

Performance Report
February 25, 2008
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
 - 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,
 - 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

- 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
- 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
- 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

- 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

- 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

- 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
 - 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, 2/10
 - 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
 - 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 8th 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

- - at least 65% of all 4-7th 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%

- Enrichment Program is robust and varied
 - 1st term: 67 enrichments offered
 - led Student Council
 - taught WayBack Machine (history/timeline creation)
 - 2nd term: 79 enrichments offered
 - leading Student Council
 - teaching plant cloning & hydroponics
 - offering 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 7th grade Mathematics
 - Warning rates lower than state average in every tested category except 7th Grade Mathematics, with no failures in Grades 6 & 8 English and Grade 8 Science
 - Science 2008 MCAS in both 8th and 5th grades are exceptional. MCCPS 2008 8th graders achieved the highest percentage combining both advanced and proficient categories, while 35% of the 5th 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 8th, 7th, and 5th graders in math 8x45 minutes/week
 - Since January, instructed small group of 8th graders 3x45 minutes/week.
 - Additional instruction for grades 7 and 5 continues, but is provided by another teacher.
 - Additional instruction for 6th 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 will be conducted on Thursday, February 26, 2009. Applicants will be notified of their status soon afterward.

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 24th 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
- at least 2 guest presenters will work with teachers
- 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
- 100% of full-time teachers will participate regularly in professional development activities
 - As of 2/25, 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 1st 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
 - 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
- 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
 - plans are in place for a course through Endicott College to begin in March
- an internship program for aspiring teachers will be initiated
 - at least 4 teachers/administrators will serve as mentors to interns/student teachers
 - as of 2/25/09, 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

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 2/25/08, only one student 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: 7 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 has been sent to the printer; distribution is expected before 3/5/09
- 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
- 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
 - 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
 - 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"
- attend Community Relations Committee's Monthly Coffees
 - As of 2/25/08, 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
- 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 101 hours between 8/8/08 and 2/27/09.
 - 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
- 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
 - 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 4th & 5th graders 2 times/week (last year French only 1 time/wk); 6th – 8th have the option to take Spanish 1 time/wk as an Enrichment in addition to French 3 times/wk (last year 6th was 2 times/wk)
 - 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)
- 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 term, 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
 - 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
 - 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 12/5/08:
 - 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
- 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

