been and continues to be very successful and has allowed students and teachers to focus on essential curriculum themes that our students need to know.

Goal 2: A slow and steady increase in the math proficiency index from 42.1 in 2000 to 65.7 in 2007 has been experienced by the Point Webster staff since testing began in 2000. School wide efforts continue as we strive to maximize our MCAS testing effort. We are happy to achieve our goal as our index continues to increase each year.

Goal 3: Point Webster Middle School students increased the percentage of summer readers in 2006 by 11.9%. We more than doubled our summer readers in 2005 and met our SIP goal for summer reading.

2. Analysis of the Spring 2007 MCAS Test Results

One clear indicator of MCAS testing performance allows for a comparison of annual percentages achieved in each of the four scoring categories on all tests. Positive change in the Warning and Needs Improvement categories would be indicated by a **decrease** in the percentage of students in these designations. School improvement in the Proficient and Advanced categories would be achieved if the percentage of students in this designation **increased**.

It was very encouraging to see an improvement (a decrease) in the percentage of students in the Warning category from 2006 to 2007 in three of the four grades at Point Webster. Students in grade 5 and 7 had a decrease in the number of students in this category of over 10%. (Grade 5, 12% less and Grade 7, 13% less students in the Warning category). The chart on page 24 is a comparison of percentages of students in the four scoring categories and the percentage change from 2006-2007.

The Point Webster Assessment Team has worked to effect positive change by having our school focus on learning styles. Point Webster staff has focused on differentiated instruction individualized instruction, modifying instruction for special populations of students and creating individual student success plans for targeted students. These initiatives have yielded positive results. Both ELA and Math MCAS test showed positive aggregate improvement from 2006 to 2007. Specifically, the Special Education and low income subgroups had positive improvement on both tests (Sped increase by 8.3 percent on ELA and low income by 4.6 percent in math). In addition, the Limited English Proficiency subgroup improved by 9.2 percent in math testing and improvement was made by the Asian or Pacific Island subgroups in math as well.

Our goal is to achieve steady improvement and growth on our MCAS results. A quick look at the chart gives a view of where improvement occurred.

1. Goal Statement(s) 2008 - 2009

B. Goal 1 – To increase the ELA and Science MCAS scores by two percent for students achieving in the proficient or advanced categories across all grade levels.

B. Goal 2 – To increase Point Webster’s math proficiency index 5 points in each grade on the math MCAS test.

B. Goal 3 – To achieve an 80% attendance rate at three events for prospective Grade 4 students held at Point Webster prior to our September school opening.

Goal 1 Assessment

Point Webster’s goal of increasing student literacy across the content areas was created to strengthen written language skills and develop vocabulary. The creation of a uniform literacy plan has helped our students, especially those in special populations, to increase their knowledge and ability and increase vocabulary development in both reading and writing across the content areas. Our goal to increase the percentage of students achieving Proficient or Advanced status on ELA MCAS testing will be measured with our 2008 MCAS results. We hope to continue the positive trend from 2007 when students in grades 6, 7 and 8 increased in the Proficient category and our 5th graders increased in Proficient and Advanced categories.

Goal

Our goal for the 2008-2009 school year is to more aggressively prepare our students for MCAS success. We hope that an emphasis on vocabulary comprehension and key terms found on MCAS will have a positive impact for our students in 2009. A number of strategies have been designed to help our students get in the good habits of proper test preparation and ultimately test success.

School: Point Webster Middle School

Goal # 1 - To increase the ELA and Science MCAS scores by two percent for students achieving in the proficient or advanced categories across all grade levels.

C. Action/Monitoring Plan

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
1.	Poster in all classrooms with key terms found in MCAS testing.	2008-2009 School Year	All classroom teachers
2.	Define common testing words and focus on 1 each week as a grade.	2008-2009 School Year	All classroom teachers
3.	Assess weekly work to ensure students recognize and comprehend each word.	2008-2009 School Year	All classroom teachers
4.	Use key terms on 75% of open response testing in all classrooms.	2008-2009 School Year	All classroom teachers
5.	Focus on following directions by having students read, restate, reread across content.	2008-2009 School Year	All classroom teachers
6.	After questions are answered, check that directions were followed.	2008-2009 School Year	All classroom teachers
7.	Encourage independent thinking and reasoning prior to asking for assistance “Ask 3 then me”.	2008-2009 School Year	All classroom teachers
8.	One time per month, classrooms will incorporate logic and reason exercise and games to encourage higher order thinking.	2008-2009 School Year	All classroom teachers
9.	Students in Grade 5 & 6 will develop answers for open response questions in paragraph form, focusing on restating the question, defining terms/ideas and supporting thoughts.	2008-2009 School Year	Grade 5 Team Grade 6 Team
10.	Focus on rubric/evaluation before the answer is given in order to answer completely.	2008-2009 School Year	All classroom teachers
11.	Have 5 th graders carry a novel at all times to encourage “free read” throughout the day. Then expect this requirement from year to year.	2008-2009 School Year	All classroom teachers
12.	Students will focus on key terms found in MCAS questions across all content area.	2008-2009 School Year	All classroom teachers
13.	Students in Grades 5 & 6 will create vocabulary cards using MCAS science vocabulary terms.	2008-2009 School Year	Grade 5 & 6 Science Teachers

Goal 2 Assessment

Our slow but steady MCAS improvement continued in the last year as our Math Proficiency Index rose for our sixth grade students and our school index increased by 4.9. This occurred in spite of a dip by our eighth grade group. The school assessment team continues to work at developing strategies to address areas of weakness in our MCAS preparation through data analysis efforts and by providing our staff with continuing Test Wiz Training. A greater understanding of this analysis tool and the development of strategies to turn weaknesses into school strengths bode well for our continued improvement.

Our work with our special population of students and emphasis on meeting their learning styles through the development of Individual Student Success Plans has allowed for our school to make progress for these students on the 2007 MCAS test. Aggregate change from 2006 to 2007 showed positive improvement in both English Language Arts and Mathematics. We experienced positive improvement in six of eight possible subgroup categories.

Goal – Our school goal of math proficiency index improvement for all grades tested continues to be our challenge. The modification and differentiation of instruction for our students has yielded subgroup success. As we assess our strengths and weaknesses and strive to address these areas, our school has become more aware of specific tools available to make an MCAS testing difference. As we avail ourselves and our students of the CCC Lab, Test Wiz, Math Re-teach and certain school wide initiatives we strive for MCAS proficiency along a slow and steady path of improvement.

School: Point Webster Middle School

Goal # 2 – To increase Point Webster’s math proficiency index by 5 points in each grade on the math MCAS test.

B. Action/Monitoring Plan

WHO	WHAT	WHEN	Team/Person(s) Responsible
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
1.	Early release day extended homerooms will be used in school wide open response questions and test taking strategies .	2008-2009 School Year Early Release Tuesdays	Principal Asst. Principal Math Teachers Homeroom Teachers
2.	Math teachers will adapt instructional techniques to meet the needs of students in special populations and meet individual learning styles.	2008-2009 School Year	Principal Asst. Principal Math Teachers Sped Teachers
3.	Assessment team members will continue to identify areas of student need as an aid to instruction through MCAS data analysis and test wiz.	2008-2009 School Year	Principal Asst. Principal All Staff
4.	The CCC Math Lab will be accessible to all students in special populations (Sped, ELL) will receive additional lab time.	2008-2009 School Year	Principal Asst. Principal Math Teachers Sped Teachers ELL Staff
5.	ELL and Sped students will receive additional exposure to math vocabulary and terms in ELL, Sped and math related classes.	2008-2009 School Year	Math Teachers ELL Staff Sped Staff
6.	Reading staff will reinforce instruction for students regarding open response MCAS test taking strategies and problem solving techniques.	2008-2009 School Year	Reading Staff Sped Staff
7.	Math team members will emphasize and incorporate test taking strategies into their instruction.	2008-2009 School Year	Principal Asst. Principal Math Teachers

8.	Staff will continue to incorporate technology into their instruction through use of NEC projectors with supplemental math curriculum material and our CCC Lab.	2008-2009 School Year	All Staff
10.	A cross curricula emphasis will be placed on measurement/geometry and fractions.	2008-2009 School Year	All Staff
11.	Sped students in grade 8 will participate in a reteach model and receive additional math instruction every other day.	2008-2009 School Year	Math Staff Sped Staff
12.	School wide math word of the week effort.	2008-2009 School Year	Homeroom Teachers
13.	Creation of math achievers wall.	2008-2009 School Year	Principal Asst. Principal Math Teachers
14.	Grade level poster contest.	2008-2009 School Year	Art Teacher
15.	Students in Grades 5 & 6 will be assessed using an MCAS based format including multiple choice, open response and short answer on all classroom assessments.	2008-2009 School Year	Grade 5 Team Grade 6 Team
16.	Students in Grades 5 & 6 will use a project based approach to reinforce and master number sense strand.	2008-2009 School Year	Grade 5 & 6 Math Teachers

Goal 3 – Assessment

The prospect of new beginning at a bigger, unfamiliar school setting can be a concern for both parents and students. In an attempt to ease the possible anxiety of parents and fourth graders, Point Webster will provide three programs designed to inform and help make for a smooth transition to middle school.

Goal – Point Webster will offer incoming Grade 4 students the opportunity to attend three events at Point Webster prior to the opening of school in September. It is hoped these additional school based activities will ease the transition to middle school.

School: Point Webster Middle School

Goal 3- To achieve an 80% attendance rate at three events for prospective Grade 4 students held at Point Webster prior to our September school opening.

C. Action/Monitoring Plan

WHO	WHAT	WHEN	
Steps	Strategies/Activities	Timeline	Team/Person(s) Responsible
1.	Grade 4 students from Marshall will attend a matinee performance of the Point Webster Middle School play.	Spring 2009	Principal Asst. Principal Drama Club
2.	Grade 4 students from Marshall and students in special programs will attend a fly up day at Point Webster.	June 2009	Principal Asst. Principal Nurse Grade 5 Team Specialist Team
3.	Principal and Assistant Principal will visit Marshall School and see students in their classrooms.	June 2009	Principal Asst. Principal
4.	Grade 4 students and parents will attend an orientation program at Point Webster.	August 2009	Principal Asst. Principal Grade 5 Team

D. Related Professional Development

Staff Development Tuesdays

Point Webster Middle School Professional Development 2008-2009

Date	Topic	Grades	Time	Location	Facilitator	Goal
9/2/08	School as a Whole Mtg. <ul style="list-style-type: none"> • Civil Rights • Sexual Harassment • Emergency Procedures • School Opening Info 	5-8	9:00-10:00	Media Center	Principal/AP	
	MCAS news and results shared with staff	5-8	10:00-10:30	Media Center	Assessment Team	1 2
	All staff invited to John Collins Review Session	5-8	10:30-11:00	Auditorium	ELA & Rdg. Facilitators	2
	Academic Facilitators will meet with teams to create subject area MCAS SMART Goals	Academic Team	11:00-12:00	Facilitators' Classroom	Academic Facilitators	1 2
	Time allotted to provide transition info to aid instruction	Teams	1:00-2:00	Classroom	Team Leaders & Guidance	1 2
	New staff will meet with mentors and receive <i>The Skillful Teacher</i>	New staff and mentors	2:00-2:30	Classrooms	Mentors	
9/16/08	Continue/revise school based academic MCAS SMART Goals	5-8	12:30-1:30	Classrooms	Academic Facilitators	1 2
	Continue transitional information sharing (re students)	5-8	1:30-2:00	Classrooms	Team Leaders & Guidance	1 2
	Revisit 08-09 SIP School Goals		2:00-2:30	Media Center	Assessment Team	1 2
10/14/08	School as a Whole Meeting	5-8	12:30-1:00	Media Center	Principal/AP	1 2
	Teams will identify and create ISSP's for selected students by grades	5-8	1:00-2:00	Classrooms	Team Leaders	1 2
	Finalize Academic SMART Goals	5-8 (Disciplines)	2:00-3:00	Classrooms	Academic Facilitators	1 2
	Teams will discuss 2008-2009 Cross Curricular Units and begin planning projects	5-8	3:00-4:30	Classrooms	Team Leaders	1 2
11/25/08	Teams will review and revise strategies for	5-8	12:30-1:30	Classrooms	Team Leaders	1

	differentiated instruction for special education students					2
11/25/08	Academic Teams will review and asses progress on academic SMART Goals	5-8	1:30-2:30	Classroom	Academic Facilitators	1 2
	Math Team will asses QMath 6 & 8 pacing and Pre and Post Testing	Math Team	1:30-2:30	Media Center	Math Academic Facilitator	
12/9/08	Assessment Day 1 • Test Whiz Review					
2/10/09	Assessment Day 2 • SIP Goals 09-10					
4/14/09	Teachers will reassess academic Smart Goals progress	Academic Teams	12:30-1:30	Classrooms	Academic Facilitators	1 2
	SIP Goal Subgroups evaluate progress of 08-09 goals	SIP Goal Subgroups	1:30-2:30	Media Center	Assessment Team	1 2
5/26/09	School as a Whole Meeting	5-8	12:30-1:00	Media Center	Principal/AP	
	Academic Teams will meet and evaluate PWMS Curriculum Mapping and Pacing through 08-09 and refine for 09-10	SS M ELA SC RDG	1:00-2:30	Classrooms	Academic Facilities	
6/16/09	School as a Whole Meeting	5-8	12:30-1:00	Media Center	Principal/AP	
	Finalize 2009-2010 SIP goals	Goal Subgroups	1:00-2:30	Media Center Cafeteria	Assessment Team	1 2

8/27/08

IV. School Site Assessment Team Members

“Failing to plan is planning to fail.”

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

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

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

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

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

Our School Assessment Team members are:

1. Brian Angel, Teacher
2. Stacey Bucci, Assistant Principal
3. Michael Marani, Teacher
4. James P. McGuire, Principal

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

V. School Council Members

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

School: Point Webster Middle

Chair/Principal: James P. McGuire, 45 Trafalgar Ct., Weymouth, MA 02190
781-331-1305

Co-Chair: Barbara Driscoll, 59 Adria Way, Weymouth, MA 02190
781-340-9844

Asst. Principal Stacey Bucci, 27 Manitou Rd., Canton, MA 02021
781-821-2838

Teachers: Paul Cheney, 12 Highview Dr., Hingham, MA 02043
781-740-4753

Jessica Davis-Myers, 147 Samoset Ave., Quincy, MA
617-479-8764

Parents: Mrs. Paula Smith, 67 Mary St., Quincy, MA 02169
617-472-8556

Mrs. Kathleen Dwyer, 18 Broadway, Quincy, MA 02169
617-770-7649

Mrs. Donna Brodeur, 47 Arnold St., Quincy, MA 02169
617-479-8755

VI. Appendix – Section A

Middle School Class Size

Under 20	20-24	25-26
7	7	2

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.

VI. Appendix – Section B

Support Services

FTE

- 1 Nurse
- 3 Special Education Teachers (Resource Room/Inclusion)
- 5 Special Education Teachers (Substantially Separate)
- 3 Guidance Counselor
- 0 Visually/Hearing Impaired Teachers
- .5 ESL Teacher/s
- .1 Adaptive Physical Education Instructor
- 2 Speech and Language Instructor/s
- .4 School Psychologist/s
- .1 Occupational Therapist/s

VI. Appendix – Section C

Budget – Middle Schools

available	Amount
2009	In FY
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$7,546.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$7,889.00
<u>TWENTY-FIRST CENTURY FUNDS</u>	\$47,647.04
<u>Other</u>	\$1,201.00
<u>Science</u>	\$1,285.00
<u>Art</u>	
	TOTAL
	\$65,568.04

VI. Appendix – Section D

Facilities

1. Improvements

- A. Waterproofing Room 219 and Room 140
- B. Gymnasium roof drain leak fixed
- C Window glass repair

2. Areas of Need

- A. Floor tile repairs
- B. Painting various locations
- C. Floor repair Room 220
- D. Front entrance alarm repair
- E. Gym entry doors do not close properly

VI. Appendix – Section E

Data Charts and Trends

Goal 2

MCAS Math Proficiency Index

Assessment Year	2006	2007
Point Webster Grade 5 Proficiency Index	74.2	78.7
Point Webster Grade 6 Proficiency Index	60.1	62.6
Point Webster Grade 7 Proficiency Index	53.3	66.5
Point Webster Grade 8 Proficiency Index	61.6	56.9
Point Webster Proficiency Index	60.9	65.7
State Proficiency Target	Cycle IV 68.7	Cycle V 76.5

***Point Webster Middle School
MCAS Results 2001 – 2007***

Grade 5 Science				2003	2004	2005	2006	2007
Warning				12%	14%	17%	11%	15%
Need Improvement				52%	55%	46%	46%	52%
Proficient				32%	27%	26%	36%	31%
Advanced				4%	4%	9%	7%	1%

Grade 5 ELA							2006	2007
Warning							12%	8%
Need Improvement							46%	44%
Proficient							38%	39%
Advanced							5%	8%

Grade 5 Math							2006	2007
Warning							26%	14%
Need Improvement							33%	34%
Proficient							33%	35%
Advanced							7%	17%

Grade 6 Math		2001	2002	2003	2004	2005	2006	2007
Warning		41%	39%	21%	11%	25%	34%	30%
Need Improvement		50%	30%	44%	47%	41%	39%	41%
Proficient		9%	27%	25%	29%	30%	16%	23%
Advanced		0%	5%	10%	13%	4%	11%	7%

**Point Webster Middle School
MCAS Results 2001 – 2007**

Grade 6 ELA							2006	2007
Warning							7%	11%
Need Improvement							40%	32%
Proficient							47%	56%
Advanced							6%	1%

Grade 7 ELA		2001	2002	2003	2004	2005	2006	2007
Warning		17%	20%	7%	7%	7%	15%	7%
Need Improvement		42%	28%	28%	34%	32%	30%	31%
Proficient		38%	51%	57%	56%	55%	51%	58%
Advanced		3%	1%	7%	2%	6%	4%	3%

Grade 7 Math							2006	2007
Warning							40%	27%
Need Improvement							37%	33%
Proficient							21%	34%
Advanced							3%	7%

Grade 8 Math		2001	2002	2003	2004	2005	2006	2007
Warning		47%	51%	51%	36%	27%	35%	42%
Need Improvement		32%	35%	27%	44%	48%	34%	30%
Proficient		12%	13%	20%	15%	18%	19%	21%
Advanced		8%	1%	3%	5%	7%	11%	7%

Grade 8 Science		2001	2002	2003	2004	2005	2006	2007
Warning				27%	24%	42%	41%	40%
Need Improvement				47%	48%	44%	41%	48%
Proficient				26%	25%	14%	17%	13%
Advanced				0%	3%			

**Point Webster Middle School
MCAS Results 2001 – 2007**

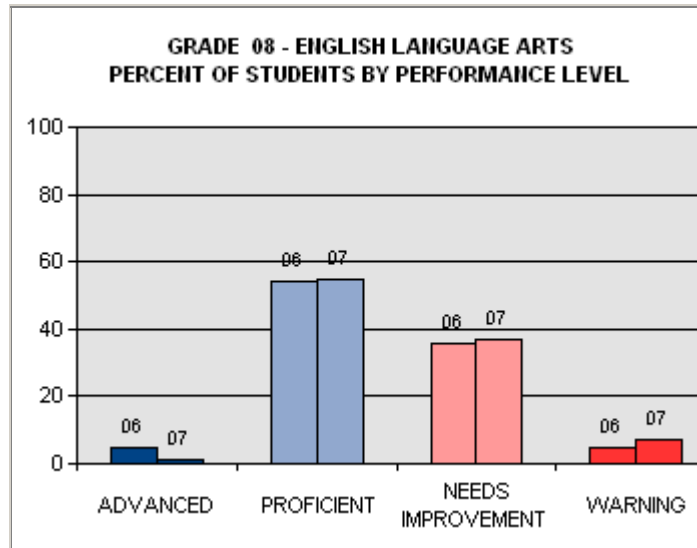
Grade 8 ELA							2006	2007
Warning							6%	9%
Need Improvement							37%	37%
Proficient							53%	54%
Advanced							4%	1%

**Point Webster Middle School
2007 MCAS Percentage Change**

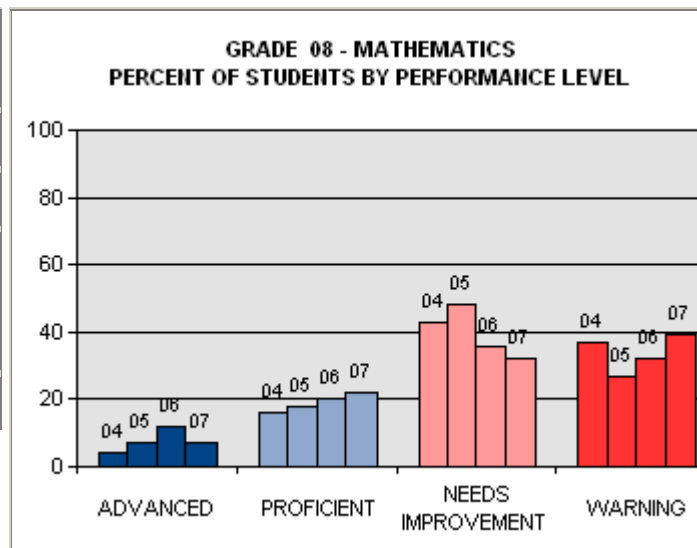
Math	Warning	Needs Improvement	Proficient	Advanced
5	12%	-1%	2%	10%
6	4%	-2%	7%	-4%
7	13%	4%	13%	4%
8	-7%	4%	2%	-4%
ELA	Warning	Needs Improvement	Proficient	Advanced
5	4%	2%	1%	3%
6	-4%	8%	9%	-5%
7	8%	-1%	7%	-1%
8	-3%	0%	1%	-3%
Science	Warning	Needs Improvement	Proficient	Advanced
5	-4%	-6%	-5%	-6%
8	1%	-7%	-4%	0

MCAS Annual Comparisons for Point Webster Middle - Quincy

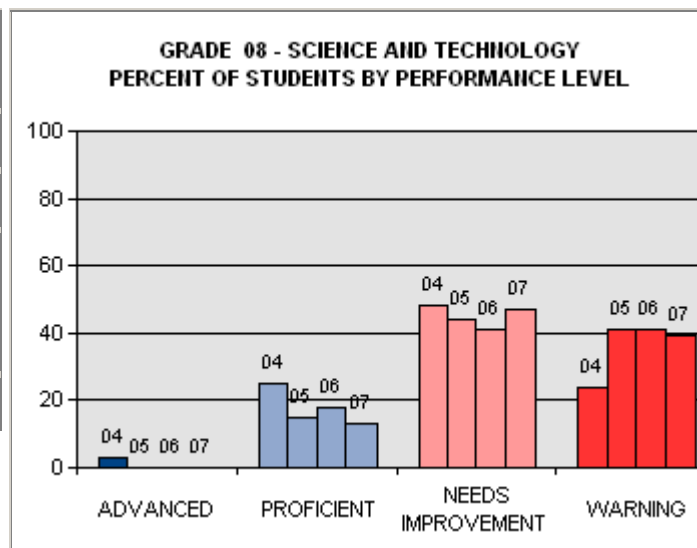
GRADE 08 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	5	1
PROFICIENT	54	55
NEEDS IMPROVEMENT	36	37
WARNING	5	7



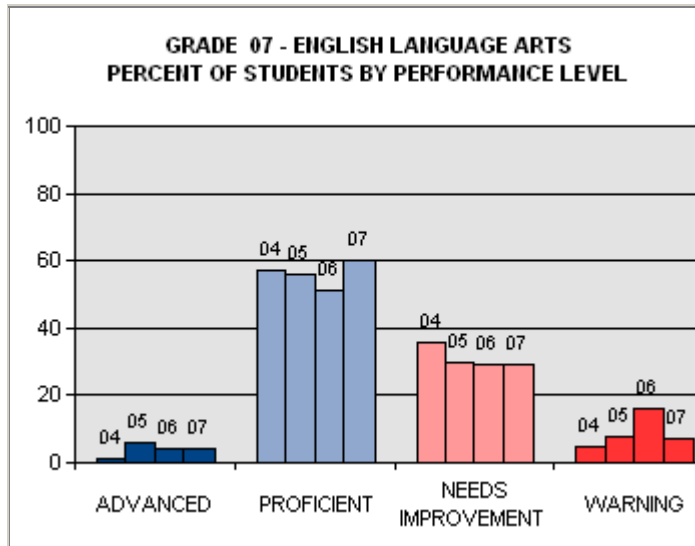
GRADE 08 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	4	7	12	7
PROFICIENT	16	18	20	22
NEEDS IMPROVEMENT	43	48	36	32
WARNING	37	27	32	39



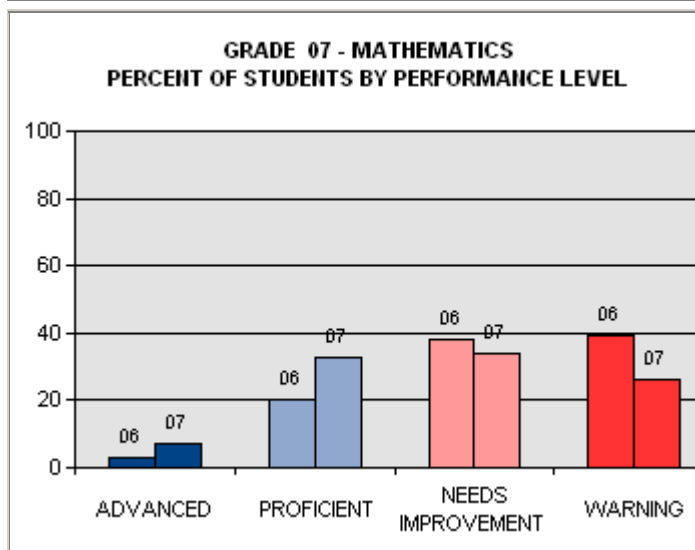
GRADE 08 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	3	0	0	0
PROFICIENT	25	15	18	13
NEEDS IMPROVEMENT	48	44	41	47
WARNING	24	41	41	39



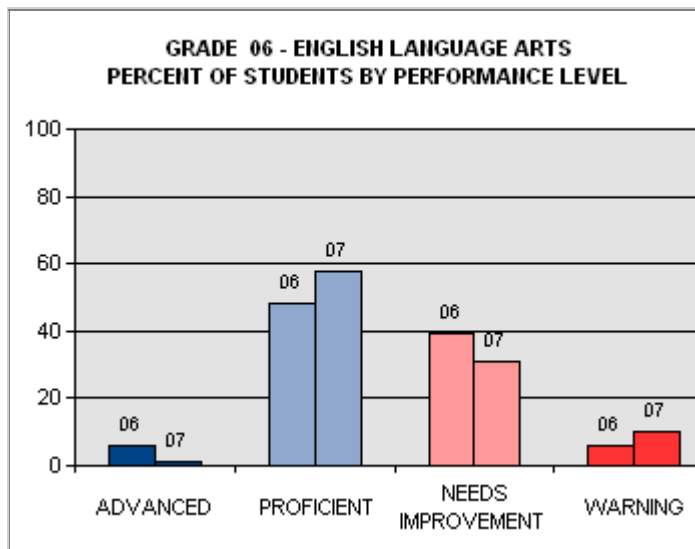
GRADE 07 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	1	6	4	4
PROFICIENT	57	56	51	60
NEEDS IMPROVEMENT	36	30	29	29
WARNING	5	8	16	7



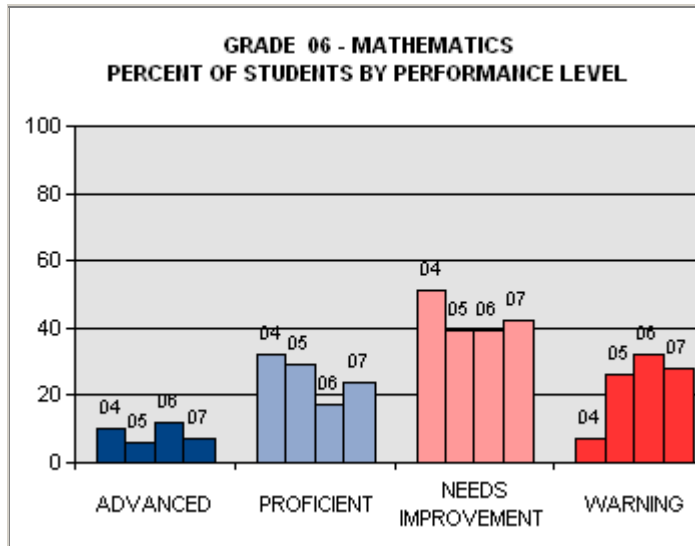
GRADE 07 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	3	7
PROFICIENT	20	33
NEEDS IMPROVEMENT	38	34
WARNING	39	26



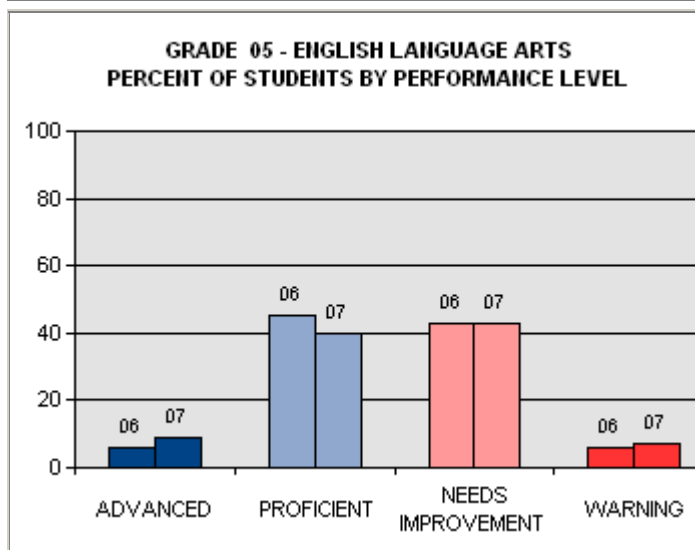
GRADE 06 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	6	1
PROFICIENT	48	58
NEEDS IMPROVEMENT	39	31
WARNING	6	10



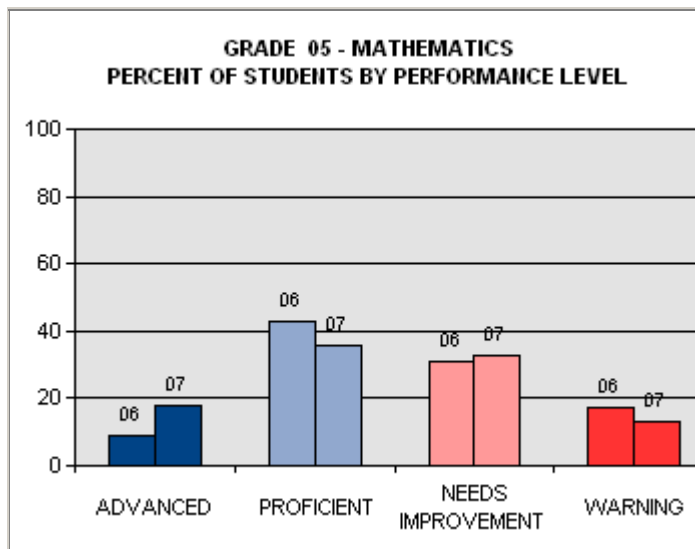
GRADE 06 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	10	6	12	7
PROFICIENT	32	29	17	24
NEEDS IMPROVEMENT	51	39	39	42
WARNING	7	26	32	28



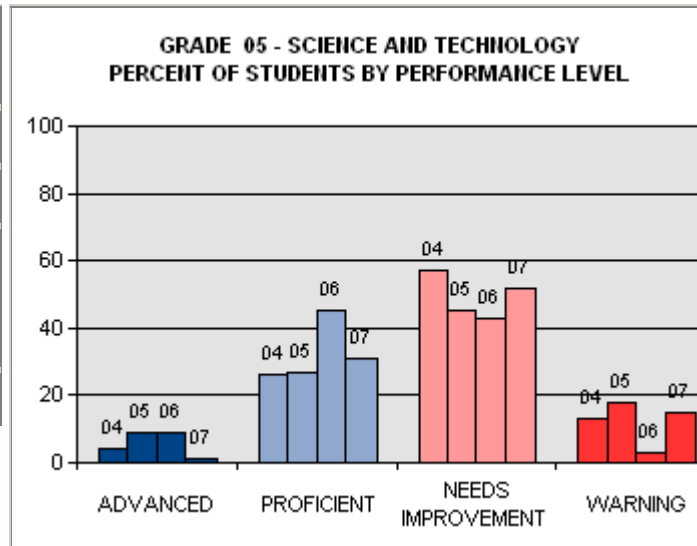
GRADE 05 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	6	9
PROFICIENT	45	40
NEEDS IMPROVEMENT	43	43
WARNING	6	7



GRADE 05 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	9	18
PROFICIENT	43	36
NEEDS IMPROVEMENT	31	33
WARNING	17	13



GRADE 05 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	4	9	9	1
PROFICIENT	26	27	45	31
NEEDS IMPROVEMENT	57	45	43	52
WARNING	13	18	3	15



[Select another school or district](#)

* Results on the annual comparison charts for years 2004 and 2005 may differ slightly from the reports released in those years, because new rules adopted since 2006 were applied to the 2004 and 2005 data to allow valid comparisons. The original MCAS data are still archived as they were released under the 2004 and 2005 results.

Data Last Updated on October 4, 2007

Point Webster Middle - 2007 Adequate Yearly Progress (AYP) Data

District: [Quincy \(02430000\)](#)
 School: [Point Webster Middle \(02430325\)](#)
 School Title I Status:
 NCLB School Choice Required: No
 Supplemental Educational Services Required: No

2007 AYP Data – Summary

Summary Data | [Detailed Data](#)


	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	Improvement Year 2 – Subgroups	Low	On Target

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

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	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 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Yes	100	No	81.8	Yes	0.8	Yes	96.0	Yes
Aggregate	Yes	100	No	81.8	Yes	0.8	Yes	96.0	Yes
Lim. English Prof.	Yes	98	No	71.2	No	-1.4	Yes	97.1	No
Special Education	Yes	100	No	56.9	Yes	8.3	Yes	94.7	Yes
Low Income	Yes	100	No	79.0	Yes	0.9	Yes	95.5	Yes
Afr. Amer./Black	-	-	-	81.0	-	-	-	-	-
Asian or Pacif. Isl.	Yes	99	No	81.5	No	-5.0	Yes	98.4	No
Hispanic	-	-	-	76.0	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	82.9	Yes	0.1	Yes	95.4	Yes
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2006	Met Target	Actual	AYP 2007
Aggregate	Yes	100	No	65.7	Yes	3.7	Yes	96.0	Yes
Lim. English Prof.	Yes	100	No	67.3	Yes	8.2	Yes	97.1	Yes
Special Education	Yes	100	No	36.7	No	0.2	Yes	94.7	No
Low Income	Yes	100	No	61.8	Yes	4.6	Yes	95.5	Yes
Afr. Amer./Black	-	-	-	47.6	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	81.8	Yes	1.0	Yes	98.4	Yes
Hispanic	-	-	-	54.8	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	62.8	No	2.2	Yes	95.4	No

Adequate Yearly Progress History											NCLB Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	2007	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	-	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Improvement Year 2 - Subgroups
	All Subgroups	-	-	-	-	No	Yes	No	No	No	

 [2007 Glossary of AYP Reporting Terms \(pop-up window\)](#)

 [2007 AYP Explanatory Materials](#)

 [Select Another School or District](#)

VI. Appendix – Section F

School Safety and Security Plan

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

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

Table of Contents

1. School Security _____ Pages 28, 29, 30, 31, 32

(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 32, 33, 34, 35

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

3. Contingency Plan _____ Page 34, 35

4. Emergency Telephone Bomb Threat Procedures _____ Page 36

5. Emergency Letter/Package Bomb Procedures _____ Page 37

School Security

1. **DOORS:** All doors are locked after students enter the building at 8:30 a.m. with the exception of the front door which remains open until 9:00 a.m. and is monitored by our attendance aide. Anyone wishing to enter the building after 9:00 a.m. must ring the front door bell in order to gain entrance into the school. Using our security monitor a visual check is made by our attendance 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 8:35 a.m. each day. A record of the absentee/tardy students is compiled by the attendance aide and kept in the office. The homes of all students who are absent will be contacted by our automated phone system indicating that their child is not in school. Parents are required to call the school reporting their child's absence and these calls may overlap one another. 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, license or picture identification is required to verify the identity of that person.

6. **CLASSROOM CALL BUTTON:** Each classroom is equipped with a telephone to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the telephone 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 and assistant 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. Nextel phones are also located on all Quincy Public School buses for emergency purpose

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, a classroom teacher is sent for coverage; however, under emergency situations, the teacher in the adjacent room will supervise both classes until coverage arrives.

12. LAVATORY USE: Students use the lavatory on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

13. SCHOOL OFFICE: The Principal, Secretary or Attendance Aide will be in the office during business hours 7:45 a.m. to 3:15 p.m., to receive parents, students and telephone calls. Parents may leave a voice message for school personnel on the school's answering line at night and on weekends. The telephone number is 617-984-6600. Parents may also contact the Principal via e-mail at: jmcguire@quincy.k12.ma.us. No students are utilized to cover the school office. In the unlikely event that the secretary, general office aide or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.

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

15. TELEPHONE CHAIN: When the need arises for important or emergency information to be disseminated to the middle schools, Mr. McGuire (Principal of Point Webster Middle School) is contacted and he then informs the other middle school principal's regarding the content of the message. Mr. McGuire also initiates a Point Webster phone chain in the event that important information must reach members of the school staff.

16. STUDENTS WALKING TO SCHOOL: Students walking to school arrive at the front of the building where all four grades enter through the main door. Students arriving prior to 8:15 AM may enter the building to participate in the breakfast program. Non breakfast participants gather in grade designated locations. On inclement weather days students are in the gymnasium prior to 8:15 AM.

17. STUDENTS BEING DROPPED OFF AT SCHOOL: Students being dropped off at school are dropped at either the front of the building on Lancaster Street or in the recess area parking lot.

18. BUS: Students in Grade 5 who are bussed are picked up and dropped off on Lancaster Street in the front of the school. Sped students' who are bussed are dropped off and picked up in the school driveway in the front of the building.

19. INSTANT ALERT : Instant Alert is an internet based notification and communication system. It gives schools the ability to notify parents of schools closing, emergencies or about general information by telephone, cell phone, e-mail or PDA in any combination. The system is ready to use and you may access the information @ <https://instantalert.honeywell.com>

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 Director 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 cannot be notified through the media, the following actions will take place:

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

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

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

Contingency Plan – Point Webster

At Point Webster Middle School the students will be escorted by the staff to Clifford Marshall Elementary School at 200 Moody Street in the event of circumstances which necessitate a building closing. Clifford Marshall Elementary School will be contacted at extension 8721 if this plan goes into effect.

EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

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

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

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

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

10. See if you can determine:

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

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

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

12. Any Background Noise:

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

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

LETTER/PACKAGE BOMBS

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

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage

Incorrect Titles

Titles but No Names

Misspelling of Common Words

Oily Stains or Discoloration

No Return Address

Excessive Weight

Rigid Envelope

Lopsided or Uneven Envelopes

Protruding Wires or Tinfoil

Visual Distractions

Foreign Mail

Air Mail and Special Delivery

Restrictive Markings such as Confidential, Personal, etc.

Hand Written or Poorly Typed Addresses

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

VII. 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