

**Performance Report**  
**April 2, 2009**  
**submitted by Nina Cullen-Hamzeh**

**1. MAINTAIN AND IMPROVE EXCELLENT ACADEMIC PROGRAM**

a. Curriculum

- supervise all elements of curriculum development and enhancement
  - leadership team has met on the following dates: 9/11, 9/18, 9/25, 10/02, 10/09, 10/16, 10/23, 10/30, 11/06, 11/13, 11/20, 12/4, 12/11, 12/18, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 3/26
    - discussion points and decisions have been recorded in meeting minutes and are available electronically to faculty & staff on the shared 'Faculty Page'
  - at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that most/all of the time the "Interim Academic Director provides leadership in creating a rigorous academic program."
    - 100% of faculty who responded (30 respondents) indicated most/all of the time.
  - at least 80% of those who respond to the Parent Satisfaction Survey will rate the academic program as good to excellent
  - at least 80% of those who respond to the Parent Satisfaction Survey will indicate overall satisfaction with the school's academic program 1/23, 1/30,
- manage, direct, and oversee short & long-term academic programs and educational services
  - grade level teams have met weekly for curriculum planning and consult/IEP mtgs on the following dates:
    - 4th: Team Planning - 8/25, 8/26, 8/27, 9/5, 9/12, 9/19, 10/3, 10/17, 10/24, 10/31, 11/7, 1/14, 11/21, 12/5, 12/12, 12/19, 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/27, 3/6, 3/13, 3/20, 3/27,
    - 5th: Team Planning - 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/10, 11/18, 11/25, 12/8
    - 6th - 8th: Teams have met weekly
  - Consult/Child Study Team and/or IEP mtgs were held on the following dates:
    - 4th: 9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 12/3, 12/10, 12/17, 1/7, 1/14, 1/28, 2/4, 2/25, 3/13, 3/18, 3/25,
    - 5th: 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 12/8, 12/19, 1/9, 1/12, 1/23, 1/30, 2/6, 2/13, 2/27, 3/27,

- 6th: 9/11, 9/18, 9/25, 10/2, 10/9, 10/23, 10/30, 11/6, 11/13, 12/4, 12/11, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/10, 3/12, 3/19, 3/26, 4/2,
- 7th: 9/8, 9/15, 9/22, 9/29, 10/6, 10/20, 11/10, 12/8, 12/22, 1/5, 1/12, 1/23, 1/30, 2/2, 2/9, 2/23, 3/27, 3/31,
- 8th: 9/10, 9/17, 9/24, 10/8, 10/15, 10/22, 10/21, 11/5, 11/19, 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 2/4, 2/11, 2/25, 3/11, 3/18, 3/25,
- Integrated Arts: 9/24, 10/8, 10/15, 10/29, 11/5, 11/12, 12/10, 12/17, 1/7, 1/14, 1/21, 1/28, 2/4, 2/11, 3/18, 3/25,
- department teams have met on the dates indicated below, discussion points and decisions have been recorded in meeting minutes and are available electronically to faculty & staff on the shared 'Faculty Page'
  - math/science/technology department: 8/27, 9/3, 9/24, 10/1, 10/8, 10/15, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17, 1/7, 1/14, 2/4, 2/11, 2/25, 3/4, 3/11, 3/18, 3/25, 4/1
  - humanities department: 9/9, 9/16, 9/30, 10/8, 10/14, 10/21, 10/28, 11/4, 11/18, 11/25, 12/2, 12/9, 12/16, 1/6, 1/13, 1/23, 1/27, 2/3, 2/10, 2/24, 3/3, 3/17, 3/24
  - special education department: 9/11, 9/18, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/20, 12/4, 12/11, 12/18, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/5, 3/12, 3/19, 3/26, 4/2,
  - mentors: 9/25, 10/09, 10/23, 11/06, 11/20, 12/11, 1/8, 1/22, 2/5
  - department chairs: 9/18, 10/2, 10/16, 10/30, 11/13, 12/4, 12/18, 1/15, 1/29
  - foreign language: 9/ 8, 9/12, 9/15, 9/19, 9/29, 10/3, 10/6, 10/17, 10/20, 10/24, 10/27, 10/31, 11/3, 11/7, 11/10, 11/14, 11/17, 11/21, 12/5, 12/8
- CUE Report will indicate student achievement
  - least 80% of all 8<sup>th</sup> grade students will achieve the teacher expected level in math and ELA (90% by 2010)
    - 1st Trimester 8th Grade ELA: 70% of students reached teacher expected level
    - 1st Trimester 8th Grade Math: 47% of students reached teacher expected level
    - 2nd Trimester 8th Grade ELA: 76% of students reached teacher expected level
    - 2nd Trimester 8th Grade Math: 49% of students reached teacher expected level
  - at least 65% of all 4-7<sup>th</sup> grade students will achieve the teacher expected level in math and ELA (75% by 2010)\*
    - Trimester 1: Percentage of Students who reached teacher expected level on assessed strands

	ELA	Math
7th	70%	78%

6th	81%	76%
5th	82%	87%
4th	67%	98%

- Trimester 2: Percentage of Students who reached teacher expected level on assessed strands

	ELA	Math
7th	87%	73%
6th	95%	83%
5th	93%	78%
4th	93%	89%

- Enrichment Program is robust and varied
  - 1st term: 67 enrichments offered
    - NCH led Student Council
    - NCH taught WayBack Machine (history/timeline creation)
  - 2nd term: 79
    - NCH led Student Council
    - NCH teaching plant cloning & hydroponics
    - NCH delivering math support
  - 3rd term: \_\_\_ enrichments offered
    - NCH leading Student Council
    - NCH delivering math support
- MCAS & NWEA will indicate student growth
  - reports will be used to determine areas of need
    - NWEA reports were generated the week of 9/30.
      - NWEA percentage growth rates highest for current 6th graders in Mathematics and current 5th graders in Reading
      - NWEA percentage growth rates lowest in current 5th grade Mathematics and 7th Grade reading
      - NWEA Fall 07- Fall 08 Average growth rate in Reading is 49.45 and average growth rate in Mathematics 51.1, while NWEA Fall 06- Fall 07 Average growth rate in Reading was 50.8 and average growth rate in Mathematics was 25.8. Reading growth rate has stayed steady at approximately 50 and Mathematics increased significantly.
  - MCAS 2008 reports were received
    - ESE MCCPS 2008 AYP Data summary  
Performance Rating: English Language Arts- High, Mathematics- Moderate

- MCCPS's State's Composite Performance Index (CPI) is above 90 for grade 8 Science, Grade 8 English, and Grade 5 Science
- MCCPS's State's Composite Performance Index (CPI) is lower than 70 for 7<sup>th</sup> grade Mathematics
- Warning rates lower than state average in every tested category except 7<sup>th</sup> Grade Mathematics, with no failures in Grades 6 & 8 English and Grade 8 Science
- Science 2008 MCAS in both 8<sup>th</sup> and 5<sup>th</sup> grades are exceptional. MCCPS 2008 8<sup>th</sup> graders achieved the highest percentage combining both advanced and proficient categories, while 35% of the 5<sup>th</sup> graders placed in advanced.
- needs will be addressed via professional development and/or the implementation of support services for students
  - Teachers met on 10/1 to review the reports and determine areas of needs
  - Professional development presented:
    - Understanding MCAS writing & scoring rubric, 10/22/08
    - Scoring student writing with a rubric, 10/29/08
  - Additional ELA & math support began the week of November 10, 2008
    - identified students in grade 5-8 have been exempted from foreign language instruction to meet individually and/or in small groups for additional instruction
      - In November & December, instructed small groups of 8<sup>th</sup>, 7<sup>th</sup>, and 5<sup>th</sup> graders in math 8x45 minutes/week
      - Since January, instructed small group of 8<sup>th</sup> graders 3x45 minutes/week.
      - Additional instruction for grades 7 and 5 continues, but is provided by another teacher.
      - Additional instruction for 6<sup>th</sup> grade has been added.
    - 12/3/08, met with those providing instruction to clarify plan and unify expectations
- testing results & plans to address needs will be shared with parents
  - Parent Testing Information Night was presented on Wednesday, October 22nd from 6:30-8:00

- 11/08, letters mailed to select students identifying additional ELA & math supports to be put into place

b. Full Enrollment

- maintain stable enrollment
  - 230 students will be enrolled in grades 4-8
    - enrolled grade 4 = 46
    - enrolled grade 5 = 48
    - enrolled grade 6 = 49
    - enrolled grade 7 = 48
    - enrolled grade 8 = 39
  - a waiting list will exist for at least 3 of the 5 grades
    - waiting list grade 4 = 39
    - waiting list grade 5 = 36
    - waiting list grade 6 = 34
    - waiting list grade 7 = 10
    - waiting list grade 8 = 2
- Applications for 2009-2010

	Mhd	Siblings	Out of Town	Total
Grade 4	46	25	29	100
Grade 5	4	1	36	41
Grade 6	6	1	17	24
Grade 7	1	2	5	8
Grade 8			3	3

additional applications since the 02/16/09 deadline

Grade 4	1	2
Grade 5		2

The lottery was conducted on Thursday, February 26, 2009. Applicants were notified of their status.

## 2. MAINTAIN AND DEVELOP HIGH-LEVEL, PROFESSIONAL STAFF

a. Highly Qualified Teachers

- at least 90% of teachers will be licensed and highly qualified as determined by state and federal guidelines (100% by 2010)\*
  - On Wednesday, September 24<sup>th</sup> fifteen faculty/staff met with a certification specialist to get advice regarding initial certification, re-certification, and earning additional certification. A report delineating

needed/recommended action was received, and its recommendations were implemented.

- 19 (1 license pending) out of 24 teachers (79.1%) are licensed
- 15 out of 17 teachers (88.2%) are highly qualified (according to the NCLB standard)
- at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that most/all of the time the “Interim Academic Director sets, communicates, and works to maintain high professional standards for faculty and staff.”
  - 100% of faculty who responded indicated most/all of the time.

b. Regular, needs-driven professional development

- provide professional development/training opportunities designed to meet the needs of the students.
  - 20-25 Teachers have participated in weekly professional development. The following activities have occurred:
    - Professional readings/group discussions
    - NWEA Update/Reading & printing reports
    - MAP Meeting Protocol
    - Handbook Update
    - Mission Statement work
    - Counseling training/updates
    - MCAS results review/implications on classroom practice
    - Class Web Page training/work
    - Discipline Discussion
    - Understanding ELL Students
    - MCCPS Writing Initiative
    - Rubrics at MCCPS
    - MAP Reflections Protocol/MAP Assessment
    - Shared Vision work
    - CUE Report review & update
    - Faculty Posted Rubric Evaluation
    - Grading/levels of demonstration
    - Grade Level + Integrated Arts meetings to determine Essential Habits levels of demonstration
    - Special Education & Section 504
    - Physical Restraint Training
    - Response to Intervention: Model for Disruptive and Difficult Students
    - Engaging your board workshop
    - Special events fundraising workshop
    - Fundraising in the one-person development shop: making the most of a shoestring budget workshop
    - Writing in the Content Areas

- Assessing/Improving Exhibition Overviews/Calendars/Rubrics to Improve Student Learning
  - *Tuning Protocol* looking-at-student-work discussions
  - 8 faculty members completed a 3-credit graduate level course offered by Endicott College(at MCCPS)and taught by Pam Miller and Rebecca Perry
- at least 2 guest presenters will work with teachers
  - Professional Development Coordinator is presently scheduling Trish Newhall to conduct a workshop for faculty in the next few weeks.
- at least 75% of teachers will prepare and present a learning experience for their colleagues or other educators.
  - Jed O'Connor, Understanding the Inclusion Classroom and student needs, 8/25-8/26, (teachers new to MCCPS)
  - Rebecca Perry, Matt Cronin, NWEA/MCAS Testing Information, 10/01
  - Michele Gallo, (ELL) English Language Learner, 10/15
  - Ryan Redmond, MCAS Writing & Scoring, 10/22/08
  - Tim Stonecipher & Molly Wright, Community Meeting 'Literature Lessons' 10/10/08, 10/24/08, 11/21/08
  - Quincy Carpenter, Environmentally Responsible Behaviors, 10/29/08
  - Pam Miller, Scoring Writing Using a Rubric, 10/29/08
  - Matt Cronin, CUE Report
  - Jeanne Dowdell, Writing in the Content Areas
  - Adria Smith, Karen Girourard, Ryan Redmond: Black History Month
  - Adria Smith, Karen Girourard: Women's History Month
  - Ryan Redmond, Karen Girourard: Poetry Month
- 100% of full-time teachers will participate regularly in professional development activities
  - As of 4/2, 100% of full-time teachers have participated regularly (and several part-time teachers have also).
- conduct vertical team meetings to enhance cohesion between and among departments.
  - Departments have been meeting regularly. (See meeting times delineated under goal #1 section a.)
  - Discussion points and decisions have been recorded in meeting minutes and are available electronically to faculty & staff on the shared 'Faculty Page'
- create Professional Development Plans
  - during the 1<sup>st</sup> trimester, 100% of teachers will develop professional goals using the MAP protocol
    - As of 12/8/08, 100% of teachers have created at least one goal using the MAP protocol
    - As of 4/2/09, a review of progress toward teachers' MAP goals has begun
  - at least 75% of teachers will achieve their goals before the end of the year

- at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that the “Interim Academic Director plans and implements appropriate and meaningful professional development” most/all of the time.
  - 80% of faculty who responded indicated most/all of the time.

c. Evaluation of All Personnel

- the job performance of new hires/new positions will be formally evaluated at least once per term
  - Informal evaluation of all new employees has been ongoing
  - Formal evaluation of all new employees/new positions was completed on 12/5/08; 2nd evaluation of new employees is in process
- the job performance of returning employees will be evaluated formally at least once per year
  - Informal evaluation of all returning employees has been ongoing
- at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that most/all of the time the “Interim Academic Director provides objective and goal-oriented evaluation of my job performance.”
  - 73% of faculty who responded indicated most/all of the time.

d. Create/expand Partnership with Educational Institutions

- at least 1 graduate course will be offered through a local college partnership
  - 8 faculty members completed a 3-credit graduate level course offered by Endicott College(at MCCPS) and taught by Pam Miller and Rebecca Perry
- an internship program for aspiring teachers will be initiated
  - at least 4 teachers/administrators will serve as mentors to interns/student teachers
    - as of 4/2/09, over 15 people have applied for the internship.
    - one internship applicant was been hired as a t.a. and one teacher has completed her practicum
    - three interns are currently offering Enrichment activities

### 3. MAINTAIN AND/OR IMPROVE UPON PARENT SATISFACTION

a. Meet Parent Needs

- at least 80% of those who respond to the Parent Satisfaction Survey will answer ‘most/all of the time’ in response to the question: “Does the MCCPS academic program meet the needs of your child?”
- at least 80% of those who respond (84 respondents) to the Parent Interim Academic Director Evaluation Survey will indicate ‘most/all of the time’ in response to the statement: the “Interim Academic Director is open to suggestions and encourages open communication.”
  - 83% of parents who responded indicated most/all of the time.

b. Re-enrollment

- overall, student attrition will be less than 10% for other than family displacement or geographical reasons.
  - As of 4/2/08, two students left the school for other than family displacement or geographical reasons

#### c. Accessibility

- Faculty, staff, and administrators will respond to phone and email messages as soon as possible after they are received, usually within 2 school days.
  - Advisory teachers have made initial contact with parents via phone, mail, or email.
    - all advisory teachers were directed to contact parents during 1st trimester
  - All have been directed to respond to parent calls/emails w/in 2 school days.
- Faculty, staff, and administrators will make themselves available by appointment to meet with parents, as needed.
  - Parent Meetings to Date (first term)
    - grade 4: 13 formal conferences not including 46 MAP meetings
    - grade 5: 3 formal conferences not including 48 MAP meetings
    - grade 6: 7 formal conferences not including 49 MAP meetings
    - grade 7: 2 formal conferences not including 48 MAP meetings
    - grade 8: 5 formal conferences not including 39 MAP meetings
  - The “Constructive Communication Process” will be disseminated to parents via the *Student/Parent Handbook* and implemented appropriately
    - To date 227 of 230 (students) parents have acknowledged receipt of the *Student/Parent Handbook*
    - To date 24 conferences have occurred

## 4. IMPROVE COMMUNITY INVOLVEMENT AND COMMUNICATION

### a. Regular Communication

- A CUE Parent Information Night was presented on Monday, December 15, 2008
- A Technology Safety Night was sponsored by the PTO
- Magna Charter
  - 1st copy issued 11/08
  - 2nd issue was mailed 3/09
- MCCPS website will contain useful and timely information and will be updated at least monthly
  - Teachers participated in website training on 10/8/08
  - Teachers participated in website training on 1/7/09
  - October Website Updates (Main / Grade Level Websites): 32 Posts, 18 Pages Created/Updated
  - November Website Updates (Main / Grade Level Websites): 10 Posts, 3 Pages Created/Updated

- December Website Updates (Main / Grade Level Websites): 22 Posts, 4 Pages Created/Updated
- January Website Updates (Main / Grade Level Websites): 23 Posts, 14 Pages Created/Updated
- February Website Updates (Main / Grade Level Websites): 13 Posts, 13 Pages Created/Updated
- March Website Updates (Main / Grade Level Websites): 13 Posts, 14 Pages Created/Updated
- email will be sent from the IAD to parents at least monthly
  - messages have been sent on the following dates: 8/23/08, 9/26/08, 10/7/08, 11/24, 12/1, 1/5, 2/9

#### b. Community Relations

- continue to rebuild trust within the community as evidenced by factors such as Parent Satisfaction Survey, Enrollment & Re-enrollment, community participation rate in fundraisers and events.
  - Over 50 parents, teachers, & Board members helped to paint the gym on 9/16/08.
  - 9/20/08: Fall Dance Party: \$1047.00
  - 9/24-10/3/08: Colorblends bulb fundraiser: \$1600.50
  - 9/29-10/11/08: QSP Readers Digest All school fundraiser: \$2345.80
  - 10/17- 10/31/08: 8th grade Pie Fundraiser: \$850.00
  - 10/22/08: Spirit of '76 In-store book fair fundraiser \$316.00
  - 10/25/08: Halloween Hauntings Party: \$1500.00
  - 10/23/08: Uno's Family Night Fundraiser: \$119.72
  - 11/14/08: Annual "Night on the Harbor" Auction: approx.\$22K, 150 people in attendance
  - 12/6/08: Winter Artisan's Craft Fair: approx.\$500.00
  - 1/23/09: Winter Wonderland Dance 8th grade fundraiser: \$862.62
  - 2/26/09: Annual Wine Tasting/Jazz Evening:
  - 2/27/09: February Fun Dance Party :\$1383.00
  - 3/9/09: Target Program: Take Charge of Education: \$48.07
  - 3/25/09: Uno's Family Night
  - 3/27/09: March Madness Dance Party : \$758.00
  - Charter Hall rentals to date include:
    - Marblehead Youth Basketball (Dec., Jan., Feb.) \$2040.00
    - Impact Soccer Club (Dec., Jan.) \$420.00
    - HCPro (Sept.) \$250.00
    - Private event (Dec.) \$120.00
    - HCPro (Feb.) \$250.00
    - Scouts Pinewood Derby (Feb.) 260.00
    - Marblehead Soccer (Feb.) 40.00
    - Marblehead Soccer (Mar) 40.00
  - Training for Jeff Barry, Eileen Perry, and Pam Haley in "Engaging your Board," "Special Events Fundraising," "Fundraising in the one-person development shop: making the most of a shoestring budget"

- Membership to Rotary (Eileen Perry and Pamela Haley)
- attend Community Relations Committee's Monthly Coffees
  - As of 4/2/08, no monthly coffee has been organized by the Community Relations Committee
    - IAD has met with two members of the committee (individually) to discuss needs and consider future activities
- evidence of improving external community relations (ie. high school community service volunteers, parent/community volunteerism)
  - Visited by Lisa Bryant, Principal at Village, in September
  - Invited to join cohort of principals of independent schools, including Tower, Pingree, Landmark, Shore, Brookwood, Phoenix, Phoenix, St. John's, Waring, etc.
    - First meeting 12/8/08
  - invited Phoenix, Pioneer, and Salem Charter Schools to participate in Physical Restraint Training at no cost
  - visited Salem Academy with a group of MCCPS students who are considering Salem Academy for high school
  - all MCCPS teachers were invited to participate with Marblehead Public Schools in a full-day of professional development
- at least 80% of those who respond to the Parent Interim Academic Director Evaluation Survey and those who respond to the Faculty Interim Academic Director Survey will indicate that most/all of the time the "Interim Academic Director acts as an effective spokesperson for the school."
  - 79% of the parents who responded and 100% of the faculty who responded indicated most/all of the time.
- evidence of community member involvement at MCCPS - both internal (parents) and external (wider community)
  - Enrichment Volunteers: 33 volunteers (term 1), 40 volunteers (term 2)
  - Kitchen Volunteers: 4 volunteers (term 1)
  - Painting Party: about 50 parents, teachers, board members
  - Columbus Day Outdoor Classroom Work: 20 parents, students, and staff
  - Mock Election run by Jim Carrigan, 10/29/08
  - Presentation to 7th grade by Iraqi teacher, Mohammed Harba, from Andover Academy
  - Contributions:
    - Parent and staff volunteers for all school dance parties
    - Parent and Marblehead community volunteers for the Annual Auction 11/14/08
    - Parent and town wide donations made toward the Annual Auction 11/14/08 to benefit MCCPS.
- at least 50% of daily Enrichment activities will be planned, organized, and supervised by community volunteers
  - first term: 49%
  - second term: 50%
  - third term:

### c. Parent Relations

- at least 80% of those who respond to the Parent Satisfaction Survey will indicate that most/all of the time “there is a sense of community present in the school.”
- at least 80% of those who respond to the Parent Satisfaction Survey will indicate that most/all of the time they “feel that parental involvement is welcome at the school.”
- at least 80% of those who respond to the Parent Interim Academic Director Evaluation Survey will indicate that most/all of the time the “Interim Academic Director promotes positive and supportive relations among community members.”
  - 83% of parents who responded indicated most/all of the time.
- at least 80% of those who respond to the Parent Satisfaction Survey will indicate that most/all of the time “the school-to-home communication” meets their needs

### d. Faculty Relations

- at least 80% of those who respond to the Faculty/Staff Satisfaction Survey will indicate that most/all of the time the “Interim Academic Director promotes positive and supportive relations among the members of the community.”
- at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that most/all of the time the “Interim Academic Director is open to suggestions and encourages open communication.”
  - 86% of faculty who responded indicated most/all of the time.
- at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that most/all of the time the “Interim Academic Director communicates mission, goals, and achievements clearly and regularly.”
  - 94% of faculty who responded indicated most/all of the time.

## **5. MAINTAIN A CULTURE OF INNOVATION (INTERNALLY & EXTERNALLY)**

### a. Teachers Valued as Leaders

- plan, facilitate, and evaluate the work of the Leadership Team
  - Leadership Team has met weekly (Meeting dates are listed in section 1a)
    - discussion points and decisions have been recorded in meeting minutes and are available electronically to faculty & staff on the shared 'Faculty Page'

### b. Dissemination

- evidence of regular sharing of MCCPS best practices
  - internally & externally (ie. publish articles, present at conferences)
  - Jed O'Connor - biweekly support of special education department at Pioneer Charter School of Science (Everett) for a total of 114 hours between 8/8/08 and 3/10/09.
  - Jed O'Connor - phone conversations and email communication with Salem Academy Charter School on going as needed.
  - Nina provided ELL support and sample documents to Sanela Jonuz, Pioneer Charter School of Science.

- Ryan Redman and Sallie Davis-Mello presented ELL training and strategies for staff collaboration to Pioneer Charter School of Science on 1/30/09.
    - Jed O'Connor responded to request from Maretta Thomsen @ SABIS International Charter School for assistance with self-assessment of Sped Department and ELL. Templates of MCCPS narrative and surveys was emailed 2/24/09.
    - Nina, Pam Miller, Matt Cronin presented the CUE reporting system to Seven Hills Charter School 2/10/09
  - establish meetings with the town school counselors/Marblehead Counseling Center at least once per term
    - MCCPS hosted/participated in breakfast/lunch meetings for town counselors/MCC: 9/08, 10/08, 11/08
  - invite teachers & administrators from other schools to visit MCCPS
    - Visited by Lisa Bryant, Principal at Village, in September
    - Visited by Gina Balzano, Special Ed Teacher, Pioneer Charter School of Science, 10/13
  - - Visited by Sanela Jonuz, Pioneer Charter School of Science,
    - Visited by Mohammed Avad, Andover Academy
    - Vice-principal from Swampscott High School will visit MCCPS on March 6, 2009
  - at least 75% of full-time teachers and administrators will visit other schools to learn about other programs and will report findings to faculty
    - Christine Stowe 11/4/08
    - Pam Miller, Matt Cronin, NCH visited Seven Hills Charter School 2/09
    - Tim Stonecipher & NCH visited Salem Academy 2/09
- c. Continual Review and Reflection of Program
- discuss progress/challenges with the Leadership Team weekly
    - Leadership Team has met weekly
      - Meeting dates are listed in section 1a
      - discussion points and decisions have been recorded in meeting minutes and are available electronically to faculty & staff on the shared 'Faculty Page
  - 80% of those who respond to the Faculty/Staff Satisfaction Survey will indicate that a culture of innovation exists at MCCPS
- d. Expand & Enhance Technology available to Students & Teachers
- provide training as needed
    - All students are scheduled to received 45 minutes of technology instruction per week.
    - Teachers participated in website training on 10/8.
    - Technology support/assistance is available as needed and weekly on Tuesdays from 2:30-3:15.

- work with the Technology Coordinator & Technology Task Force to investigate opportunities for piloting programs
  - 5th, 6th, 7th, and 8th Grade students given access to an online document service available from home and school
- e. Develop internship program for aspiring teachers
- design the internship experience
    - As of 10/2, program has been designed and area colleges have been informed.
  - recruit, support, supervise participants
    - As of 10/2, area colleges have been informed of the MCCPS mentoring program.
    - As of 1/31 three potential interns for 3rd term have been interviewed and offered space in the internship program
    - As of 4/2, three interns are facilitating Enrichment activities
  - solicit input of interns and teachers to evaluate the program
- f. Enhance ELA/ELL program for students whose primary language is other than English
- provide training for teachers
  - schedule additional instructional time for students as needed
  - investigate additional resources to support learning
- g. Expand offerings for students
- provide foreign language choices
    - As of 10/2, French & Spanish are offered to 4<sup>th</sup> & 5<sup>th</sup> graders 2 times/week (last year French only 1 time/wk); 6<sup>th</sup> – 8<sup>th</sup> have the option to take Spanish 1 time/wk as an Enrichment in addition to French 3 times/wk (last year 6<sup>th</sup> was 2 times/wk)
    - The Rosetta Stone (renowned language acquisition program) is now available to all students
    - accelerated/remedial learning for math and ELA
      - As of October, regular & advanced math classes have been offered in 8th
      - Beginning November 10th, selected students will receive additional instruction in ELA and/or math (some will be exempt from foreign language)
      - As of 4/2/09, select students continue to receive extra support in math and/or ELA
- h. Continue to involve parents, students, and faculty/staff in the hiring of teachers, evaluation of programs, care of the facility, and revision of documents.
- Parents, students, and faculty/staff were involved in the hiring process of current employees.
  - Parents, faculty, and board members worked together to paint the gym.
  - During 1st term, parents and students have been working together during Enrichment to care for the gardens around the school.
  - On Columbus Day, 20+ parents, students, and staff worked together to prepare the Outdoor Classroom for planing.

## 6. PROVIDE A SAFE SCHOOL ENVIRONMENT

### a. Nurturing Environment

- continue to help students to develop a feeling of community, belonging, caring for and about each other
  - Older students enjoy leadership opportunities as they lead mixed grade groups for clean up crew.
  - 12-8th graders are running enrichments term 2
    - All students participate on a rotating basis.
  - During 1st, 2nd, and 3rd terms, the Student Council Enrichment has met weekly
    - their recommendations are incorporated/acted upon when appropriate.
  - Dances:
    - Back to School Dance Social, September 20, 2008
    - Halloween Dance Party, October 18, 2008
    - Snowflake Dance is scheduled for 12/19/08 (cancelled due to weather)
    - Winter Semi-Formal, 1/23/09
    - February Fun Dance is scheduled for 2/27/09
    - March Madness Dance
  - Three aquariums have been established and classroom pets have been introduced (turtle, snake, lizards, hamsters)
- at least 80% of those who respond to the Faculty Interim Academic Director Evaluation Survey will indicate that most/all of the time the “Interim Academic Director understands and addresses student, parent, and staff needs.”
  - 93% of faculty who responded indicated most/all of the time.
- ensure that adult supervision is adequate throughout the day, on field trips, and at school sponsored events
  - Supervisory duties are defined in the *Faculty/Staff Handbook*
  - Faculty & staff adhere to a schedule that covers all necessary areas/ times at school
- continue to provide support for students as needed via counseling department
  - Full time School Adjustment Counselor/Social Worker provides individual therapeutic intervention (21 students as of 12/8/08) and lunch-group social skills sessions (61 students as of 12/8/08) for all grade levels
  - Age-appropriate support groups for girls and boys are conducted weekly during Enrichment by the school nurse and/or counselor

### b. Student Discipline

- manage and oversee student disciplinary policies and procedures
  - help teachers to manage students’ behaviors and reduce the number of students who repeatedly receive referrals for the same offense(s)
  - full-time school adjustment counselor/social worker is available to assist students as needed

- weekly lunches with students (a different grade level group each day of the week)
  - full-time student services coordinator is available to assist students as needed
    - 11/08 Molly Wright attended workshop "Response to Intervention: Model for Disruptive & Difficult Student Behaviors"
- students will acknowledge acceptance of school rules and their willingness to comply via the Student/Parent Handbook by completing the signature sheet
  - 100% received from grade 4
  - 100% received from grade 5
  - 100% received from grade 6
  - 96% received from grade 7
  - 98% received from grade 8
    - as of 1/31/09- 100% of student body has returned the Handbook signature page
- at least 80% of those who respond to the Parent Interim Academic Director Evaluation Survey will indicate that most/all of the time the "Interim Academic Director supports and maintains high standards of discipline."
  - 81% of parents who responded indicated most/all of the time.
- at least 80% of those who respond to the Parent Interim Academic Director Evaluation Survey will indicate that most/all of the time the "Interim Academic Director models and encourages respect, self-discipline, and personal responsibility."
  - 93% of parents who responded indicated most/all of the time.
- oversee student services and reporting to appropriate government agencies
  - Education for Homeless Child & Youth Report filed on 9/22/08
  - Student Services Coordinator & School Adjustment Counselor/Social Worker communicated with DSS in October, November, January
  - Student Services Coordinator & School Adjustment Counselor/Social Worker communicated with local Truant Officers and Juvenile Court liaison in October, November & January

#### c. Building Safety

- ensure that faculty understand and follow security procedures
  - Fire drill practice provided in 9/08 and performance complimented by Captain Porter
  - clear access to emergency exits maintained and checked frequently
  - exterior doors kept locked
  - physical restraint training provided; 4 staff members certified
- review the school crisis plan with faculty and staff annually
  - As of 10/2, Crisis Handbook updated
- at least 80% of those who respond to the Parent Interim Academic Director Evaluation Survey will indicate that most/all of the time the "Interim Academic Director ensures safe and adequate facilities for learning."
  - 90% of parents who responded indicated most/all of the time.
- As of 4/2/09:

- regular reminders given to faculty and staff about end-of-day security procedures
- ongoing supervision of the amount of paper and other potentially flammable materials in the hallways
- addition of window in entryway
- addition of camera in entryway
- updating of CORI policies and procedures
- use of Constant Contact to alert parents/guardians of Sex Offender notices
- air duct cleaning
- repair of leaks in Community Room

## **7. OPERATE ACADEMIC PROGRAM WITHIN ESTABLISHED BUDGET**

### **a. Understand the School's Finances & Budget**

- work with Interim Managing Director & Business Manager to operate within the budget
  - As of 12/08, have stayed within budget
- regularly review finances & needs
  - have met with business manager often
  - scheduled weekly meetings with Business Manager
  - successfully negotiated (affordable) contracts with new hires
  - approved switch to new health ins carrier, keeping premiums level
- regular attendance & participation at fincom meetings
  - attended September, October, December, January meetings of fincom
  - involve the fincom chair before exceeding the budget, if needed
  - focus staff attention on conservation of resources - save electricity, heat, paper, etc...

### **b. School Needs**

- gather input from teachers & administration regarding needs
  - identify capital needs and improvements
    - weekly facilities meetings with Facilities Coordinator and Business Manager
    - weekly meetings with Events Coordinator
    - emailed staff on 11/1/08 about requested repairs/work needed in the building
- manage resources to address needs
  - establish short & long-term budgetary goals and priorities
- work to achieve the school's fundraising responsibility
  - seek new sources of revenue/materials via grants, donations
    - PTO Giving Tree established in September and revised in November
    - 9/20/08 Fall Dance Party: \$1047.00
    - 9/24-10/3/08 Colorblends bulb fundraiser: \$1600.50

- 9/29-10/11/08 QSP Readers Digest All school fundraiser: \$1390.40 plus approx. \$700.00 (to date) in magazine sales profit (\$2090.40)
- 10/17- 10/31/08 8th grade Pie Fundraiser: \$850.00
- 10/22/08 Spirit of '76 In-store book fair fundraiser \$316.00
- 10/23/08: Uno's Family Night Fundraiser: \$119.72
- 10/25/08 Halloween Hauntings Party: \$1500.00
- 11/08 Title 1 Grant: approx. \$14,000
- 11/14/08 Annual "Night on the Harbor" Auction: approx.\$22K
- Extended Learning Time Grant: approx. \$7,000
- 12/6/08 Winter Artisan's Craft Fair: approx.\$500.00
- 2/27/09 14 LCD monitors donated approx. \$1680
- 2/1/09 : Fruit of the Four Seasons in store fundraiser \$31.25
- 2/24/09 Uno's Family Night fundraiser: \$43.16
- Financial Audit & CSEYOFR
  - Yearly audited financial statements will show a balanced budget and an unqualified audit opinion
  - Audit for Fiscal Year for 2008 reflected an operating loss but unqualified audit opinion
  - Submitted FY08 Charter School End Of Year Financial Report via the DOE Security Portal as required
- Federal Stimulus Submission
  - Met with various employees to discuss projects that would comply with DOE guidelines for funding requests
  - Developed spreadsheet detailing 21 projects totalling \$250K to make significant improvements to the facility and the program
  - Separate item on the spreadsheet requested \$3 million for purchase of building and build-out of new space
  - Requested forms and documentation were submitted on time and resulted in appearance on official *Commonwealth of Massachusetts Infrastructure Mobilization Effort - State Reviewed, Shovel Ready Project List*

## **8. COMPLY WITH ALL MCCPS POLICIES, STATE AND FEDERAL REQUIREMENTS**

a. Implement MCCPS policies and procedures and develop (or amend) policies and procedures, as needed

- review, revise, and update *Faculty/Staff & Student/Parent Handbooks*
  - Both handbooks have been updated.
    - Student/Parent Handbook is available on our website.
  - Faculty Handbook was distribute to staff for their review.
    - Edits were made, and the revised handbook was sent electronically to faculty/staff.
      - 95% acknowledged receipt of the *Handbook*

b. Understand the laws and regulations that affect MCCPS, including: IDEA, ADA, NCLB, MA Education Reform Act

- Adhere to required timelines
- Complete reports and maintain required documentation
  - 10/16/08 Jed O'Connor, Chris Fauci, & Molly Wright attended "Special Education and Section 504" seminar
  - Physical restraint training provided, 4 staff members certified
  - 11/08 Molly Wright attended workshop "Response to Intervention: Model for Disruptive & Difficult Student Behaviors"

\*Per MCCPS Accountability Plan