

Quincy Public Schools School Improvement Plan 2016 - 2017



*“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 2015-2016 School Improvement Goals

Goal Statement # 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 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 72.3 on the English Language Arts assessment, which is a 1.3% increase over the 2015 APC score of 71%.

6th Grade

Sixth graders achieved an average percent correct (APC) score of 72% on the English Language Assessment, which is a 6% increase over the 2015 APC score of 66%.

7th Grade

Seventh graders achieved an average percent correct (APC) score of 72% on the English Language Assessment, which is a 2% increase over the 2015 APC score of 70%.

8th Grade

Eighth graders achieved an average percent correct (APC) score of 73% on the English Language Assessment, which is a 4% decrease from the 2015 APC score of 77%.

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.

Science

- Incorporated the interactive Science notebook into all Science classes.
- 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

- Increased use of informational texts that included quantitative and technical information expressed in graphs, charts, maps, etc.
- 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 2015-2016 School Improvement Goals

Goal Statement # 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 MCAS results as documented on the Spring 2016 Math 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 70.3% on the Math MCAS assessment, which is a 2.3% decrease from the 2015 APC score of 72.6%. The school-wide APC score for Open Response questions was 61.3%, which is a 12% decrease from the 2015 APC score of 73.3% on Open Response items.

6th Grade

Sixth graders achieved an average percent correct (APC) score of 72% on the Math MCAS assessment, which is a 2% increase over the 2015 APC score of 70%. The sixth grade APC score for Open Response questions was 67%, which is a 3% decrease from the 2015 APC score of 70% on Open Response items.

7th Grade

Seventh graders achieved an average percent correct (APC) score of 63% on the Math MCAS assessment, which is a 10% decrease from the 2015 APC score of 73%. The seventh grade APC score for Open Response questions was 50%, which is a 25% decrease from the 2015 APC score of 75% on Open Response items.

8th Grade

Eighth graders achieved an average percent correct (APC) score of 76% on the Math MCAS assessment, which is a 1% increase over the 2015 APC score of 75%. The eighth grade APC score for Open Response questions was 67%, which is an 8% decrease from the 2015 APC score of 75% on Open Response items.

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 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 2015-2016 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 2015-2016 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 2016 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 English Language Learner (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 2017 assessment. Particular emphasis will be placed on examining average percent correct (APC) scores on both the English Language Arts (ELA) assessment (Goal #1) and the Math assessment with a specific focus on open response items (Goal #2).

English Language Arts

6th Grade

Seventy-four percent of all 6th grade students at Atlantic, nearly three out of four, scored in either the Advanced or Proficient range on the ELA assessment, which was the highest percentage of combined achievement at these levels in four years, and better than the District's performance (70%) in these upper ranges, combined. Twenty-three percent, nearly one out of four students, achieved at the Advanced level, which is by far Atlantic's strongest 6th grade performance in four years, and higher than District results (19%) in this range. Performance at the Needs Improvement level dropped to 19%, the lowest in four years. Scores in the Warning range accounted for only 7% of the 6th grade total, which is the smallest percentage in four years and lower than the District's results (10%).

Proficient scores for 6th grade Special Education students on the ELA assessment were at 24%, down 6% from the previous year but still slightly higher than the District (23%) performance in this range. Nearly half (48%) of the school's 6th grade Special Education students achieved at the Needs Improvement level. Warning scores for this subgroup were at 29%, a slight improvement from the previous year's Warning range scores (30%), and better than the District's results (36%) in this category.

Twenty-four percent of Atlantic's 6th grade ELL students scored in the Proficient range, much higher than in recent years and higher than District achievement (21%) in this category. Fifty-three percent of students in this subgroup passed at the Needs Improvement level, a 17% jump from the previous year's scores in this range, while Warning scores decreased 21%, down to 24%, which is significantly lower than the percentage of Warning scores for the District (39%).

7th Grade

Atlantic Middle School 7th graders, in the aggregate, continued their strong yearly performance on the ELA assessment with 75%, three out of four students, scoring in either the Advanced or Proficient range, which was equal to the District-wide performance at these levels, combined. Advanced scores rose to 10%, a 6% increase over last year's school results in this highest category of achievement. Warning range scores dropped to only 4%, a 2% improvement from the previous year and 2% lower than the District results (6%) in this category.

Seventh grade Special Education students found this assessment very challenging, with only 18% scoring in the Proficient range, a 24% decrease in performance in this category from the previous year. It is noteworthy, however, that District results in the Proficient range were only slightly higher at 19%. The majority of Atlantic's 7th grade Special Education students (65%) passed this assessment at the

Needs Improvement level. Although 18% received Warning scores, compared to only 5% the previous year, 28% did so throughout the District, suggesting a more wide spread difficulty on this assessment.

Eight percent of Atlantic's 7th grade ELL students earned scores in the Proficient range on the ELA exam, compared to none in this category the previous year, while 75% of this subgroup passed at the Needs Improvement level. Only 17% received scores in the Warning range, which is a 37% improvement from the previous year's Warning range percentage, and only 1% more than the District's Warning category results (16%).

8th Grade

Eighty-six percent of all 8th grade students at Atlantic scored in either the Advanced or Proficient range on the ELA assessment, which was the highest percentage of combined achievement at these levels in four years, and better than the District's performance (78%) in these upper ranges, combined. Seventy-three percent scored at the Proficient level, which was higher than the District results (63%). Warning scores were down to only 1%, a four-year low and 6% lower than District results in this category.

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. Proficient scores rose from 56% in 6th grade to 76% in 8th grade. Combined Advanced/Proficient scores improved from 69% in 6th grade up to 90% in 8th grade. Warning scores decreased from 6% in 6th grade to 1% in 8th grade.

Eighty-seven percent of 8th grade Special Education students scored in either the Advanced or Proficient range on the ELA test, which was by far the highest percentage of combined achievement at these levels in four years, and was significantly higher than the District's performance (34%) in these upper ranges, combined, for this subgroup. Eighty percent scored at the Proficient level, which was higher than the District performance by 49%. There were no Warning category scores recorded for these students, a four-year best, compared with 31% Warning level results, District-wide.

Although no Advanced scores were recorded on this assessment for any of Atlantic's 8th grade ELL students, 35% had results in the Proficient range, which was the highest percentage of achievement in this category in four years. Warning scores were down to only 6%, which is a four-year low in this category for 8th grade ELL students, and 4% lower than District results for this subgroup at the Warning level.

Mathematics

6th Grade

Advanced level math scores for Atlantic 6th graders accounted for 32% of the aggregate, 2% higher than the previous year and 3% higher than District-wide results (29%) in the Advanced range. Thirty-seven percent achieved scores at the Proficient level, the highest percentage in four years in this range and 7% more than the District results (30%). Accordingly, 69% of all 6th graders 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 (59%) in these upper ranges, combined. Warning scores remained at 11% but were 5% lower than District-wide results in the Warning category.

Twenty-nine percent of Atlantic's 6th grade Special Education students scored in either the Advanced or Proficient range on the Math assessment, which was a higher percentage of combined achievement at these levels than the previous year (15%) and better than the District's performance (11%) in these

upper ranges, combined. Ten percent of this 6th grade subgroup scored at the Advanced level compared to none the previous year, while only 4% earned Advanced scores, District-wide. Proficient scores (19%) were at their highest percentage in three years and topped District-wide results in the Proficient range by 12%. Although Warning range scores remained high at 48%, this is a 12% improvement from last year's 6th grade Special Education students' math results, and 14% better than District results (62%) in this category.

Sixty-five percent of Atlantic's 6th grade ELL students scored in either the Advanced or Proficient range on the Math assessment, which was the highest percentage of combined achievement at these levels in four years, and better than the District's performance (53%) in these upper ranges, combined. Advanced scores (12%) were 3% higher than in the previous year (9%), and were slightly higher than current District results (11%) in this category. Proficient scores (53%) were 8% higher than in the previous year and 11% higher than District results in this category. Although Warning category math scores rose to 12% for 6th grade ELL students, District-wide results at the Warning level were at 24% for this subgroup.

7th Grade

With the combined Advanced (21%) and Proficient (30%) range achievement for all 7th grade math students at 51%, these results represent a four-year low in school performance in these upper categories. However, the District result in these ranges, combined, was only at 50%, with both Advanced and Proficient level scoring essentially the same for Atlantic and the District. Meanwhile, Warning range scores rose to 19%, their highest rate in four years, though the District percentage of Warning scores was 22%, indicating a somewhat challenging math assessment for many 7th grade students.

Seventh grade Special Education students found the Math assessment very challenging. No scores in the Advanced range were recorded for the first time in four years and only 6% of this subgroup achieved scores at the Proficient level, the lowest in four years. This assessment continues to be a challenging test District-wide, with only 10% scoring at the Advanced or Proficient levels, combined. Seventy-one percent of this Atlantic subgroup received Warning range scores, which is a significant rise in this category from the previous three years, though in-line with the District's Warning range performance (69%) suggesting city-wide difficulty on this assessment for 7th grade Special Education students.

Seventh grade ELL students also found the Math assessment fairly challenging, with no one achieving at the Advanced level and only 25% performing in the Proficient range, with both scoring categories recording significant decreases from the previous year's performance. It is noteworthy, however, that current District-wide Advanced and Proficient range scores suffered significant decreases from the previous year's achievement as well. Warning scores (17%) were up slightly from the previous year (15%), but were well below Warning range results for the District (25%).

8th Grade

Eighty percent of all 8th grade students at Atlantic scored in either the Advanced or Proficient range on the Math assessment, which was the highest percentage of combined achievement at these levels in four years, and better than the District's performance (58%) in these upper ranges, combined. Forty-two percent scored at the Advanced level, which was higher than the District results (29%). Thirty-eight percent scored in the Proficient range, which was also higher than the District-wide achievement (29%) at this level. Only 6% of 8th graders received Warning scores, 4% lower than the previous year's percentage at the Warning level and 13% lower than the District's percentage of Warning range scores (19%).

Group cohort data, comparing Atlantic students' 8th grade math performance with their own scores from 6th and 7th grade, indicate growth and progress through the middle school years. Advanced scores rose from 39% in 6th grade to 42% in 8th grade. Proficient scores improved from 32% in 6th grade to 36% in 8th grade. Accordingly, combined Advanced/Proficient range achievement in math for this cohort improved from 71% in 6th grade to 78% in 8th grade. Warning level scores decreased from 7% in 6th grade down to 5% in 8th grade.

Fifty-four percent of 8th grade Special Education students at Atlantic scored in either the Advanced or Proficient range on the Math assessment, which was by far the highest percentage of combined achievement at these levels in four years, and was significantly higher than the District's performance (12%) for this subgroup in these upper ranges, combined. Advanced scores (27%) were the highest in four years and were 23% higher than the District results (4%) at this level. Proficient range achievement (27%) was also the highest in four years and was 19% greater than District-wide scores (8%) in this category. Warning range scores (20%) were at their lowest percentage, by far, in four years, and were significantly lower than District-wide results at the Warning level (62%).

Seventy-nine percent of Atlantic's 8th grade ELL students scored in either the Advanced or Proficient range on the Math assessment, which was the highest percentage of combined achievement at these levels in four years, and better than the District's performance (73%) in these upper ranges, combined. Advanced scores (32%) were slightly higher than District results (30%) in this category. Achievement at the Proficient level (47%) was its highest in four years and was 4% greater than District-wide Proficient range results (43%). Warning level scores (11%) were in line with District results, but jumped 3% from the previous year's school scores.

Science and Technology

8th Grade

Nearly half (49%) of Atlantic's 8th graders achieved scores at either the Advanced (6%) or Proficient level (43%) on the Science assessment, which was a higher percentage of combined achievement than both the District (41%) and the State (41%). Advanced performance was at its highest percentage in four years, rivaling both District (7%) and State (6%) results. Proficient range performance was significantly stronger than both District (34%) and State (35%) results. Warning level results (7%) equaled our school's lowest percentage in four years and were significantly lower than both District-wide (17%) and State (19%) performance.

Eighth grade Special Education students performed very well on the Science assessment. Although there were no scores recorded at the Advanced level (which is essentially a State-wide trend over the past four years), 27% scored in the Proficient range, which is by far our school's strongest performance at this level in four years and significantly better than both District (6%) and State (10%) achievement. Sixty-seven percent of Atlantic's 8th grade Special Education students passed the Science assessment at the Needs Improvement level, which again, is a four-year school best and significantly better than both District (36%) and State (37%) performance in this range. Only 7% of this subgroup received scores in the Warning range on the Science test, which was by far the lowest school percentage in four years and was significantly lower than both District (57%) and State (52%) results for Special Education students on this assessment.

There were no scores recorded at the Advanced level for 8th grade ELL students in either the school, the District, or the State, on what was clearly a very challenging Science assessment for this subgroup. Proficient range scores at Atlantic, however, climbed to 16% from the previous year's 8% figure, a four-

year school high in this category and significantly better than State results (4%). Fifty-eight percent earned scores at the Needs Improvement level, which fell short of the previous year's ELL subgroup performance (77%) but still topped both District (48%) and State (28%) achievement. Warning level scores were at 26%, an 11% school increase from the previous year's Warning range results but still better than both District (27%) and State (67%) Warning score percentages.

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 2016-2017 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 2016 ELA MCAS results at each grade level. Specific focus will be placed on increasing the APC for the reading anchor standard for subgroups (English Learners and Special Education). This will be documented on the Spring 2017 English Language Arts MCAS Standards Report (CU306).

Goal # 2:

During the 2016-2017 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 2016 Math MCAS results as documented on the Spring 2017 Math Standards Report (CU306).

Goal # 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 2016-2017 school year.

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.	Administer a common pre-test at each grade level. Administer a writing pre-assessment by exploring assessment options in <i>Collections</i> .	September 2016 – January 2017	Pre-Tests, Released Next Generation Sample Items and Practice Tests	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
b.	Teachers will demonstrate tools and technological language featured in next generation assessments with gradual release of responsibility.	September 2016 – January 2017	Lessons that incorporate technology use, exit tickets from online scavenger hunts, results from student online practice samples and tests, documentation of computer lab usage, in-class lessons that introduce tools and language	Principal, Assistant Principal Grade 6, 7, & 8 Teachers EL & 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.	September 2016 – January 2017	List of Grade Level Informational Text Resources with Lexile Levels, <i>Collections</i> Selections, Lesson Plans	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
d.	Create, integrate, model, and practice evidence-based selection response (EBSR) question types that exhibit several correct answers infusing a gradual release of responsibility.	September 2016 – January 2017	Revision of Questions on Past Assessments to Reflect Different Styles of Questioning (Parts A and B, More than One Correct Answer)	Principal, Assistant Principal Grade 6, 7, & 8 Teachers EL & Special Education Teachers
e.	Improve integration of knowledge and ideas text to text pairings to prepare students for MCAS 2.0 (standard 9).	September 2016 – January 2017	Student Writing Samples, Samples of Various Complex Text Pairings, Close reading Strategies, <i>Collections</i> Pairings, Graphic Organizers	Principal, Assistant Principal Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
f.	Develop a more comprehensive reading list to include various categories and formats of informational texts.	September 2016 – January 2017	Lesson Plans, Informational Text List	Principal, Assistant Principal Grade 6, 7, & 8 Teachers, EL and Special Education Teachers

g.	Implement instructional strategies that promote students’ ability to analyze author’s craft and structure (Standards 4, 5, and 6) and incorporate more depth of knowledge (DOK) 3 and 4 question types in lessons and assessments.	September 2016 – January 2017	Practiced PARCC Items Related to Craft and Structure, Question Suggestions from Dr. Boyles Power Points, Information, and Book into Lessons and Assessments	Principal, Assistant Principal Grade 6, 7, & 8 Teachers EL and Special Education Teachers
h.	Offer an after-school activity and/or test prep course to familiarize and prepare students for MCAS 2.0 this spring.	September 2016 – January 2017	Attendance Logs with Student Participation, Description of Activity/Prep Class, Notes from After-School Session	Principal, Assistant Principal Grade 6, 7, & 8 Teachers EL and Special Education 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>	September 2016 – January 2017	Content and Language Objectives Displayed in Classroom, Lesson Plans, Formative Assessments (exit tickets)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers ELL & Special Education Teachers
j.	In support of EL and FEL students, incorporate SEI strategies into lessons as related to language standards 1 & 2	September 2016 – January 2017	SEI Strategies, Tiered Vocabulary, Sample Student Work	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers EL Teachers
k.	Library Media Specialist will collaborate with ELA teachers to integrate high-interest non-fiction reading.	September 2016 – January 2017	Library Reading Displays, Increased Book Check-Out from the Atlantic Library/Media Center	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers Library Media Specialist
l.	Implement various writing performance tasks (literary analysis, research simulation, and argument)	September 2016 – January 2017	PARCC Practice Tests, Collections Performance Assessments, Student Performance Task Writing Samples, Pre-writing Graphic Organizers, Writing Rubrics	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.	Science text and supplemental material reading will incorporate Close Reading strategies.	September 2016 – January 2017	Lesson Plans, Student Learning Objectives	Principal, Assistant Principal, Science Teachers
b.	<i>Students analyze MCAS Open Response samples and attempt to score them based on the question requirements. This addresses concept reinforcement, as well as writing strategies. EL and special needs students will be assisted with understanding science/tech concepts and developing their test taking skills.</i>	September 2016 – January 2017	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 EL and special needs learners so as to address the needs of all students in the general education setting.	September 2016 – January 2017	Open Response Questions, Lesson Plans, Content and EL Language Objectives	Principal, Assistant Principal, Science Teachers
d.	<i>MCAS style Open Response questions and short reading selections will be used in actual science/technology tests for consistency and genuine assessment.</i>	September 2016 – January 2017	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.	September 2016 – January 2017	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>	September 2016 – January 2017	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.	September 2016 – January 2017	Grade and Content Team Meetings, Lesson Plans, Science Fair Project	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 2016 – January 2017	Lesson Plans, Informational Text Reading Selections, Student Work Samples	Principal, Assistant Principal, Engineering/Technology Teacher
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Social Studies

Steps	WHAT Strategies/Activities	WHEN Timeline	HOW Sources of Evidence	WHO Team/ Facilitator Responsible
a.	Social Studies text and supplemental material reading will incorporate Close Reading strategies. Also, increase use of complex literary and informational texts to supplement Social Studies textbook at all grade levels.	September 2016 – January 2017	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>	September 2016 – January 2017	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.	September 2016 – January 2017	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.	September 2016 – January 2017	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.	September 2016 – January 2017	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 2016 – January 2017	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.	September 2016 – January 2017	Open Response Questions with Charts, Graphs, Maps, etc., Writing Rubric	Principal, Assistant Principal, Social Studies Teachers

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 2016 – January 2017	MCAS Reports, Released MCAS Items, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, EL and Special Education Teachers
b.	Use a pre and post-test to monitor progress on units of study throughout the year.	September 2016 – January 2017	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. 	September 2016 – January 2017	Lesson Plans, Content Area Team Meetings, Student Learning Objectives and Standards Displayed in Classroom	Principal, Assistant Principal, Grade 6, 7, & 8 Math, EL and Special Education Teachers
d.	<i>Employ the Big Ideas Performance Tasks and other performance tasks to provide a variety of assessment methods that help students make sense of problems and persevere in solving them.</i>	September 2016 – January 2017	Lesson Plans, Performance Tasks, Student Work Samples, In-Class Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, EL and Special Education Teachers
e.	Analyze MCAS data using item analysis graphs by division for each teacher to identify weaknesses and implement released sample MCAS/PARCC questions on formal and informal assessments to respond to those weaknesses. <ul style="list-style-type: none"> Current 2016-2017 students Results of 2015-2016 students 	September 2016 – January 2017	MCAS Item Analysis data Reports, Released MCAS/PARCC Questions, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and EL Teachers
f.	<i>Enhance learning and engage students with interactive technology. Use technology to provide reinforcement in math facts, fractions, and measurement.</i>	September 2016 – January 2017	Lesson Plans that Included Technology, Student Learning Objectives	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and EL Teachers
g.	Math teachers will utilize strategies from Dr. Chen's math professional development on differentiating Common Core mathematics with special needs students using hands on strategies to improve mathematics: Integers in Algebra, Fractions, and Decimals.	September 2016 – January 2017	System Professional Development, Content Area Team Meetings, Re-Teach Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Math, EL & Special Education Teachers

h.	<i>All grade 7 & 8 special education students are in inclusion classes with an additional re-teach period to improve the understanding of mathematical concepts learned in class.</i>	September 2016 – January 2017	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.	September 2016 – January 2017	Atlantic M.S. Website, Teacher Homework Website Pages	Principal, Assistant Principal, Grade 6, 7, & 8 Math, EL and Special Education Teachers
j.	Celebrate Pi Day on March 14, 2017 with in class and school wide activities.	March 2017	Lesson Plans, Classroom Pi Day Activities, Student Work Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Math, EL and 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 2016 – January 2017	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, and models.</i>	September 2016 – January 2017	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 2016 – January 2017	Engineering/ Technology/ Math Problem Set	Principal, Assistant Principal, Math and Technology /Engineering Teachers
n.	Use of I-Ready Math intervention program to identify areas of need with special education students.	September 2016 – January 2017	I-Ready Math Student Reports, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math and Special Education Teachers

Goal # 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 2016-2017 school year.

	WHAT	WHEN	HOW	WHO
Steps	Strategies / Activities	Timeline	Source of Evidence	Team/Facilitator Responsible
a.	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.	September 2016 – January 2017	Lunch Menus, Cafeteria Displays,	Principal Assistant Principal Cafeteria Manager
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.	September 2016 – January 2017	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.	September 2016 – January 2017	Cafeteria Supervision	Principal Assistant Principal Cafeteria Manager
d.	Food served will comply with state and local safety and sanitation regulations.	September 2016 – January 2017	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.	September 2016 – January 2017	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 2016 – January 2017	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 2016 – January 2017	Health Class Lesson Plans, Bulletin Board Displays	Principal Assistant Principal Teachers

h.	The school nurse will promote healthy eating through individual advice, collaboration with Physical Education and Health teachers, newsletter articles, and bulletin board displays.	September 2016 – January 2017	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.	September 2016 – January 2017	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 2016 – January 2017	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 and vision tests.	September 2016 – January 2017	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 2016 – January 2017	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	September 2016 – January 2017	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.	September 2016 – January 2017	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.	September 2016 – January 2017	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 2016 – January 2017	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.	September 2016 – January 2017	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 2016 – January 2017	Wellness Team Meeting Agendas and Notes	Principal Assistant Principal Cafeteria Manager Nurse Guidance Teachers

E. Related Professional Development

Principal / School Improvement Plan Staff Development Tuesdays

Date	Time	Location	Participants	Topic	Presenters	Goal
9-6-16	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
9-13-16	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
9-27-16	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

10-11-16	1:00–3:00	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, Close Reading, Math Strategies	Curriculum Director	#1 #2
11-15-16	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Positive Behavior Intervention System – 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
1-10-17	1:00-4:30	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, Close Reading, Math Strategies	Curriculum Director	#1 #2
2-14-17	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	Assessment Day 2 Overview of SIP including review of 2016-2017 MCAS/SIP Goals, Action Steps, and Evidence	Principal Assistant Principal Assessment Team Content Area Team Leaders	#1 #2
2-28-17	1:00-3:00	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, Close Reading, Math Strategies	Curriculum Director	#1 #2
3-14-17	1:00-2:30	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 Content Area Teams	#1 #2

4-11-17	1:00 – 4:30	Various School Locations	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, Close Reading, Math Strategies	Curriculum Director	#1 #2
4-25-17	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Curriculum Alignment & Assessments (Pacing) Content & Grade Level Teams Organize Promotional Events for MCAS Testing.	Principal Assistant Principal Content Area Teams	#1 #2
5-9-17	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Grade Level & Content Area Teams Establish Curriculum Resource Needs for 2017-2018 School Year	Principal Assistant Principal Content Area Teams	#1 #2 #3
6-13-17	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	Assessment Day 3 Content Area Reflections of 2016-2017 School Improvement Plan Goals Drafting of Goals, Actions Steps, Monitoring Criteria, & Professional Development Plan for 2017-2018 SIP	Principal Assistant Principal Assessment Team Content Area Team Leaders	#1 #2 #3

Compensatory Date (s)

10-25-16, 3-28-17, 5-23-17

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: Ann Mariano
57 Grove Street
Quincy, MA 02169

Staff: Elizabeth Angell
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

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:

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 2016-2017 school year.

Meeting Dates:

9/27, 2/14, 6/13

School Wellness Council Members:

Maureen MacNeil
Principal

Dr. Adam Wolf
Assistant Principal

Meredith Johnston
School Nurse

Carolyn Parsley
Physical Education Teacher

Diane Peterson
Cafeteria Manager

Terry Zauft
Health Education Teacher

VII. Submission Page

Submitted By:

Principal Signature

Assistant Principal Signature

Parent Teacher Organization Signature

Teacher Representative Signature

Appendix Section A

Atlantic Middle School Core Class Size

20 or fewer	21-23	24	25	26	27	28
48	30	8	7	6	2*	0
					<i>*Grades 6, 8 Advanced Math</i>	

Demographics – October 1, 2016

Total Enrollment	Special Education	ELE <i>(English Learner Education)</i>	Low Income <i>(Eligible for Free/Reduced Lunch)</i>	FLE <i>(Former ELE)</i>
471	13% (63 Students)	13% (62 Students)	56% (265 Students)	9% (42 Students)

School: Atlantic Middle

Address: 86 Hollis Ave., Quincy, MA, 02171

Principal: Maureen MacNeil (maureenmacneil@quincypublicschools.com)

	Level Percentile		Title I	Grade Span	2015-16 Enrollment	2016 Stability	Annual PPI		Level 1	
	2015	2016					2015	2016		
	64	69					No	6-8		
Subgroups	2015 Percentiles		2016 Percentiles		% of Population 2015-2016	Annual PPI		Focus Area?	Met PPI Target?	
	In Group	All Sub groups	In Group	All Sub groups		2015	2016			
High Needs	94	81	96	84	53.4	110	95	No	Yes	
ELL / FELL	88	69	88	71	12.7	100	80	No	Yes	
SWD	65	31	75	38	11.4	81	63	No	No	
Asian	45	89	43	90	53.0	130	80	No	Yes	
White	41	81	40	83	40.1	70	55	No	No	
Econ. Dis.	-	-	-	-	36.3	-	80	No	-	

Enrollment 2015-2016		
Race/Ethnicity	% of School	% of District
African American	2.1	6.1
Asian	53.0	37.1
Hispanic	1.5	5.2
Native American	0.4	0.2
White	40.1	48.2
Native Hawaiian, Pacific Islander	0.2	0.4
Multi-Race, Non-Hispanic	2.7	2.9

Selected Populations	% of School	% of District
First Language not English	42.8	35.7
English Language Learner	12.7	14.9
Students With Disabilities	11.4	16.9
High Needs	53.4	55.6
Economically Disadvantaged	36.3	34.8

Color Coding (Achievement and Accountability)	
	Above target
	On target
	Improved, but below target
	No movement
	Declined

School: Atlantic Middle / Quincy

2015	ELA				Math				Science		
	SGP	CPI	%P/A	Avg.% correct	SGP	CPI	%P/A	Avg.% correct	CPI	%P/A	Avg.% correct
All Students	63	89.1	76	71	65	83.7	68	73	83.7	58	68
Grade 8	68	92.9	85	77	61	86.9	75	77	83.7	58	68
Grade 7	72	88.2	74	70	66.5	81.3	61	73	NA	NA	NA
Grade 6	53	85.6	69	66	66	82.1	65	70	NA	NA	NA
<i>Subgroups</i>											
High Needs	64	84.1	67	67	67	79.3	62	70	79.3	45	63
ELL / FELL	72	77.2	51	47	79	85.0	68	67	85.0	33	53
SWD	61	71.7	45	59	59.5	50.0	25	49	50.0	10	52
Asian	70	89.8	77	72	74	92.3	81	80	92.3	63	70
White	55	89.4	78	71	57	75.1	55	66	75.1	54	67
Econ. Dis.	64	86.5	71	69	65	81.3	64	71	81.3	53	66

2016	ELA				Math				Science		
	SGP	CPI	%P/A	Avg.% correct	SGP	CPI	%P/A	Avg.% correct	CPI	%P/A	Avg.% correct
All Students	62.5	90.2	78	72	64	83.0	66	70	83.0	48	66
Grade 8	65	93.9	86	73	64	70.7	80	76	83.0	48	66
Grade 7	69	89.4	75	72	52.5	74.8	51	63	NA	NA	NA
Grade 6	50	87.6	74	72	69.5	84.3	70	72	NA	NA	NA
<i>Subgroups</i>											
High Needs	66	84.7	67	68	65	79.4	61	67	79.4	39	63
ELL / FELL	68	76.7	51	51	74.5	82.2	65	66	82.2	23	54
SWD	43	69.3	40	57	61.5	53.3	28	48	53.3	27	57
Asian	67	89.4	76	72	69	89.3	75	76	89.3	56	69
White	54.5	91.4	81	73	56	76.8	57	64	76.8	36	62
Econ. Dis.	67	88.0	75	70	64.5	81.7	64	69	81.7	41	64

SGP Trends								
	ELA				Math			
	2013	2014	2015	2016	2013	2014	2015	2016
All Students	59	63.5	63	62.5	62	61	65	64
Grade 8	54	52	68	65	39	49	61	64
Grade 7	61	71.5	72	69	58	70.5	66.5	52.5
Grade 6	60	62	53	50	73.5	74.5	66	69.5
<i>Subgroups</i>								
High Needs	60	62.5	64	66	67	67	67	65
ELL / FELL	69	65	72	68	79	80	79	74.5
SWD	52	53	61	43	37	51	59.5	61.5
Asian	64	66	70	67	73	70.5	74	69
White	52.5	57	55	54.5	50	52	57	56
Econ. Dis.	-	-	64	67	-	-	65	64.5

Updated as of 10/19/16 L.Blaney/M.Roy

Appendix Section B

Support Services

FTE

- 1 Nurse
- 3.5 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 2016-2017
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$10,290.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$14,504.00
<u>Extra Curricular Account</u>	\$24,602.00
Other	
Art Supply	\$1,931.00
Science Supply	\$1,470.00
Library Supply	\$2,000.00
<u>Total</u>	\$54,797.00
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
PTO (approximate)	\$1,400.00
QSCP Mini-Grants (approximate)	\$700.00

Appendix Section D

Facilities

1. Improvements

- New Landscaping and Planting in Front and Side of School
- 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
- Replacement Seating in the Cafeteria
- Painting of all Door Trims Completed

2. Areas of Need

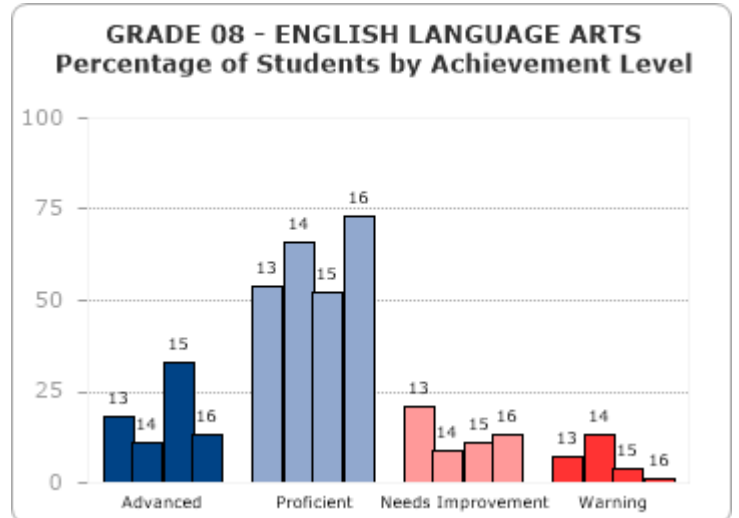
- Broken Seals on Some Windows
- Some Locker Hardware and Handles Need to be Replaced
- Lockers Need to be Painted
- First Floor Hallways Need to be Painted

Appendix Section E - Data Charts and Trends

MCAS Annual Comparisons

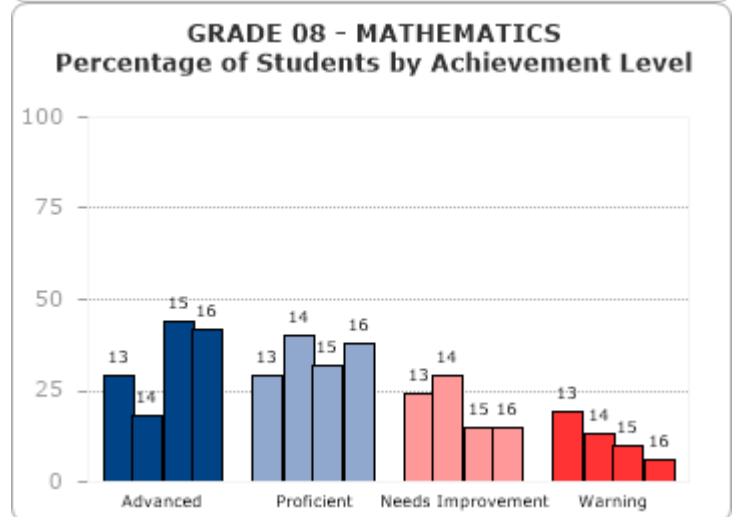
GRADE 08 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT 2013 2014 2015 2016
LEVEL

ADVANCED	18	11	33	13
PROFICIENT	54	66	52	73
NEEDS IMPROVEMENT	21	9	11	13
WARNING	7	13	4	1



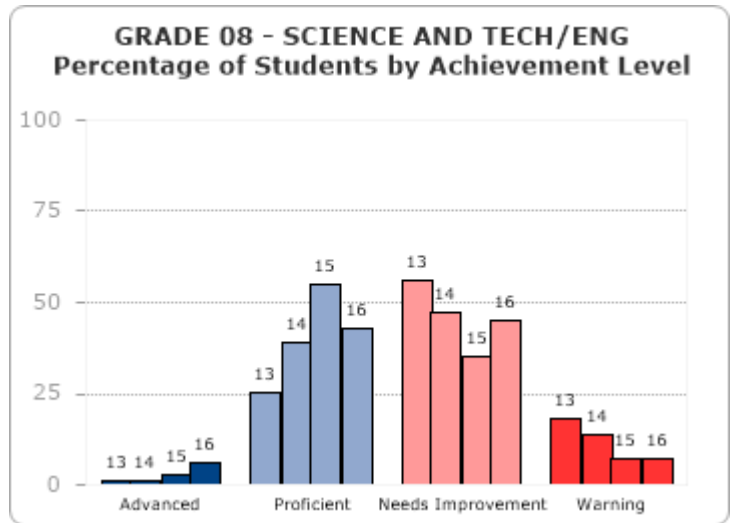
GRADE 08 - MATHEMATICS
ACHIEVEMENT 2013 2014 2015 2016
LEVEL

ADVANCED	29	18	44	42
PROFICIENT	29	40	32	38
NEEDS IMPROVEMENT	24	29	15	15
WARNING	19	13	10	6



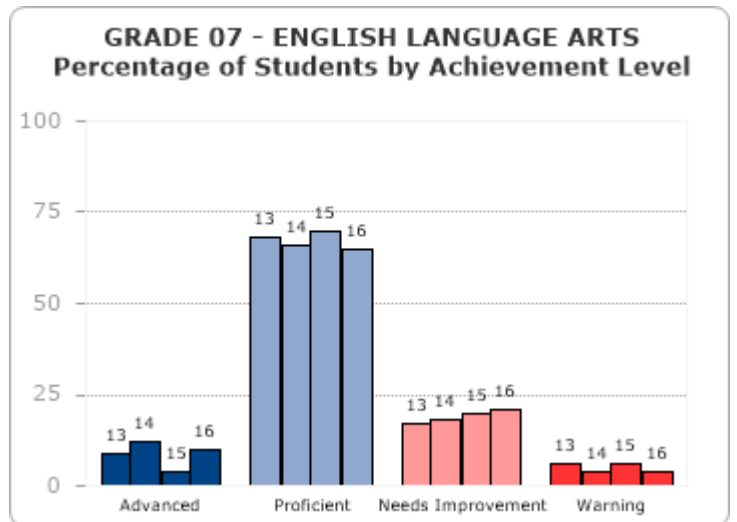
GRADE 08 - SCIENCE AND TECH/ENG
ACHIEVEMENT 2013 2014 2015 2016
LEVEL

ADVANCED	1	1	3	6
PROFICIENT	25	39	55	43
NEEDS IMPROVEMENT	56	47	35	45
WARNING	18	14	7	7



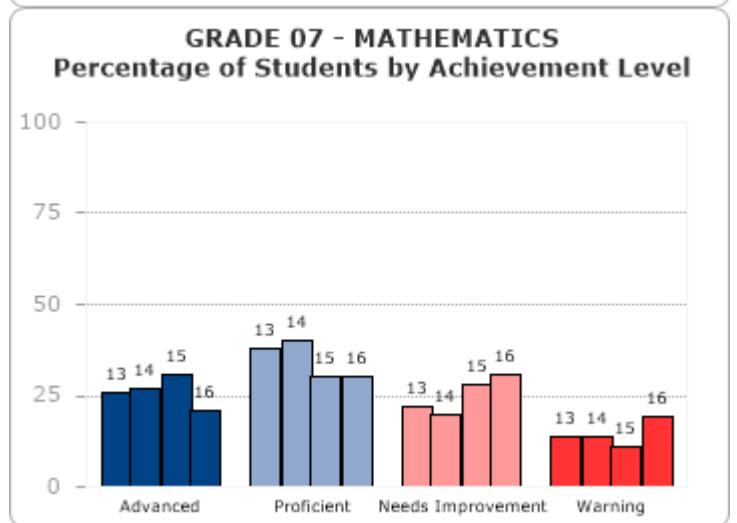
GRADE 07 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT 2013 2014 2015 2016
LEVEL

ADVANCED	9	12	4	10
PROFICIENT	68	66	70	65
NEEDS IMPROVEMENT	17	18	20	21
WARNING	6	4	6	4



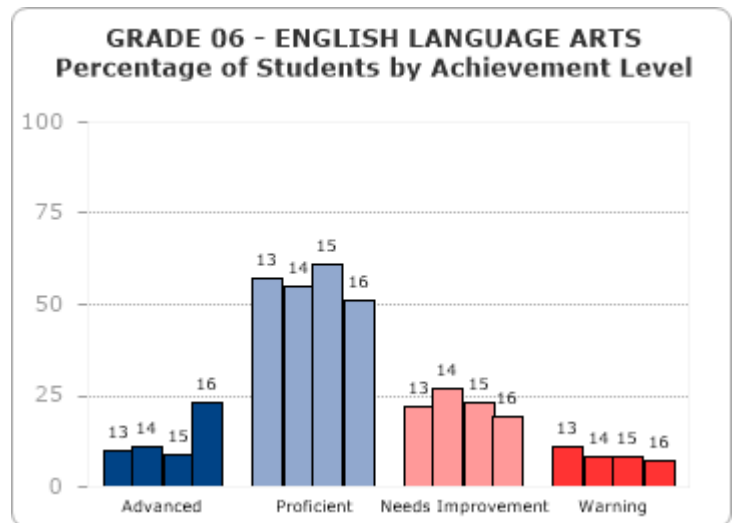
GRADE 07 - MATHEMATICS
ACHIEVEMENT 2013 2014 2015 2016
LEVEL

ADVANCED	26	27	31	21
PROFICIENT	38	40	30	30
NEEDS IMPROVEMENT	22	20	28	31
WARNING	14	14	11	19



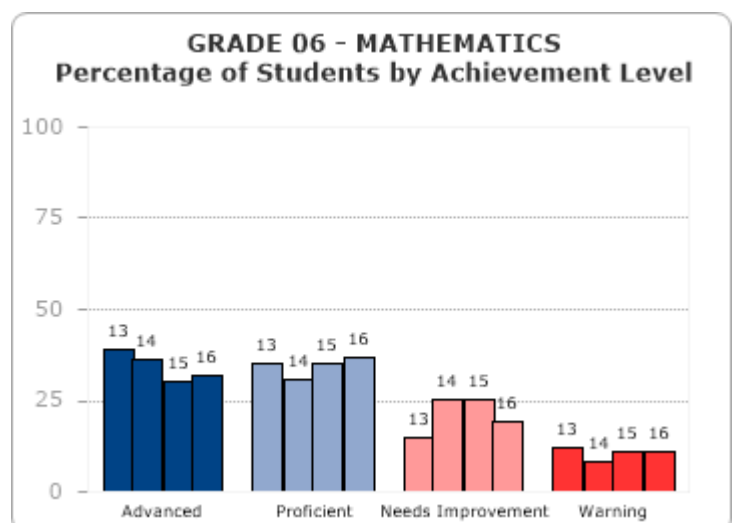
GRADE 06 - ENGLISH LANGUAGE ARTS ACHIEVEMENT 2013 2014 2015 2016 LEVEL

ADVANCED	10	11	9	23
PROFICIENT	57	55	61	51
NEEDS IMPROVEMENT	22	27	23	19
WARNING	11	8	8	7



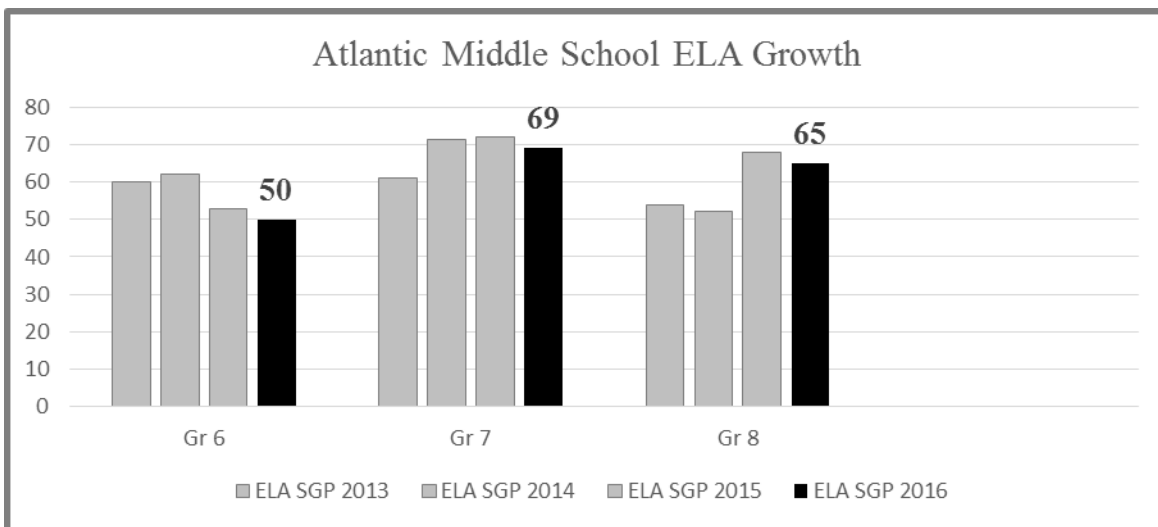
GRADE 06 - MATHEMATICS ACHIEVEMENT 2013 2014 2015 2016 LEVEL

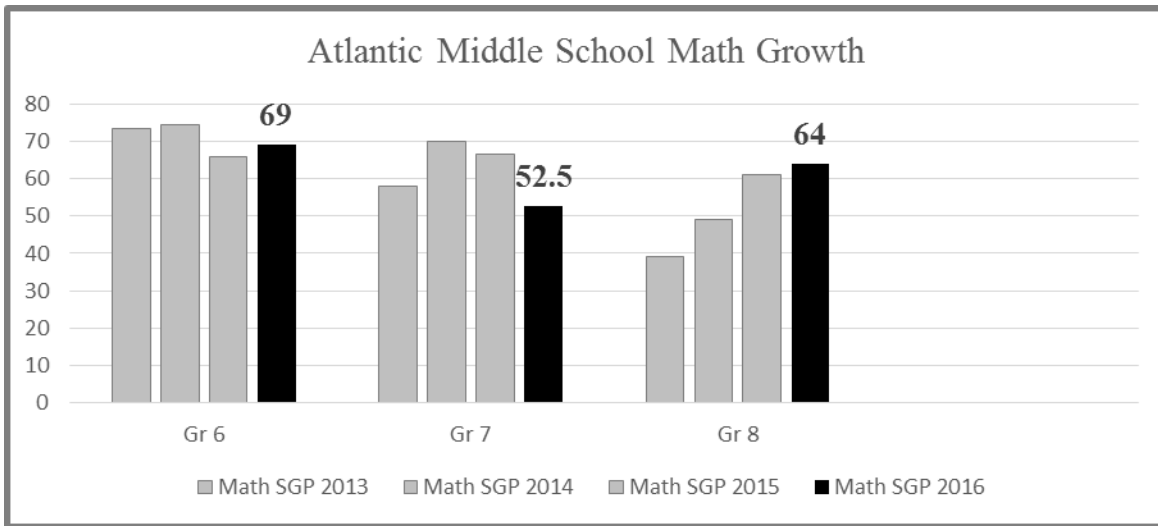
ADVANCED	39	36	30	32
PROFICIENT	35	31	35	37
NEEDS IMPROVEMENT	15	25	25	19
WARNING	12	8	11	11



Student Growth 2015-2016

Atlantic Middle School									
	ELA SGP 2013	ELA SGP 2014	ELA SGP 2015	ELA SGP 2016		Math SGP 2013	Math SGP 2014	Math SGP 2015	Math SGP 2016
Gr 6	60	62	53	50	Gr 6	73.5	74.5	66	69
Gr 7	61	71.5	72	69	Gr 7	58	70	66.5	52.5
Gr 8	54	52	68	65	Gr 8	39	49	61	64





Appendix E – Data Charts and Trends - School Standards Reports