

Quincy Public Schools School Improvement Plan 2015 - 2016



*“Learning is not attained by chance. It must be sought for with ardor
and attended to with diligence.”
-Abigail Adams*

School Atlantic Middle School

Principal Maureen C. MacNeil

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I. Mission Statement

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

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

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

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

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

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

II. PRINCIPAL'S MESSAGE

Dear Members of the Quincy School Committee:

The Commonwealth of Massachusetts requires that each school establish a School Council and create a School Improvement Plan annually. The Atlantic School Council is site based and composed of the principal, assistant principal, teachers, parents and community members. We continue to work together to ensure that the mission and vision of Atlantic Middle School is fulfilled.

The diverse population and community of Atlantic foster an appreciation and understanding of our social and cultural differences. Our goal is to have our students not only excel in basic skills but also be able to analyze and think critically. Students are encouraged to use cooperative learning, technology and community service to assist their academic development. This will result in motivated students who are excited about life-long learning and their school and community.

Atlantic Middle School students are encouraged to explore their interests in art, music, physical education, health, and technology. In addition, Atlantic Middle School offers an extensive array of extended day activities to support the interests of students. We believe these activities enrich the middle school educational program.

The Atlantic Middle School community recognizes that a climate of safety and security is essential to the teaching process. The safe school environment of Atlantic Middle School supports and develops mutual respect, builds self-esteem and fosters positive attitudes. In order to maintain a safe and nurturing environment, all members of the school community practice consideration for others, self-discipline, and self-respect.

The building of relationships is fundamental to the mission of Atlantic Middle School. Our staff has a clear understanding of the connection between a positive learning environment and student academic success. The mission speaks to providing support to students as they transition from childhood to adolescence. Students are actively involved in their academic and personal development. Finally, all members of the Atlantic Middle School community are encouraged to become responsible citizens of their community, country and world.

Best Regards,

Maureen C. MacNeil
Principal
Atlantic Middle School

III. Improvement Plan

A. Assessment

1. Reflection on 2014-2015 School Improvement Goals

Goal Statement # 1:

During the 2014-2015 school year, our students will demonstrate an increased ability to read and comprehend complex literary and informational texts independently and efficiently. This will be evidenced by an increase of 2% or more in the average percent correct for the English Language Arts total tests, school-wide from a base of 70%, over the 2014 ELA MCAS results at each grade level as documented on the Spring 2015 English Language Arts MCAS Standards Report (CU306).

School-Wide (Grades 6, 7 & 8)

All students in all three grades, combined, achieved a school-wide average percent correct (APC) score of 71% on the English Language Arts assessment, which fell just shy of Atlantic's target goal of 72%.

6th Grade

Sixth graders achieved an average percent correct (APC) score of 66% on the English Language Arts assessment, which is identical to the 2014 APC score.

7th Grade

Seventh grade students achieved an average percent correct (APC) score of 70% on the English Language Arts assessment, which is a four percentage point (4%) decrease from the 2014 APC of 74%.

8th Grade

Eighth grade students achieved an average percent correct (APC) score of 77% on the English Language Arts assessment, which is an eight percentage point (8%) increase over the 2014 APC of 69%.

Although our MCAS goal was not met in all subject areas at all grade levels, there is ample evidence of a variety of action steps implemented to support and achieve academic growth in all disciplines. Below are some highlights of Atlantic's efforts towards this goal, throughout the 2014-2015 school year, with respect to the various content areas.

English Language Arts/Reading Skills

- Used MCAS data to formulate remediation curriculum materials based on the individual needs of students. Use pre and post-tests to monitor student progress.
- Each teaching team created a common pre-test at each grade level and administered the test. In addition, an open response pre-assessment was created utilizing sections of past MCAS tests.
- Continued to use test data as a means to identify sub groups (ELL, Special Needs) performance and develop intervention/remediation plans for at-risk students.
- Developed comprehension strategies to assist students in the identification, extraction, citation, and analysis of relevant textual evidence in support of open-response essays.

- Developed resources to identify and continue to determine the needs of students with open response scores of 2,1,0. ELA teachers collaborated and used shared resources to develop instructional plans that addressed identified weaknesses of individual students on open response questions.
- English Language Arts teachers continued to work with Science and Social Studies teachers on literacy strategies, assessing writing assignments and the development of open response questions.

Science

- Teachers trained in Keys to Literacy instructional strategies and practices.
- Students worked in teams to analyze MCAS open response samples and attempted to score them based on the question requirements. This addressed concept reinforcement and writing strategies.
- A minimum of one open response question was developed for each science unit at all grade levels.
- MCAS style open response questions were incorporated into actual science/technology tests for consistency and genuine assessment.
- Created a scientific skills set that increases in difficulty as students progress by grade level. For example, lab safety, ability to measure, conducting experiments. Also, created uniform strategies in the science classroom at all grade levels: lab report writing, open response questions, pre-assessments and reflections, maintaining an organized science notebook, and technical skills.
- 100% student participation in the Science Fair, including all ELL and special needs students.

Social Studies

- Teachers trained in Keys to Literacy instructional strategies and practices.
- Designed uniform open response questions and grading rubrics to be used with all units at all grade levels.
- Implemented pacing timeline for all grade levels.
- Outlined interdisciplinary units for teams based on Social Studies themes and topics.
- Increased use of non-fiction reading materials: Time for Kids, Junior Scholastic magazines, Cobblestone, etc.

Reflection on 2014-2015 School Improvement Goals

Goal Statement # 2:

During the 2014-2015 school year, students will demonstrate an increased ability to persevere and use reasoning to solve increasingly complex math tasks. This will be evidenced by an increase of 2% or more in the average percent correct for the Mathematics total tests, from a school-wide base of 72% over the 2014 Math MCAS results with a specific focus on open response items as documented on the Spring 2015 Math MCAS Standards Report (CU306).

School-Wide (Grades 6, 7, & 8)

All students in the three grades, combined, achieved a school-wide average percent correct (APC) score of 72.6% on the Math MCAS assessment, which did not meet Atlantic's target goal of 74%. The school-wide APC score for Open Response questions was 73.3%.

6th Grade

Sixth graders achieved an average percent correct (APC) score of 70% on the Math MCAS assessment, lower than the 2014 APC of 73%. The 6th grade APC for Open Response questions was 70%, slightly higher than the 2014 APC of 69%.

7th Grade

Seventh graders achieved an average percent correct (APC) score of 73% on the Math MCAS assessment, lower than the 2014 APC of 75%. The 7th grade APC for Open Response questions was 75%, a 5% increase over the 2014 APC of 70%.

8th Grade

Eighth graders achieved an average percent correct (APC) score of 75% on the Math MCAS assessment, a 6% increase over the 2014 APC of 69%. The 8th grade APC for Open Response questions was 75%, which is a 16% increase over the 2014 APC of 59%.

Although our MCAS goal was not met in all subject areas at all grade levels, there is ample evidence of a variety of action steps implemented to support and achieve academic growth in all disciplines. Below are some highlights of Atlantic's efforts towards this goal, throughout the 2014-2015 school year, with respect to the various content areas.

Math

- Created inclusion classes for grades 6, 7 and 8 based on meeting individual student needs in Math. Incorporated re-teach wrap-around model for grades 7 and 8 inclusion students.
- Used MCAS data to identify student weaknesses and areas in need of remediation. Used item analysis graphs by division to analyze data for the most recent test results as well as the previous three year span of test results.
- Continued to use formal vocabulary and identified the various verbage/symbols used between text, class, and MCAS tests.
- Continued to incorporate a number of specific accommodations and modifications intended to result in academic improvement for general education, special needs, and ELL students: Algebra Tiles, Hands on Equations, Pattern Blocks, as well as ELL RETELL instructional strategies.
- Provided further reinforcement in facts, fractions, measurement, and technology using math software programs.

Reflection on 2014-2015 School Improvement Goals

Goal Statement # 3:

The Atlantic Middle School Wellness Team will identify and implement wellness initiatives based on the “Alliance for a Healthier Generation’s Healthy Schools Program” framework and school inventory for the 2014-2015 school year.

- Health Education classes promoted healthy eating, food preparation, and health enhancing nutritional practices.
- The school nurse actively promoted healthy eating through individual advice, collaboration with Physical Education and Health teachers, newsletter articles about healthy eating and the benefits of physical activity and bulletin board displays.
- Students were provided opportunities for physical activity during the school day through Physical Education and Health classes.
- Guidance staff presented anti-bullying lessons to students in the classroom using curriculum and activities adapted from the book “Fill Your Bucket”. Lessons focused on the benefits of being kind to others, empathy, and respect.
- Atlantic Middle School offered extracurricular physical activity programs such as “Morning Gym” and a spring afternoon “Walking Club”.
- A “Good Deed” box activity was in use for all grades. This activity enabled students and staff to recognize students in writing for acts of kindness resulting in a paper chain of kindness exhibited throughout the building.
- A Wellness Council was established to ensure that Atlantic has a system in place to deal effectively with school health and wellness issues.

2. Analysis of Spring 2015 MCAS Test Results

The following section provides brief analyses of the aggregate results for MCAS assessments administered in each grade, and findings for subgroups including Special Education and ELL students. Atlantic teachers have begun in-depth, strand-by-strand, item-by-item analyses employing these and other relevant data to highlight areas of the curriculum in need of particular concentration for this academic year, and are revising lesson planning and teaching strategies toward the goal of strengthening student performance across disciplines on the 2016 assessment. Particular emphasis will be placed on examining average percent correct (APC) scores on both the English Language Arts assessment (Goal #1) and the Math assessment with a specific focus on open response items (Goal #2).

English Language Arts

6th Grade

Seventy percent of all 6th grade students at Atlantic scored in either the Advanced or Proficient ranges, which was the highest percentage of combined achievement at these levels in three years, and better than the district's performance (67%) in these upper ranges, combined. Sixty-one percent scored at the Proficient level, which was higher than both the District (54%) and State (52%). Only 8% of all 6th graders scored in the Warning range.

Proficient scores for 6th grade Special Education students were at 30%, a slight dip from the previous year's Proficient level scores (32%), but higher than both District (17%) and State (28%) performance in this category. Warning range scores for 6th grade Special Education students were at 30%, which was 7% higher than the previous year's Warning category performance, but still significantly lower than both District (47%) and State (35%) scores in the Warning category.

Proficient scores for 6th grade ELL students at Atlantic were at 18%, higher than in recent years and higher than the District's achievement in this category (15%). Although Warning range performance was at 45% for our 6th grade ELL students, the percentage of students scoring in this category was significantly lower than in recent years (53% in 2013, 79% in 2012, not calculated for 2014).

7th Grade

Advanced scores for all Atlantic 7th graders were down from last year to 4%, but it is noteworthy that achievement at this level was lower throughout the District and State. Proficient scores, however, were at 70%, the highest in four years and higher than both District (63%) and State (60%) performance. Warning scores remained low at 6% and were lower than both District (8%) and State (8%) results.

Proficient scores among 7th grade Special Education students were at 42%, down 3% from last year's results but significantly higher than District (24%) and State (28%) scores for 7th graders in this category. Warning category scores were down to 5%, the lowest in four years and 12% less than last year's results. Atlantic's Warning range scores were well below both District (30%) and State (29%) performance in the Warning range.

Atlantic's 7th grade ELL students found this assessment very challenging with 46% performing at the Needs Improvement level and 54% scoring in the Warning range.

8th Grade

Advanced scores for all 8th graders rose to 33%, a significant gain in this upper category over the previous three years, and higher than the Advanced score percentages in both the District (26%) and the State (26%) on this assessment. Proficient scores decreased to 52%, but were in line with District (53%) and State (54%) achievement. Combined Advanced/Proficient level results for all 8th graders was strong at 85% and was the highest combined percentage in the past four years. Warning scores decreased to only 4%, a 9% improvement from last year and better than both the District (6%) and State (6%) Warning range percentages.

Group cohort data, comparing Atlantic students' 8th grade performance with their own scores from 6th and 7th grade, indicate steady progress and growth through the middle school years. Advanced scores rose from 9% in 6th grade to 33% in 8th grade. Combined Advanced/Proficient scores improved from 68% in 6th grade up to 86% in 8th grade. Warning range scores decreased from 10% in 6th grade to 3% in 8th grade.

Advanced scores for 8th grade Special Education students jumped to 7%, the best performance in this category in recent years and better than District (4%) and State (4%) results. Proficient scores were at 50%, significantly higher than the previous three years and higher than District (35%) and State (38%) achievement in this category. Only 17% of 8th grade Special Education students received scores in the Warning range, which was significantly lower than both District (26%) and State (26%) results.

Advanced scores for 8th grade ELL students were at 8%, the first time in recent years that Atlantic has had 8th grade ELL students perform at this level of achievement on the ELA assessment, and better than both District (5%) and State (2%) results. Proficient scores were at 15%, higher than the previous two years in this category. Only 15% of this group received scores at the Warning level, which was a significant improvement over the past three years and well below the State results (32%).

Mathematics

6th Grade

Atlantic's 6th grade combined Advanced/Proficient range performance (65%) surpassed both District (56%) and State (62%) achievement. Advanced scores were at 30%, higher than the District's figure (27%) and tied with the State in this category. Proficient range scoring (35%) rose 4% from the previous year and was higher than both District (29%) and State (32%) achievement. Warning level scores (11%) were fewer than both District (19%) and State (14%) figures.

Performance results for 6th grade Special Education math students indicate that although there was no scoring at the advanced level, 40% achieved in the Proficient/needs Improvement ranges, combined, which surpassed the District figure (30%). Warning scores rose to 60% but were fewer than in the District (68%) as a whole for Special education students in the 6th grade.

The combined Advanced/Proficient range performance for 6th grade ELL math students was 54%, surpassing both District (34%) and State (18%) results at these upper levels, combined. Advanced scores were at 9%, just shy of the District (10%) achievement but higher than the State (4%) figure. Proficient level performance increased to 45% and was way above both District (24%) and State (14%) figures. No warning range scores were recorded for this group at Atlantic compared to 17% in the district and 45% in the State.

7th Grade

Thirty-one percent of all 7th grade students scored at the Advanced level of the Math assessment, the highest figure in the past four years and better than both District (22%) and State (20%) results. Proficient range scores were lower than in the previous three years (30%) but were in line with District and State results (both at 30%). Warning scores were down to 11%, the lowest in four years, and half the percentage of District (22%) and State (23%) results in this category.

The combined Advanced/Proficient range achievement among 7th grade Special Education Math students was 32%, the highest combined performance in these upper categories in the past four years and better than both District (9%) and State (13%) results at these levels, combined. Advanced scores were at 11%, an 8% increase from last year and better than both District and State figures (both at 2%). Proficient level scoring among 7th grade Special Education Math students (21%) surpassed both District (7%) and State (11%) achievement. Warning range scores (42%) decreased sharply compared to the previous three years at Atlantic and were significantly lower than Warning range figures for both the District (70%) and State (62%).

Among 7th grade ELL Math students, achievement at the Advanced/Proficient levels, combined, was 54%, which far surpassed the State's results (15%) in these upper categories, combined, and was better than the previous year's school performance (42%). Advanced scores (8%) were at their highest percentage in three years. Achievement in the Proficient range was 46%, higher than both District (34%) and State (12%) figures and 4% higher than the previous year's school results. Warning scores were down to 15%, the lowest percentage in three years and lower than both District (23%) and State (62%) figures.

8th Grade

The combined Advanced/Proficient range achievement among 8th grade Math students was 76%, the highest performance in these upper categories in the past four years and better than both District (55%) and State (60%) results at these levels, combined. Advanced scores (44%), in particular, increased significantly and were far above District (26%) and State (29%) performance. Warning (10%) and Needs Improvement (15%) scores were down significantly, with those in the Warning range well below District (20%) and State (17%) results.

Eighth grade Special Education Math students broke into the Advanced range for the first time in recent years, with 10% scoring at this highest level of achievement, surpassing both District (4%) and State (5%) results. Scores in the Proficient range rose to 17%, their highest in four years and better than District (12%) and State (13%) figures. Although 52% of 8th grade Special Education students scored in the Warning range, this figure represents significant improvement over the previous three years and was below both District (66%) and State (55%) results in this category.

The combined Advanced/Proficient range achievement for 8th grade ELL Math students was 76%, the strongest school performance at these upper levels in the past three years, and higher than both District (62%) and State (19%) results. Advanced level scores (38%) were at their highest percentage in four years and Proficient range results (38%) were higher than in the previous two years of testing. Warning scores were down from the previous two years to 8%, and were significantly lower than District (19%) and State (55%) scoring in this category.

Science and Technology

8th Grade

Atlantic's combined Advanced/Proficient range scoring of 58% is a four-year high for 8th grade students on the Science and Technology assessment, and surpassed both District (45%) and State (42%) results in these categories, combined. The percentage of scores in the Warning range (7%) was significantly lower than those of the previous three years and lower than both District (14%) and State (18%) scoring in the Warning range.

The percentage of Special Education students passing the Science assessment increased from 64% in 2014 to 69% in 2015. Warning range scores dropped to 31%, the lowest in four years and well below District (50%) and State (50%) figures in the Warning category.

The percentage of ELL students passing the Science assessment increased from 28% in 2014 to 85% in 2015. Warning range scores dropped to 15%, the lowest in four years and well below District (24%) and State (67%) results in the Warning category.

Concluding Notes

Teachers will continue their analyses of strengths and weaknesses across academic strands, by discipline, to delineate specific areas of focus for current and future lesson planning. These analyses represent an ongoing work in progress and will be addressed throughout the academic year.

Teachers will continue to make use of detailed item analysis data for their own classrooms in creative and innovative ways, including tracking personal success at teaching specific learning strands, in order to reinforce and strengthen lesson planning and teaching techniques around specific topics and concepts.

Teachers will analyze test data for those students who fall under the category of special populations, including ELL and Special Education students on individualized education plans, in order to assess specific strengths and weaknesses among these groups, resulting in the reinforcement of lesson planning and teaching techniques for these students.

Finally, teachers will continue to examine students' progress over two and three year spans as a means of selecting appropriate candidates for extended day programs and to regroup students according to specific academic need. The overall goal of these efforts will be to reduce the proficiency gaps in all tested disciplines, across grades, with particular attention given to special populations.

B. Goal Statements

Goal # 1:

During the 2015-2016 school year, our students will demonstrate a steadily growing understanding of increasingly complex texts of a variety of genres by analyzing the overall organization and structure of texts. This will be evidenced by an increase of 1% or more in the average percent correct for the English Language Arts total tests, over the 2015 ELA MCAS results at each grade level as documented on the Spring 2016 English Language Arts Standards Report (CU406).

Goal # 2:

During the 2015-2016 school year, our students will persevere and use reasoning to solve increasingly abstract problems, formulate and construct detailed mathematical arguments, and apply precise and accurate math language and terminology. This will be evidenced by an increase of 1% or more in the average percent correct for the Mathematics total tests, over the 2015 Math results as documented on the Spring 2016 Math Standards Report (CU406).

Goal # 3

During the 2015-2016 school year, Atlantic Middle School will work toward meeting or increasing the level of participation in the following modules:

1. School Health, Safety Policies, and Environment
2. Nutrition Services
3. Health Promotion for Staff

C. Action Steps/Evidence

Goal # 1:

English Language Arts / Literacy

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/Facilitator Responsible
a.	Create a common pre-test at each grade level and administer the test. Create an open response pre-assessment utilizing sections of past MCAS tests.	September 2015	Pre-Tests, Open Response Questions, Released MCAS Test Items	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
b.	<i>Continue to work with ELL and special needs teachers to assess strengths and weaknesses of students transitioning from ELL and SN into general education classrooms.</i>	On-going through June 2016	ELL and Special Needs Assessments, Transition Meeting Notes	Principal, Assistant Principal Grade 6, 7, & 8 Teachers ELL & Special Education Teachers
c.	Expand Reading Skills curriculum materials with an increased use of informational text resources from across the curriculum with particular attention given to the lexile reading level.	June 2016	List of Grade Level Informational Text Resources, Lesson Plans	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
d.	ELL students will learn a minimum of 5 new academic and/or social vocabulary words each week. Students will apply the use of newly acquired vocabulary words in an oral presentation at least once a term.	On-going through June 2016	Lesson Plans, Student Work Products, Classroom Observation, Student Oral Presentations	Principal, Assistant Principal Grade 6, 7, & 8 Teachers ELL Teachers
e.	ELL students' ACCESS test scores will be reviewed and analyzed by both ELL and content area teachers.	September 2015	ACCESS Test Scores, Grade Level and Content Area Team Meetings	Principal, Assistant Principal Grade 6, 7, & 8 Teachers and ELL Teachers
f.	Create a uniform open response rubric to be used in the special needs and ELL setting.	June 2016	Open Response Rubric, Student Writing Samples	Principal, Assistant Principal Grade 6, 7, & 8 Teachers, ELL & Special Education Teachers
g.	Identify and locate appropriate non-fiction materials to pair with literature covered at each grade level.	September 2015 through June 2016	Lesson Plans, Non-Fiction Reading Materials/Literature Pairings	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
h.	Teachers will model instruction to demonstrate how to compare and contrast two types of literature.	On-going through June 2016	Lesson Plans, Student Writing Samples	Grade 6 ELA Teachers

i.	<i>All student assessments will contain rigorous, embedded learning objectives that reflect high expectations; teachers will regularly check for student understanding of learning objective.</i>	On-going through June 2016	Content and language Objectives Displayed in Classroom, Lesson Plans, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers ELL & Special Education Teachers
j.	<i>Continue to create MCAS/PARCC style multiple choice questions and open response prompts for selected passages from classroom novels and non-fiction selections.</i>	On-going through June 2016	Open Response Questions, MCAS Style Multiple Choice Questions, Classroom Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers Special Education Teachers
k.	Assess each student's ability to compare and contrast non-fiction and fiction pairings through appropriate assessments such as Venn Diagrams, T-Charts, and essays.	June 2016	Lesson Plans, Graphic Organizers, Student Writing Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers Special Education Teachers
l.	<i>Continue to use of current event non-fiction resources in Reading Skills class: Touchstones Series, Time For Kids, Junior Scholastic Magazine, NY Times Upfront for Kids.</i>	On-going through June 2016	Non-Fiction Resources, Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
m.	Library Media Specialist will promote and display high interest non-fiction reading selections and additional multi-cultural fiction reading selections.	September 2015 - June 2016	Library Reading Displays Increased Book Check-Out from the Atlantic Middle Library.	Principal, Assistant Principal, Library Media Specialist
n.	Teachers utilize <i>Keys to Literacy</i> instructional practices across the curriculum with particular emphasis on non-fiction reading in content area classrooms. Also utilize <i>Keys to Literacy</i> vocabulary activities in the Science and Social Studies classrooms.	On-going through June 2016	Lesson Plans, Classroom Resources, Writing Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers ELL & Special Education Teachers
o.	<i>Continue to use MCAS data as a means to identify sub groups (ELL, SN) performance and develop intervention/remediation strategies.</i>	September 2015	MCAS Data, Grade Level and Content Area Team Meetings, Lesson Plans	Principal, Assistant Principal, Grades, 6, 7, & 8 Teachers ELL & Special Education Teachers
p.	<i>Increase focus on literary non-fiction. Each novel read will be paired with a non-fiction selection. (Poet/Poet's Biography, Historical fiction/Article, etc.</i>	On-going through June 2016	Fiction/Non-Fiction Pairings, Interdisciplinary Lesson Plans	Principal, Assistant Principal, Grades 6, 7, & 8 Teachers and Special Education Teachers

q.	<p><i>Align curricular calendars to ensure consistency for students in preparation for March ELA MCAS test with particular attention to the Common Core Curriculum frameworks.</i></p> <ul style="list-style-type: none"> • <i>Autobiography/personal narrative, letter writing, expository/descriptive writing: October-November 2015</i> • <i>Literary Analysis, comparison/contrast writing, point of view writing: December-January 2015-2016</i> • <i>Persuasive/argumentative writing, instructional writing, speech writing: February-March 2016</i> 	March 2016	Pacing Timeline, Lesson Plans, Grade Level/Content Area Team Meetings, Student Writing Samples	Principal, Assistant Principal, Grades 6, 7, & 8 Teachers ELL & Special Education Teachers
r.	<p>ELA teachers will develop an instructional plan using a variety of writing pre-assessments and data to address identified weaknesses. Provide resources to content area teachers to meet individual needs of students with low open response scores.</p>	September 2015	Grade Level/ Content Area Team Meetings, Open Response Questions, Student Writing Samples, Graphic Organizers	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
s.	<p>Increase parts of speech and grammar lessons for ELL and FLEP students that correspond to grade level and Common Core standards.</p>	June 2016	Grade Level/Content Area Team Meetings, Lesson Plans, Content and Language Learning Objectives, Student Work Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers ELL Teachers
t.	<p><i>Continue to provide direct instruction of comprehension strategies to assist students in the identification, extraction, citation, and analysis of relevant textual evidence in support of reading and responding to open response paragraphs.</i></p>	On-going through June 2016	Lesson Plans, Content Objectives/Standards Displayed in Classroom, Student Writing Samples, Classroom Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers ELL & Special Education Teachers

Science / Technology

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/Facilitator Responsible
a.	<i>Science text and supplemental material reading lessons will incorporate Keys to Literacy strategies.</i>	On-going through June 2016	Lesson Plans, Student Learning Objectives	Principal, Assistant Principal, Science Teachers
b.	<i>Students analyze MCAS/PARCC Open Response samples and attempt to score them based on the question requirements. This addresses concept reinforcement, as well as writing strategies. ELL and special needs students will be assisted with understanding science/tech concepts and developing their test taking skills.</i>	June 2016	MCAS Open Response Samples, Writing Rubric, In Class Assessments	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
c.	A grade specific open response question per unit will be given. Reading and writing across the curriculum strategies will specifically target ELL and special needs learners so as to address the needs of all students in the general education setting.	On-going through June 2016	Open Response Questions, Lesson Plans, Content and ELL Language Objectives	Principal, Assistant Principal, Science Teachers
d.	<i>MCAS/PARCC style Open Response questions and short reading selections will be used in actual science/technology tests for consistency and genuine assessment.</i>	On-going through June 2016	Open Response Questions, Unit Tests, Writing Rubric	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
e.	Implement an interactive Science binder/notebook system that includes class documents, strategies, etc.	June 2016	Student Science Notebooks/Binders Include: Lab Safety, Experiments, Lab Reports, Open Response Questions, Assessments, Student Reflections	Principal, Assistant Principal, Science Teachers
f.	<i>Students will be exposed to hands-on technology components in the general science curriculum for each unit. Students will also, whenever possible experience the real life application of these science and technology concepts.</i>	On-going through June 2016	Unit/Lesson Plans, Learning Objectives and Standards Displayed in Classroom, Lab Reports, Student Work Samples	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
g.	Work with the Atlantic Middle School Librarian to develop a research skills set: note-taking, citing sources, outlining, etc. for use with Science Fair project.	January - March 2016	Grade Level and Content Area Team Meetings, Library Lesson Plans, Science Fair Projects	Principal, Assistant Principal, Science Teachers

h.	Engineering Technology teacher will provide students with a minimum of one technical reading and writing assignments per month.	September 2015 - June 2016	Study Island Student Reports	Principal, Assistant Principal, Engineering/Technology Teacher
i.	Engineering Technology classes will use complex informational texts that include scientific concepts with cause and effect relationships.	On-going through June 2016	Lesson Plans, Science Non-Fiction Reading Selections	Principal, Assistant Principal, Engineering/Technology Teacher

Social Studies

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/ Facilitator Responsible
a.	Increase use of complex literary and informational texts to supplement Social Studies textbook at all grade levels.	September 2015 - June 2016	Lesson Plans, Grade Level/Topical Non Fiction Reading Selections	Principal, Assistant Principal, Social Studies Teachers
b.	<i>Students will answer a minimum of one open response question per unit of study. Open response questions will address the concepts of cause and effect in relation to geography, world cultures, ancient history, and American history.</i>	On-going through June 2016	Open Response Questions, Writing Rubrics, Student Writing Samples	Principal, Assistant Principal, Social Studies Teachers
c.	Consistently use a graphic organizer when formulating answers to open response questions in Social Studies.	June 2016	Graphic Organizers, Open Response Questions	Principal, Assistant Principal, Social Studies Teachers
d.	Each grade level will complete a project based assignment using technology that demonstrates knowledge of cause and effect in relationship to various topics.	December 2015	Social Studies Projects, Student Writing Samples, Lesson Plans	Principal, Assistant Principal, Social Studies Teachers
e.	Students will demonstrate their understanding of chronological order by creating timelines in American and ancient history in each unit of study.	On-going through June 2016	Social Studies Timelines, Lesson Plans	Principal, Assistant Principal, Social Studies Teachers
f.	Write one persuasive argument essay per term to demonstrate understanding of the cause and effect relationship in various Social Studies topics.	September 2015 - June 2016	Cause/effect Persuasive Essay Assignment, Writing Rubric	Principal, Assistant Principal, Social Studies Teachers
g.	Integrate quantitative or technical information expressed in graphs, charts, or maps into open response answers.	On-going through June 2016	Open Response Questions with Charts, Graphs, Maps, etc., Writing Rubric	Principal, Assistant Principal, Social Studies Teachers
h.	<i>Use technology to enhance learning and engage students. (mimio teach, websites, document cameras, etc.)</i>	June 2016	Lesson Plans, Mimio Teach, Document Camera	Principal, Assistant Principal, Social Studies Teachers Library Specialist

Goal # 2:

Math

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/Facilitator Responsible
a.	<i>Use MCAS data to identify weaknesses. Use release sample MCAS test questions on formal and informal assessments aligned to the Common Core Curriculum standards</i>	September 2015	MCAS Reports, Released MCAS Items, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Education Teachers
b.	Use a pre and post-test to monitor progress on units of study throughout the year.	September 2015 - June 2016	Pre/Post Tests, Unit Tests	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
c.	Implement the standards for mathematical practices in all math classrooms. <ul style="list-style-type: none"> Utilize Big Ideas activities to promote collaborative learning to construct viable arguments and critique the reasoning of others, and to model reasoning abstractly and quantitatively. 	On-going through June 2016	Lesson Plans, Content Area Team Meetings, Student Learning Objectives and Standards Displayed in Classroom	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Education Teachers
d.	<i>Employ the Big Ideas Performance Tasks to provide a variety of assessment methods that help students make sense of problems and persevere in solving them.</i>	September 2015 - June 2016	Lesson Plans, Performance Tasks, Student Work Samples, In-Class Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Education Teachers
e.	Analyze MCAS/PARCC data using item analysis graphs by division for each teacher to identify weaknesses and implement released sample MCAS questions on formal and informal assessments to respond to those weaknesses. <ul style="list-style-type: none"> Current 2014-15 students Results of 2013-2014 students 	September 2015	MCAS Item Analysis data Reports, Released MCAS Questions, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and ELL Teachers
f.	<i>Enhance learning and engage students with Mimio teach system. Use technology to provide reinforcement in math facts, fractions, and measurement.</i>	On-going through June 2016	Lesson Plans that Included Technology, Student Learning Objectives	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and ELL Teachers
g.	Math teachers will utilize strategies from math professional development on differentiating Common Core mathematics with special needs students using hands on strategies: Integers in Algebra, Fractions, and Decimals.	On-going through June 2016	System Professional Development, Content Area Team Meetings, Re-Teach Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Education Teachers

h.	<i>All grade 7 & 8 special education students are in inclusion classes with an additional wrap around period to improve the understanding of mathematical concepts learned in class.</i>	September 2015	Lesson Plans, Re-Teach Lesson Plans, Student Learning Objectives, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, and Special Education Teachers
i.	Utilize Aspen and homework website for parent and family engagement resulting in increased homework completion.	On-going through June 2016	Atlantic M.S. Website, Teacher Homework Website Pages	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Education Teachers
j.	Celebrate Pi Day on March 14, 2014 with in class and school wide activities.	March 2016	Lesson Plans, Classroom Pi Day Activities, Student Work Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Needs Teachers
k.	Follow Math Common Core Curriculum pacing timeline for grades 6, 7, & 8 Math classes to assure all required content will be covered before the spring MCAS test. Also, adjust syllabi as needed.	September 2015 - June 2016	Pacing Timeline, Class Syllabi, Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
l.	<i>Math teachers will continue to incorporate a number of specific accommodations intended to result in academic improvement: Algebra Tiles, Hands on Equations, Patterns Blocks</i>	On-going through June 2016	Lesson Plans Utilizing Algebra Tiles, Hands on Equations, Pattern Blocks, etc.	Principal, Assistant Principal, Grade 6, 7, & 8 Math and Special Education Teachers
m.	Collaborate with Engineering Technology teacher on the development of an interdisciplinary problem set.	September 2015- December 2015	Engineering/ Technology/ Math Problem Set	Principal, Assistant Principal, Grade 8 Math and Technology /Engineering Teachers
n.	Use of I-Ready Math diagnostic results to identify individual areas of need and plan for small group instruction.	On-going through June 2016	I-Ready Math Student Reports, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math and Special Education Teachers

Goal # 3:

During the 2015-2016 school year, Atlantic Middle School will work toward meeting or increasing the level of participation in the following modules:

1. School Health, Safety Policies, and Environment
2. Nutrition Services
3. Health Promotion for Staff

	WHAT	WHEN	HOW	WHO
Steps	Strategies / Activities	Timeline	Source of Evidence	Team/Facilitator Responsible
a.	Review Health and Wellness Symposium outcomes and results of wellness survey.	October 2015	Symposium Notes Wellness Action Steps	Principal Assistant Principal Cafeteria Manager Health and Physical Education Teachers Nurse
b.	Activity period implemented. Students select from a variety of activities that include flag football, yoga, walking, open gymnasium, and dance to promote health and wellness.	October 2015	Activity Block Participation	Principal Assistant Principal Teachers
c.	Sharing food and beverages will be discouraged among students due to concerns about food allergies and dietary restrictions.	On-going through June 2016	Cafeteria Supervision	Principal Assistant Principal Cafeteria Manager
d.	Food served will comply with state and local safety and sanitation regulations.	September 2015 - June 2016	Cafeteria / Kitchen Service	Principal Assistant Principal Cafeteria Manager
e.	All foods sold or provided outside of the national School Lunch Program will adhere to designated nutritional standards.	On-going through June 2016	After School Food Sales, Fundraisers, etc.	Principal Assistant Principal Teachers After School Activity Facilitators
f.	Nutritional education will be provided and promoted in Physical Education and Health classes and through the Nurse's Office so that students learn the skills and knowledge to make healthy food choices.	September 2015 - June 2016	Physical education and Health Class Lesson Plans, Health Office Information, Cafeteria Healthy Eating Displays	Principal Assistant Principal Teachers Nurse, Cafeteria Manager
g.	Health Education classes will promote healthy eating, food preparation methods, and health-enhancing nutritional practices.	September 2015 - June 2016	Health Class Lesson Plans, Bulletin Board Displays	Principal Assistant Principal Teachers

h.	The school nurse will actively promote healthy eating through individual advice, collaboration with Physical Education and Health teachers, newsletter articles about healthy eating and the benefits of physical activity and bulletin board displays.	On-going through June 2016	Physical Education and Health Class Lesson Plans, Newsletter Articles, Bulletin Board Displays	Principal Assistant Principal Guidance Teachers Nurse
i.	Students will be provided opportunities for physical activity during the school day through Physical Education and Health classes.	On-going through June 2016	Physical Education and Health Class Lesson Plans	Principal Assistant Principal Teachers
j.	Physical Education classes will include instruction in individual activities as well as competitive and non-competitive sports to encourage life-long physical activity. Adequate equipment will be available for all students to participate in physical Education classes.	September 2015 - June 2016	Competitive and Non-Competitive After School Sports Programs: Track, Volleyball, Morning Gym Program, Badminton, Walking Club	Principal Assistant Principal Physical Education Teacher
k.	The school nurse will conduct and/or supervise the following screenings of students in designated grades: scoliosis screenings, hearing tests, vision tests, and flu vaccinations.	June 2016	Health Screening Participation, Translated Health Screening Notices	Principal Assistant Principal Nurse Department of Public Health
l.	Atlantic Middle School will offer extracurricular physical activity programs such as "Morning Gym" and a spring afternoon "Walking Club".	September 2015- June 2016	Extended Day Activities: Morning Gym Program, Walking Club, Dance Team	Principal Assistant Principal Teachers
m.	Intramural and extramural competitive sport activities will be offered throughout the school year on a seasonal basis, as well as a variety of different sports and games designated to interest and engage as many students as possible	On-going through June 2016	Extended Day Athletic Program: Track, Volleyball, Basketball, Swimming	Principal Assistant Principal Teachers
n.	Special athletic events including two 3 v 3 basketball tournament events occur during the school year.	November And May 2015-2016	Gilmartin 3 v 3 Tournament Participation, Spirit Week Tournament	Principal Assistant Principal Teachers
o.	Student health concern information relevant to students' participation in school is collected and parent permission is obtained in order to share this information with appropriate faculty and staff.	On-going through June 2016	Student Support Team Meetings, Guidance / Nurse Meetings	Principal Assistant Principal Nurse Guidance Teachers
p.	There is a zero tolerance of violence or any type of harassment at Atlantic Middle School.	September 2015 - June 2016	Anti-Bullying Programs: MARC, Assemblies, In-Class Lesson Plans	Principal Assistant Principal Nurse Guidance Teachers

q.	Students at physical and/or emotional risk are identified, and appropriate interventions are pursued.	On-going through June 2016	Student Support Team Meetings, Guidance/Nurse Intervention	Principal Assistant Principal Nurse Guidance
r.	A Wellness Council has been established to ensure that Atlantic has a system in place to deal effectively with school health and wellness issues.	September 2015	Wellness Team Meeting Agendas and Notes	Principal Assistant Principal Cafeteria Manager Nurse Guidance Teachers
s.	School Meals served at Atlantic will be appealing and attractive to children, served in a clean and pleasant setting, meet all nutritional requirements established by local, state, and federal regulations, offer a variety of fruits and vegetables, and offer low and/or no fat dairy products as well as whole grain bread products.	On-going through June 2016	Lunch Menus, Cafeteria Displays	Principal Assistant Principal Cafeteria Manager

E. Related Professional Development

Principal / School Improvement Plan Staff Development Tuesdays

Date	Time	Location	Participants	Topic	Presenters	Goal
9-8-15	9:00 – 12:00	Atlantic Middle School Music Room	All Staff	Review Teacher Handbook Review Safety & Lockdown Procedures Review Updated Security Measures QPS Emergency Procedures Mandated Reporting (51A) Response to High Risk Situations Physical Restraint Civil Rights Title IX Harassment Policies Internet Safety Student Medical Issues (Epi-Pens, etc.)	Principal Assistant Principal Nurse Guidance	#1 #2 #3
9-15-15	12-30 – 2:30	Atlantic Middle School Music Room	All Staff	Educator Evaluation Overview: Self-Assessment, Goal Setting, & Educator Plan Development	Principal Assistant Principal	#1 #2 #3
9-29-15	12-30-4:30	Atlantic Middle School Music Room	All Staff	Assessment Day 1 MCAS Data Review MCAS results presented by grade & special populations. Item and open response analysis by content area and grade. Educator Evaluation: Self-Assessment, Proposed Goals, & Educator Plan Development	Principal Assistant Principal Assessment Team Content Area Team Leaders	#1 #2 #3

10-13-15	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Positive Behavior Intervention System Presentation Strategies for Managing Student Behavior, Conflict Resolution, Creating a Productive Personal and Classroom Environment, PBIS effective Practices and Interventions.... What can work in your classroom?	Principal Assistant Principal Guidance	#1 #2 #3
10-27-15	1:00-3:00	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
1-12-16	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	Assessment Day 2 Overview of SIP including review of 2015-2016 MCAS/SIP Goals, Action Steps, and Evidence	Principal Assistant Principal Assessment Team Content Area Team Leaders	#1 #2 #3
1-26-16	1:00-3:00	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
2-9-16	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Review SIP Action Steps Curriculum Alignment & Assessments (Pacing)	Principal Assistant Principal Content Area Teams	#1 #2
2-23-16	1:00-4:30	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2

3-8-16	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	DESE Required MCAS Training: Test Administrator Handbook, Special Needs Accommodations, ELL Test Requirements. Teams Organize Promotional Events for ELA MCAS Testing.	Principal Assistant Principal Guidance	#1 #2
4-12-16	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Curriculum Alignment & Assessments (Pacing) Content & Grade Level Teams Organize Promotional Events for Math MCAS Testing.	Principal Assistant Principal Content Area Teams	#1 #2
4-26-16	1:00-4:30	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
5-24-16	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	Assessment Day 3 Content Area Reflections of 2015-2016 School Improvement Plan Goals Drafting of Goals, Actions Steps, Monitoring Criteria, & Professional Development Plan for 2016-2017 SIP	Principal Assistant Principal Assessment Team Content Area Team Leaders	#1 #2 #3
6-9-16	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Grade Level & Content Area Teams Establish Curriculum Resource Needs for 2016-2017 School Year	Principal Assistant Principal Content Area Team Leaders	#1 #2 #3

Compensatory Date (s)

11-10-15, 3-29-16, 5-10-16

IV. School Council Members

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

School: Atlantic Middle School

Chair/Principal: Maureen C. MacNeil

Co-Chair: Dr. Adam Wolf
Atlantic Middle School
617-984-8727

Teachers: Alyse Olivieri
Atlantic Middle School
617-984-8727

Parents: Kellie DeFelice
69 Russell Street
Quincy, MA 02171

Staff: Lauren Riggs
Atlantic Middle School
617-984-8727

Community: Sharon Ring
242 Billings Street
Quincy, MA 02171

V. School Site Assessment Team Members

“Failing to plan is planning to fail.”

School improvement planning is a key element of our district improvement plan. It is intended that school administrators, teachers, counselors and specialists spend time each year to reflect on the academic success of their school and their students.. The school assessment team assists with this reflection as it identifies the strengths and weaknesses of every student. Those strengths and weaknesses were analyzed and identified by our Site Assessment Team whose names appear below

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

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

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

School Assessment Team Members:

1. Maureen C. MacNeil, Principal
2. Adam Wolf, Assistant Principal
3. Elizabeth Angell, English Language Arts Teacher
4. Timothy Daley, Math Teacher
5. Alyse Olivieri, Math Teacher
6. Lauren Riggs, Guidance Counselor

VI. School Wellness Council Members

All Quincy Public Schools are implementing the **Alliance for a Healthier Generation** Healthy Schools Program. The **Alliance** helps schools to create healthier environments by promoting physical activity, healthy eating, and positive youth development. A School Wellness Council has been formed to assist the school to set goals and action steps to create a healthier school environment.

Atlantic Middle School Wellness Goal:

During the 2015-2016 school year, Atlantic Middle School will work toward meeting or increasing the level of participation in the following modules:

1. School Health, Safety Policies, and Environment
2. Nutrition Services
3. Health Promotion for Staff

Meeting Dates:

10/19, 1/12, 5/24

School Wellness Council Members:

Maureen MacNeil
Principal

Dr. Adam Wolf
Assistant Principal

Meredith Johnston
School Nurse

Carolyn Parsley
Physical Education Teacher

Diane Perterson
Cafeteria Manager

Terry Romano
Health Education Teacher

VII. Submission Page

Submitted By:

Principal Signature

Assistant Principal Signature

Parent Teacher Organization Signature

Teacher Representative Signature

Community Representative Signature

Appendix Section A

Middle School Class Size

23 and Under	24-28	29-30
79	22 24 – 6 classes 25 – 8 classes 26 – 7 classes 27 – 1 classes	0

Demographics – 2015

Total Enrollment	SPED	ELL	Low Income	FLNE <i>(First Language Not English)</i>
476	11% (54 students)	13% (62 students)	61% (289 students)	52% (246 students)

Appendix Section B

Support Services

FTE

- 1 Nurse
- 4 Special Education Teachers (Resource Room/Inclusion)
- 3 Guidance Counselors
- 3 ELL Teachers
- .4 Speech and Language Instructor/Assistant
- .4 School Psychologist (2 day a week)
- .05 Occupational Therapist/Assistant
- .5 Library Teacher

Appendix Section C

Budget – Middle Schools

	Amount available in 2015-2016
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$9,330.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$14,636.00
<u>Extra Curricular Account</u>	\$24,097.00
Other	
Art Supply	\$1,952.00
Science Supply	\$1,470.00
Library Supply	\$2,000.00
<u>Total</u>	\$53,485.00
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
PTO (approximate)	\$1,200.00
QSCP Mini-Grants (approximate)	\$600.00

Appendix Section D

Facilities

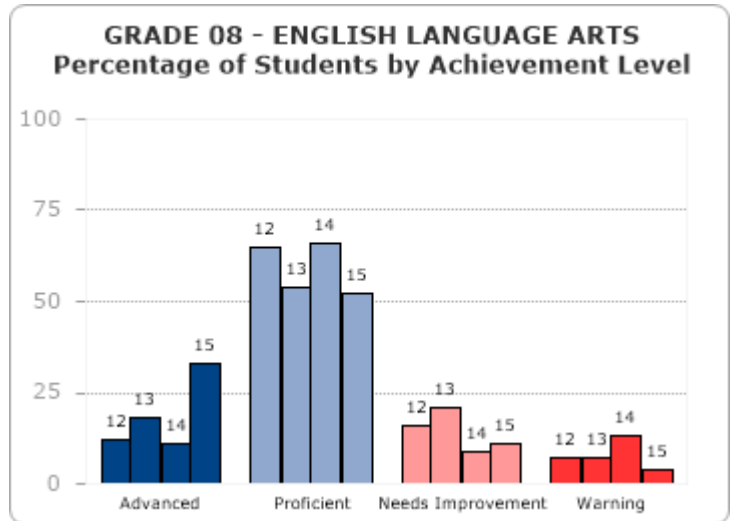
1. Improvements

- New Paved Rear and Side Parking Lot
- New Driveway and Parking in the Front of School
- New Landscaping and Planting in Front and Side of School
- New Back Field and Electronic Scoreboard
- New Back Field Fencing and Gates
- New Outside Flood Lights on Side and Rear of Building
- New Drainage System to Alleviate Flooding Concerns
- Additional Security Cameras, Locks, and Identification Badges
- Additional In-Focus Projectors and Document Cameras Purchased
- Informational Video Screen in Main Lobby
- Bike Rack Installed in Front of School

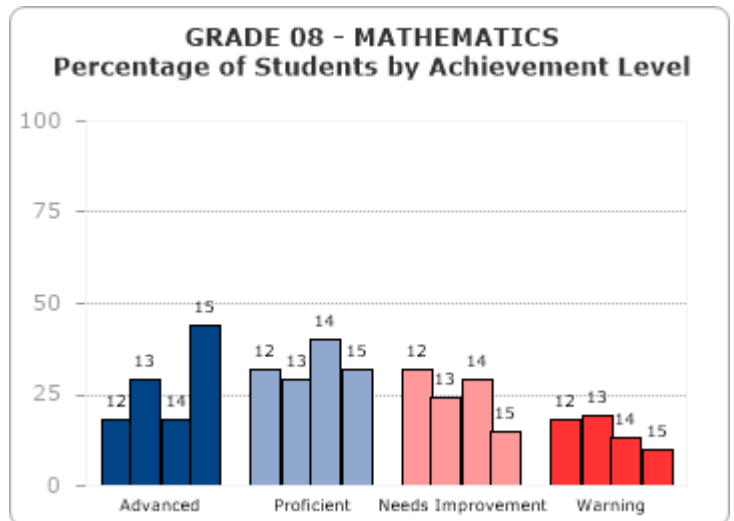
Appendix Section E - Data Charts and Trends

MCAS Annual Comparisons

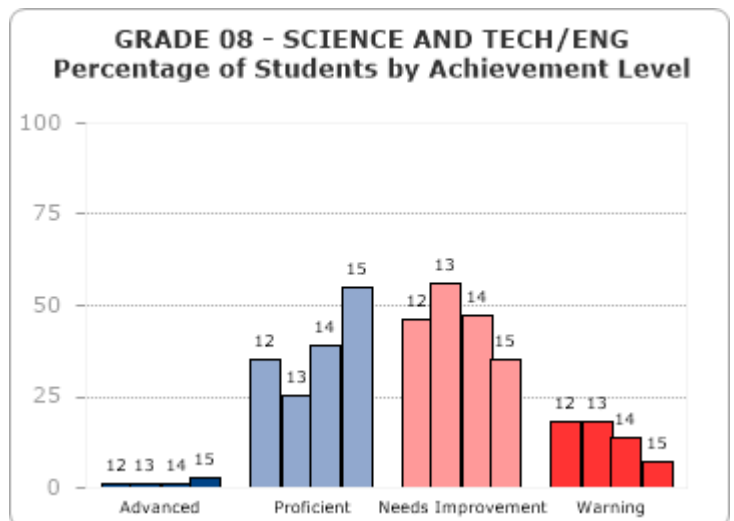
GRADE 08 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	12	18	11	33
PROFICIENT	65	54	66	52
NEEDS IMPROVEMENT	16	21	9	11
WARNING	7	7	13	4



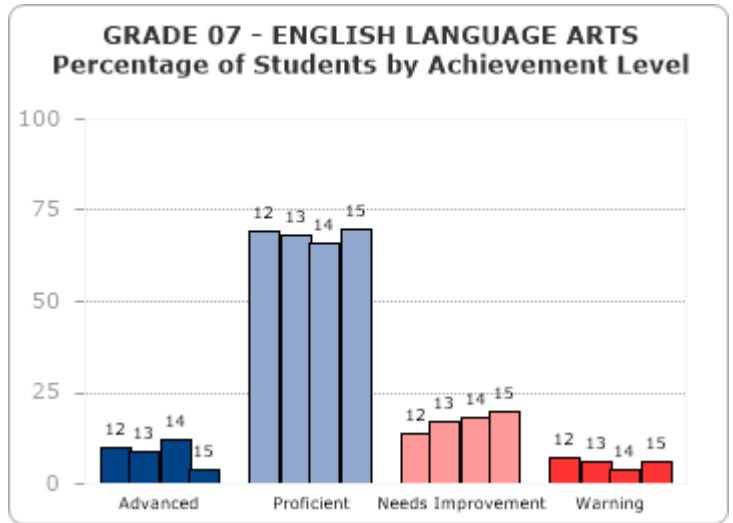
GRADE 08 - MATHEMATICS				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	18	29	18	44
PROFICIENT	32	29	40	32
NEEDS IMPROVEMENT	32	24	29	15
WARNING	18	19	13	10



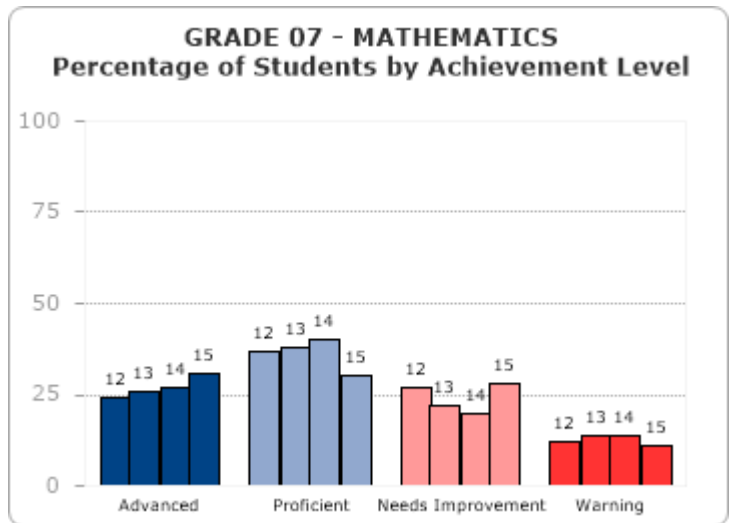
GRADE 08 - SCIENCE AND TECH/ENG				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	1	1	1	3
PROFICIENT	35	25	39	55
NEEDS IMPROVEMENT	46	56	47	35
WARNING	18	18	14	7



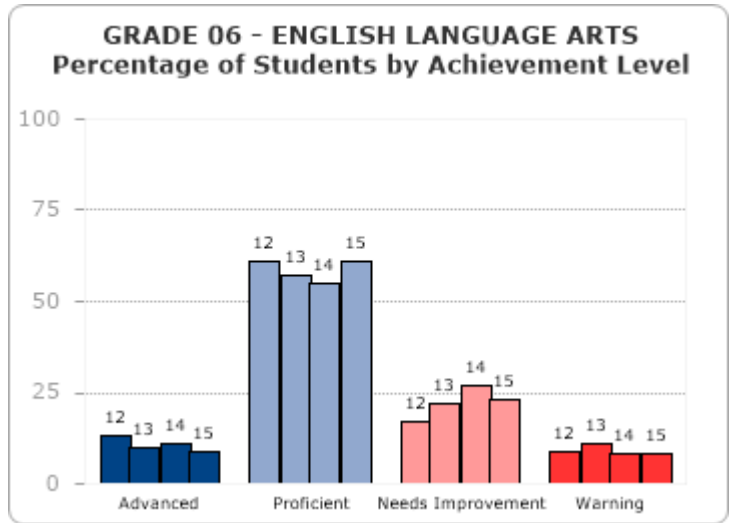
GRADE 07 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	10	9	12	4
PROFICIENT	69	68	66	70
NEEDS IMPROVEMENT	14	17	18	20
WARNING	7	6	4	6



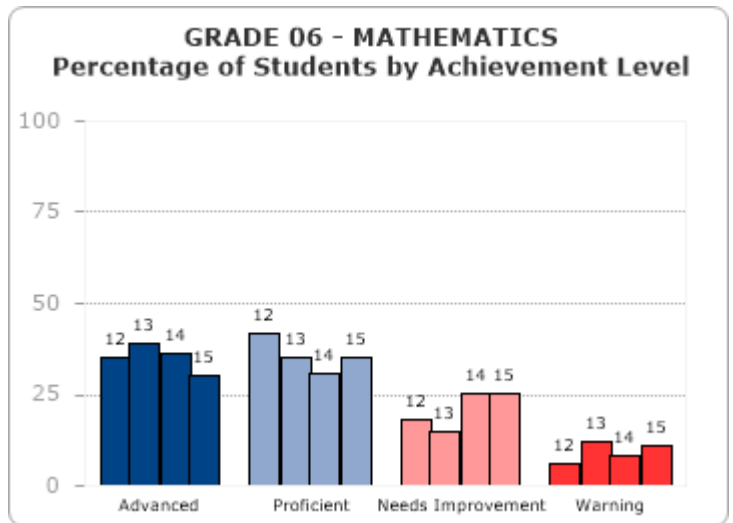
GRADE 07 - MATHEMATICS				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	24	26	27	31
PROFICIENT	37	38	40	30
NEEDS IMPROVEMENT	27	22	20	28
WARNING	12	14	14	11



GRADE 06 - ENGLISH LANGUAGE ARTS				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	13	10	11	9
PROFICIENT	61	57	55	61
NEEDS IMPROVEMENT	17	22	27	23
WARNING	9	11	8	8

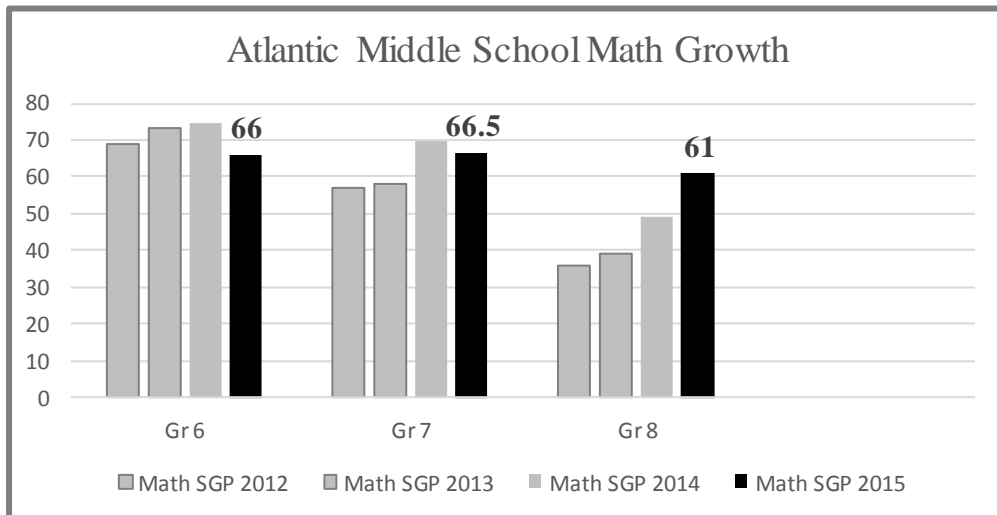
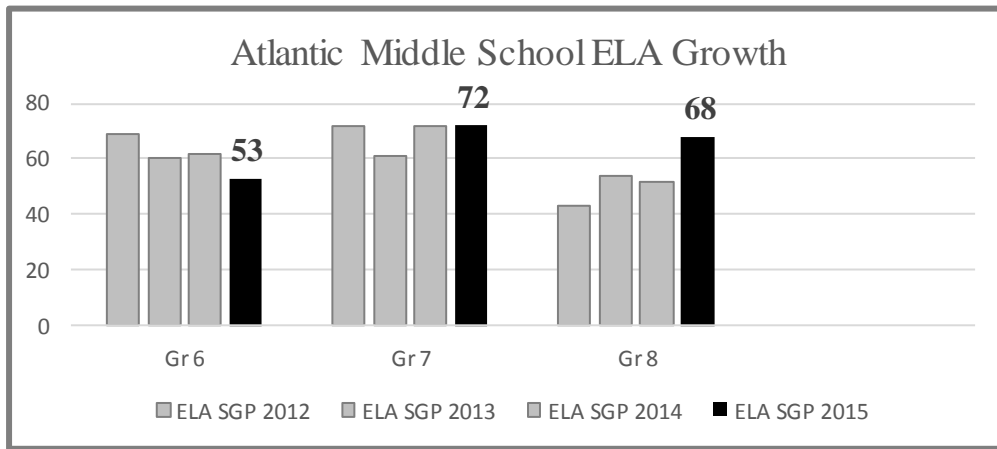


GRADE 06 - MATHEMATICS				
ACHIEVEMENT LEVEL	2012	2013	2014	2015
ADVANCED	35	39	36	30
PROFICIENT	42	35	31	35
NEEDS IMPROVEMENT	18	15	25	25
WARNING	6	12	8	11



Student Growth 2014-2015

Atlantic Middle School									
	ELA SGP 2012	ELA SGP 2013	ELA SGP 2014	ELA SGP 2015		Math SGP 2012	Math SGP 2013	Math SGP 2014	Math SGP 2015
Gr 6	69	60	62	53	Gr 6	69	73.5	74.5	66
Gr 7	72	61	71.5	72	Gr 7	57	58	70	66.5
Gr 8	43	54	52	68	Gr 8	36	39	49	61



Appendix E – Data Charts and Trends - School Standards Reports



Spring 2015 MCAS School Results by Standards English Language Arts All Students

District: Quincy
School: Atlantic Middle
Grade: 06

All Students (160)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
English Language Arts					
All Items	52	66%	66%	68%	-2
Question Type					
Multiple Choice	36	71%	73%	75%	-4
Open Response	16	52%	51%	53%	-1
Strand / Topic					
Language Anchor Standard	7	73%	72%	74%	-1
Conventions of Standard English	1	71%	72%	70%	1
Vocabulary Acquisition and Use	6	73%	72%	75%	-2
Reading Anchor Standard	45	64%	65%	67%	-3
Craft and Structure	16	69%	69%	72%	-3
Key Ideas and Details	29	62%	63%	65%	-3



Spring 2015 MCAS School Results by Standards English Language Arts All Students

District: Quincy
School: Atlantic Middle
Grade: 07

All Students (134)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
English Language Arts					
All Items	72	70%	71%	70%	0
Question Type					
Multiple Choice	36	75%	78%	78%	-3
Open Response	16	57%	56%	53%	4
Writing Prompt	20	73%	71%	70%	3
Strand / Topic					
Language Anchor Standard	6	86%	86%	86%	0
Conventions of Standard English	2	77%	78%	78%	-1
Vocabulary Acquisition and Use	4	91%	90%	90%	1
Reading Anchor Standard	46	67%	69%	68%	-1
Craft and Structure	11	70%	74%	75%	-5
Integration of Knowledge and Ideas	2	69%	74%	75%	-6
Key Ideas and Details	33	66%	67%	66%	0
Writing Anchor Standard	20	73%	71%	70%	3
Production and Distribution of Writing	8	89%	86%	85%	4
Text Types and Purposes	12	62%	60%	59%	3



Spring 2015 MCAS School Results by Standards
English Language Arts
All Students

District: Quincy
 School: Atlantic Middle
 Grade: 08

All Students (175)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
English Language Arts					
All items	52	77%	75%	76%	1
Question Type					
Multiple Choice	36	82%	81%	81%	1
Open Response	16	65%	62%	63%	2
Strand / Topic					
Language Anchor Standard					
Conventions of Standard English	6	82%	79%	80%	2
Vocabulary Acquisition and Use	1	71%	58%	54%	17
	5	84%	83%	85%	-1
Reading Anchor Standard					
Craft and Structure	46	77%	74%	75%	2
Integration of Knowledge and Ideas	10	77%	76%	77%	0
Key Ideas and Details	5	69%	68%	68%	1
	31	78%	75%	75%	3



Spring 2015 MCAS School Results by Standards
Mathematics
All Students

District: Quincy
 School: Atlantic Middle
 Grade: 06

All Students (159)

Standards: MA 2011 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
Mathematics					
All items	54	70%	67%	70%	0
Question Type					
Multiple Choice	32	72%	69%	71%	1
Open Response	18	70%	65%	71%	-1
Short Answer	8	64%	62%	65%	0
Strand / Topic					
Expressions and Equations					
Apply and extend previous understandings of arithmetic to algebraic expressions.	16	71%	68%	70%	1
Reason about and solve one-variable equations and inequalities.	8	65%	62%	64%	1
Represent and analyze quantitative relationships between dependent and independent variables.	5	77%	76%	76%	1
	3	73%	70%	75%	-2
Geometry					
Solve real-world and mathematical problems involving area, surface area, and volume.	8	59%	57%	52%	-3
	8	59%	57%	62%	-3
Ratios and Proportional Relationships					
Understand ratio concepts and use ratio reasoning to solve problems.	10	64%	61%	66%	-4
	10	64%	61%	66%	-4
Statistics and Probability					
Summarize and describe distributions.	10	78%	70%	72%	6
	10	78%	70%	72%	6
The Number System					
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	10	78%	77%	80%	-2
	1	63%	66%	70%	-7
Apply and extend previous understandings of numbers to the system of rational numbers.	6	80%	78%	81%	0
Compute fluently with multi-digit numbers and find common factors and multiples.	6	80%	78%	81%	0
	3	79%	77%	79%	0



**Spring 2015 MCAS School Results by
Standards
Mathematics
All Students**

District: Quincy
School: Atlantic Middle
Grade: 07

All Students (134)**Standards: MA 2011 Standards**

	Possible Points	School % Correct	District % Correct	State % Correct	School/ State Diff
Mathematics					
All items	54	73%	67%	66%	7
Question Type					
Multiple Choice	32	72%	67%	65%	7
Open Response	16	75%	67%	66%	8
Short Answer	6	75%	68%	68%	7
Strand / Topic					
Expressions and Equations					
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	8	72%	66%	65%	7
Use properties of operations to generate equivalent expressions.	3	66%	56%	55%	11
Geometry					
Draw, construct, and describe geometrical figures and describe the relationships between them.	3	63%	64%	65%	-2
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	8	81%	74%	71%	10
Ratios and Proportional Relationships					
Analyze proportional relationships and use them to solve real-world and mathematical problems.	11	80%	74%	74%	6
Statistics and Probability					
Draw informal comparative inferences about two populations.	2	52%	46%	48%	4
Investigate chance processes and develop, use, and evaluate probability models.	5	80%	73%	73%	7
Use random sampling to draw inferences about a population.	2	73%	65%	62%	11
The Number System					
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	12	68%	62%	58%	10



**Spring 2015 MCAS School Results by
Standards
Mathematics
All Students**

District: Quincy
School: Atlantic Middle
Grade: 08

All Students (174)**Standards: MA 2011 Standards**

	Possible Points	School % Correct	District % Correct	State % Correct	School/ State Diff
Mathematics					
All items	54	75%	66%	68%	7
Question Type					
Multiple Choice	32	75%	66%	68%	7
Open Response	16	75%	63%	65%	10
Short Answer	6	80%	70%	73%	8
Strand / Topic					
Expressions and Equations					
Analyze and solve linear equations and pairs of simultaneous linear equations.	4	79%	70%	70%	9
Understand the connections between proportional relationships, lines, and linear equations.	6	78%	67%	70%	8
Work with radicals and integer exponents.	6	81%	68%	71%	10
Functions					
Define, evaluate, and compare functions.	5	67%	59%	61%	6
Use functions to model relationships between quantities.	8	67%	58%	61%	6
Geometry					
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	2	72%	67%	66%	5
Understand and apply the Pythagorean Theorem.	3	69%	59%	64%	5
Understand congruence and similarity using physical models, transparencies, or geometry software.	11	75%	62%	65%	10
Statistics and Probability					
Investigate patterns of association in bivariate data.	6	91%	84%	84%	7
The Number System					
Know that there are numbers that are not rational, and approximate them by rational numbers.	3	69%	61%	65%	4



**Spring 2015 MCAS School Results by Standards
Science and Technology/Engineering
All Students**

District: Quincy
School: Atlantic Middle
Grade: 08

All Students (174)

Standards: MA 2000/01/04 Standards

	Possible Points	School % Correct	District % Correct	State % Correct	School/State Diff
Science and Technology/Engineering					
All Items	54	68%	64%	62%	6
Question Type					
Multiple Choice	38	73%	69%	67%	6
Open Response	16	57%	53%	51%	6
Strand / Topic					
Earth and Space Science (preK-8)	14	71%	66%	65%	6
Earth's History	6	74%	68%	65%	9
Earth's Structure	1	65%	60%	66%	9
Heat Transfer in the Earth System	2	65%	50%	56%	7
Mapping the Earth	1	60%	65%	66%	-6
The Earth in the Solar System	4	68%	63%	62%	6
Life Science (preK-8)	14	72%	66%	65%	7
Changes in Ecosystems Over Time	1	48%	37%	36%	12
Energy and Living Things	2	94%	80%	67%	8
Evolution and Biodiversity	2	80%	78%	76%	5
Living Things and Their Environment	4	65%	63%	57%	6
Reproduction and Heredity	2	54%	53%	52%	2
Structure and Function of Cells	3	81%	73%	73%	6
Physical Sciences (preK-8)	13	61%	57%	56%	6
Elements, Compounds, and Mixtures	3	57%	55%	53%	4
Forms of Energy	4	46%	45%	44%	2
Heat Energy	2	76%	76%	73%	3
Motion of Objects	1	72%	60%	56%	14
Properties of Matter	3	66%	60%	57%	12
Technology/Engineering (preK-8)	13	68%	64%	63%	5
Bioengineering Technologies	1	61%	63%	63%	-2
Communication Technologies	1	87%	80%	78%	9
Construction Technologies	4	51%	43%	42%	6
Engineering Design	4	76%	76%	76%	2
Manufacturing Technologies	1	55%	50%	40%	15
Materials, Tools, and Machines	1	84%	84%	82%	2
Transportation Technologies	1	74%	70%	77%	-3