

# Quincy Public Schools School Improvement Plan 2018 – 2019



*“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

Assistant Principal: Adam Wolf

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# I. Principal's Path

Dear Members of the Quincy School Committee:

Our commitment at Atlantic Middle School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers, and inspired learners prepared to thrive in the twenty-first century. Our curriculum reflects the complexity of the common core standards and prepares students to excel on next generation assessments. In short, our curriculum is rigorous and high standards and expectations are the foundation of our school. Through open communication and focused collaboration, the staff of Atlantic will continue to work together to sustain and build upon this nurturing school environment focused on high student achievement.

The Principal's Path Design Team fosters participatory and contributory decision making. The Design Team augments time for teacher collaboration with on-going opportunities for grade level and vertical team work. Effective teachers demonstrate ongoing professional growth in order to increase the quality of instruction. Our teachers regularly participate in professional development programs that allow them to collaborate with colleagues, share best practices, interpret student performance data, and design exemplary lessons and assessments.

Grade level and vertical teams meet multiple times a year to analyze student work and review formative and summative assessment data. These Integrated Learning Teams focus on trends and patterns around the skills and concepts within the curriculum. The discussions help to identify students in immediate need of intervention, remediation, and support. In addition, the Design Team regularly celebrates our students' successes and provides opportunity for targeted assistance beyond the school day.

Students are encouraged to explore their interests in the visual and performing arts, athletics, robotics and technology. Atlantic Middle School offers an extensive array of extended day activities to support the interests of students. Our national award winning literary magazine *Young Writers*, annual spring musical, extensive athletic programs, and champion robotics team enrich our program of studies. The result is motivated students who are excited about life-long learning and their school and community.

The building of relationships is fundamental to the mission of Atlantic Middle School. We understand that parents are partners in the education process and it is our responsibility to maintain on-going and open communication. In short, the Design Team seeks to engage every family in the mission of Atlantic Middle School. The mission speaks to providing a nurturing school environment with high academic expectations that supports students as they transition from childhood to adolescence. In this educational year, we will continue to work together to ensure that the mission and vision of Atlantic Middle School is fulfilled.

Best Regards,

Maureen C. MacNeil  
Principal

# II. Improvement Plan

## A. Assessment

### 1. Accountability Data

#### Atlantic's Progress Toward Improvement Targets

Achievement - Next-Generation MCAS average composite scaled score - Non-high school							
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
ELA All students	504.2	506.4	2.2	505.7	474	4	Exceeded Target
ELA Lowest Performing	483.3	482.1	-1.2	488.0	66	0	Declined
ELA High Needs	496.5	501.4	4.9	498.1	277	4	Exceeded Target
Math All Students	506.4	505.7	-0.7	507.8	477	0	Declined
Math Lowest Performing	483.1	480.6	-2.5	486.7	66	0	Declined
Math High Needs	503.2	503.9	0.7	504.9	280	3	Met Target
Science All Students	72.2	74.7	2.5	74.6	155	3	Met Target
Science Lowest Performing	-	-	-	-	-	-	-
Science High Needs	65.3	67.0	1.7	68.1	81	3	Met Target

Growth, ELA and Mathematics – Non-high school					
Group	2018 Mean SGP	2018 Target	N	Points	Reason
ELA All Students	59.5	50.0	453	3	Met Target
ELA Lowest Performing	54.1	50.0	64	3	Met Target
ELA High needs	61.5	50.0	262	4	Exceeded Target
Math All Students	58.1	50.0	457	3	Met Target
Math Lowest Performing	45.8	50.0	65	2	Below Target
Math High needs	58.3	50.0	267	3	Met Target

Progress Toward Attaining English Language Proficiency – Non-high school							
Group	2017 Rate (%)	2018 Rate (%)	Change	2018 Target	N	Points	Reason
English Learners/Formers ELs	71.1	45.0	-26.1	45.3	40	2	Improved Below Target

Other Indicators							
Group	2017 Rate (%)	2018 Rate (%)	Change	2018 Target	N	Points	Reason
Chronic Absenteeism – All students	6.9	4.3	2.6	5.8	510	4	Exceeded Target

## 2. MCAS Achievement Levels

### Atlantic Grade 6 ALL Students

<b>English Language Arts</b>	N Included 2017	% School 2017	% District 2017	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Exceeding Expectations	12	9	12	24	13	14
Meeting Expectations	63	45	44	94	52	45
Partially Meeting Expectations	59	42	39	50	28	31
Not Meeting Expectations	7	5	6	12	7	11
Total	141			180		

### Grade 6 English Language Arts

- Grade-wide scoring in upper two performance categories, combined (65%), surpassed both district-wide (59%) and state-wide (50%) achievement.
- Grade-wide scoring in upper two performance categories, combined (65%), was higher than school results from previous year’s 6<sup>th</sup> grade (54%).
- 29% of Special Education students scored in upper two achievement categories, combined, compared to 13% state-wide. None of school’s SPED students from previous year recorded scores in higher ranges.
- Grade-wide average percent correct (APC) score (63%) was higher than district-wide (62%) and state-wide (58%) results and improved from previous year’s school APC score (60%).
- APC score for Special Education students (46%) was higher than both district-wide (41%) and state-wide (39%) results, and surpassed previous year’s school figure (40%).
- Grade-wide APC score on Reading Anchor Standard items (74%) was higher than district-wide (73%) and state-wide (70%) results and improved from previous year’s school APC score (68%).

<b>Math</b>	<b>N Included 2017</b>	<b>% School 2017</b>	<b>% District 2017</b>	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Exceeding Expectations	12	9	12	24	13	13
Meeting Expectations	63	56	44	76	42	39
Partially Meeting Expectations	59	32	39	76	42	39
Not Meeting Expectations	7	3	6	5	3	9
Total	141			181		

Grade 6 Mathematics

- Grade-wide scores in upper two performance categories, combined (55%), surpassed both district-wide (52%) and state-wide (48%) achievement, with only 3% of school’s students in “Not Meeting Expectations” range for second year in a row, compared to 9% district-wide and 11% state-wide.
- 24% of grade’s English Learners scored in upper two categories (all in “Meets Expectations” range) while 9% did so state-wide (all in “Meets Expectations” range).
- 24% of SPED students scored in upper two achievement categories (all in Meets Expectations range), compared to 13%, state-wide.
- Grade-wide average percent correct (APC) score (61%) was higher than district-wide (59%) and state-wide (54%) results and improved from previous year’s school APC score (57%).
- APC score for English Learners (42%) was higher than both district-wide (40%) and state-wide (30%) figures, and 1% below previous year’s school APC score (43%).
- APC score for SPED students (42%), was higher than district-wide (34%) and state-wide (33%) results and improved from previous year’s school APC score (37%).

**Atlantic Grade 7 ALL Students**

<b>English Language Arts</b>	<b>N Included 2017</b>	<b>% School 2017</b>	<b>% District 2017</b>	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Exceeding Expectations	16	11	11	13	9	11
Meeting Expectations	86	57	52	67	48	43
Partially Meeting Expectations	44	29	31	49	35	35
Not Meeting Expectations	4	3	6	10	7	11
Total	150			139		

Grade 7 English Language Arts

- Grade-wide scoring in upper two performance categories, combined (57%), surpassed both district-wide (54%) and state-wide (46%) achievement.
- 47% of SPED students, state-wide, did not meet expectations on this assessment, compared to 23% of AMS students.
- APC score for English Learners (45%) was lower than district-wide result (46%), identical to state-wide figure, and lower than previous year’s school APC score (52%).
- Grade-wide APC score on Reading Anchor Standard items (73%) was lower than district-wide results (74%), identical to state-wide figure, and slightly lower than previous year’s school APC score (74%).

<b>Math</b>	<b>N Included 2017</b>	<b>% School 2017</b>	<b>% District 2017</b>	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Exceeding Expectations	27	18	13	13	9	9
Meeting Expectations	74	49	43	62	44	41
Partially Meeting Expectations	43	28	35	56	40	38
Not Meeting Expectations	7	5	10	9	6	11
Total	151			140		

Grade 7 Mathematics

- Grade-wide scoring in upper two performance categories, combined (53%), surpassed both district-wide (50%) and state-wide (46%) achievement.
- 18% of English Learners scored in upper two ranges, combined (all in “Meeting Expectations” category), while 9% did so, state-wide. School performance at these upper levels, combined, for previous year’s EL students was at 57%.
- Grade-wide average percent correct (APC) score (52%) was higher than district-wide (50%) and state-wide (46%) results, and lower than the previous year’s school APC score (56%).
- APC score for English Learners (32%) was higher than district-wide (30%) and state-wide (22%) results, and lower than the previous year’s school APC score (48%).
- APC score for SPED students (31%) was higher than district-wide (28%) and state-wide (25%) results, and lower than the previous year’s school APC score (37%).



**Atlantic Grade 8 All Students**

<b>English Language Arts</b>	<b>N Included 2017</b>	<b>% School 2017</b>	<b>% District 2017</b>	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Exceeding Expectations	18	11	15	24	15	17
Meeting Expectations	74	47	43	80	52	46
Partially Meeting Expectations	52	33	31	42	27	27
Not Meeting Expectations	14	9	11	9	6	10
Total	158			155		

Grade 8 English Language Arts

- Grade-wide scoring in upper two performance categories, combined (67%), surpassed both district-wide (63%) and state-wide (51%) achievement.
- Grade-wide scoring in upper two performance categories, combined (67%), was higher than school results from previous year's 8<sup>th</sup> grade (58%).
- English Learners achieving scores at the "Meeting Expectations" level (33%) far surpassed state-wide performance (6%), as well as the previous year's school achievement in this range (6%).
- Special Education scores in the "Meeting Expectations" range (32%) surpassed state-wide performance at this level (13%), as well as the previous year's school achievement (12%).
- Grade-wide average percent correct (APC) score (69%) was equal to district-wide achievement, higher than state-wide performance (65%), and improved from previous year's grade-wide APC score (65%).
- APC score for Special Education students (56%) was higher than both district-wide (54%) and state-wide (49%) results, and surpassed previous year's school figure (39%).
- APC score for English Learners on Reading Anchor Standard items (46%) was lower than district-wide results (50%), higher than the state-wide figure (41%), and slightly below previous year's school APC score (47%).
- APC score for Special Education students on Reading Anchor Standard items (56%) was higher than district-wide (54%) and state-wide (50%) results, and improved from the previous year's school APC score (52%).

<b>Math</b>	<b>N Included 2017</b>	<b>% School 2017</b>	<b>% District 2017</b>	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Exceeding Expectations	15	9	11	24	13	13
Meeting Expectations	79	50	39	81	52	45
Partially Meeting Expectations	58	37	40	43	28	28
Not Meeting Expectations	6	4	9	8	5	11
Total	158			156		

Grade 8 Mathematics

- Grade-wide scoring in upper two performance categories, combined (65%), surpassed both district-wide (58%) and state-wide (49%) achievement.
- Grade-wide scoring in upper two performance categories, combined (65%), was higher than school results from previous year’s 8<sup>th</sup> grade (59%).
- No English Learner student scored in the “Not Meeting Expectations” range compared to 42% in this category, state-wide.
- SPED students’ achievement in the “Meets Expectations” range is a 17% improvement over the previous year’s SPED student performance (6%).
- Grade-wide average percent correct (APC) score (67%) was higher than district-wide (63%) and state-wide (57%) results and improved from the previous year’s school APC score (60%).
- APC score for English Learners (66%) was higher than district-wide (57%) and state-wide (33%) results and surpassed the previous year’s school APC figure (59%).
- APC score for Special Education students (41%) was higher than district-wide (34%) and state-wide (35%) results and improved from the previous year’s school APC score for this subgroup (32%).

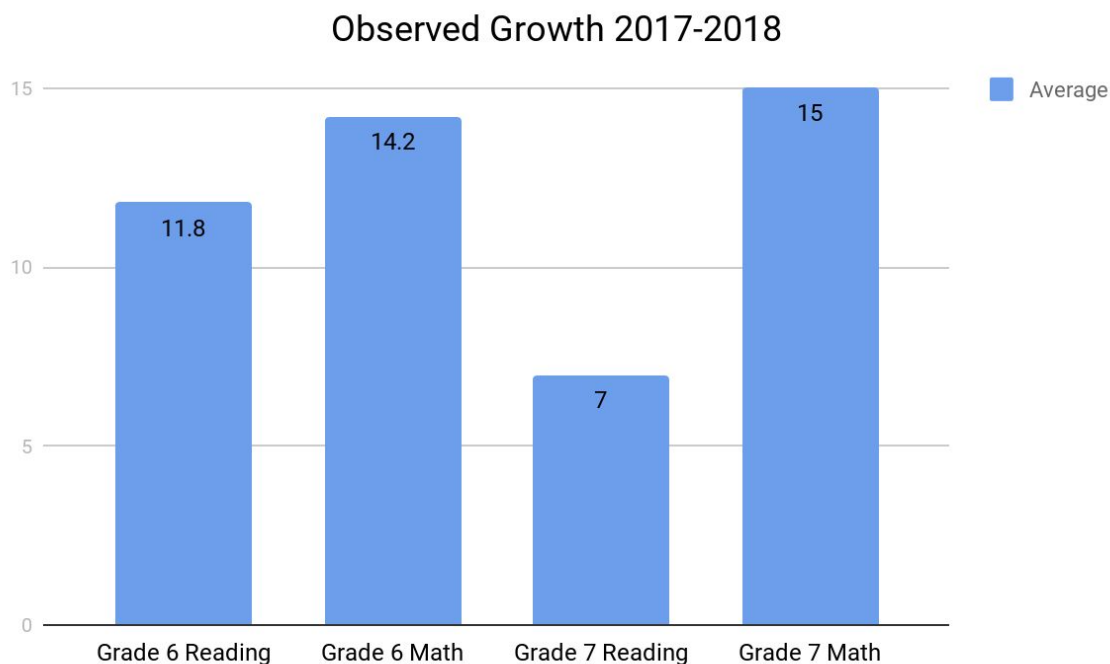
<b>Science and Technology/ Engineering</b>	<b>N Included 2017</b>	<b>% School 2017</b>	<b>% District 2017</b>	<b>N Included 2018</b>	<b>% School 2018</b>	<b>% District 2018</b>
Advanced	1	1	2	4	3	8
Proficient	60	38	38	62	40	36
Needs Improvement	76	48	43	71	46	41
Warning/Failing	21	13	18	18	12	16
Total	158			155		

### Grade 8 Science and Technology/Engineering

- Grade-wide scoring in upper two performance categories, combined (43%), surpassed state-wide achievement (35%), and was only slightly below district-wide results (44%).
- Grade-wide scoring in upper two performance categories, combined (43%), was higher than school results from previous year's 8<sup>th</sup> grade (39%).
- 13% of English Learners scored in upper two performance categories (all in Proficient range) while only 2% did so, state-wide.
- Grade-wide average percent correct (APC) score (64%) was equal to district-wide results, higher than the state-wide figure (60%), and improved over the previous year's school APC score (62%).
- APC score for English Learners (51%) was higher than both district-wide (48%) and state-wide (36%) results and was equal to the previous year's school APC score for this subgroup.
- APC score for Special Education students (46%) was higher than the district-wide, state-wide, and previous year's school APC scores, all at 44%.

### 3. MAP Growth

*The MAP assessment measures growth throughout the year, in the form of a RIT score, to inform instruction in the areas of Reading and Mathematics.*



#### MAP Growth

- Students exceeded the school norm projected growth at each tested grade in Reading.
- Students exceeded the school norm projected growth at each tested grade in Math.
- Teachers used MAP data to formulate remediation curriculum materials based on the individual needs of students. Teachers used the fall, winter, and spring tests to monitor student progress over time.
- Teaching teams also used the data to develop intervention plans to address the individual needs of students in need of academic support.

# B. School Goal Statements and Action Steps

## SMART Goal # 1: English Language Arts / Reading

During the 2018-2019 school year, students will show evidence of growth and achievement in Reading as measured by an increase in the number of students meeting/exceeding expectations on the Next Generation MCAS Spring 2019 Report (CU406) and an increase of 5 RIT points above the Fall average in grades 6/7 as indicated by the Spring 2019 MAP School Summary Report.

Throughout the 2018-2019 school year, each grade level and vertical team will address each of the Anchor Standards of the MA Curriculum Frameworks for ELA by working collaboratively to:

- Develop standards based lessons that meet the needs of all learners.
- Work collaboratively with ELE and Special Education teachers to differentiate instruction appropriately.
- Develop common formative assessments to measure ongoing progress.
- Utilize formative and summative assessment data to improve instructional practices and develop appropriate intervention strategies when necessary.

### Action Steps/Monitoring Plan

To successfully achieve SMART Goal #1, the ELA/Reading and Social Studies vertical teams have developed and committed to strategic and data driven action steps.

#### ELA Vertical Team

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	Develop and administer common writing assessments in order to strengthen students' ability to write for a range of tasks, purposes and audiences.	September 2018 – January 2018 Progress Update on A-Day # 2	Writing Assessments, Practice Tests, Samples of Student Writing	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
2.	Implement <i>Close Reading</i> and purposeful annotation strategies into whole group and small group instruction in order to improve students' ability to independently and proficiently read and comprehend complex literary and informational texts.	September 2018 – January 2018 Progress Update on A-Day # 2	Lesson Plans, Small Group Activities, Formative and Summative Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers

3.	Fully implement <i>Collections</i> print and digital resources at all grade levels. Teachers will use the print anthologies as well as the teacher and student on-line dashboard.	September 2018 – January 2018 Progress Update on A-Day # 2	Collections student work submitted through print and digital platforms.	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
4.	Create, integrate, model, and practice evidence based selected response question types that exhibit several correct answers.	September 2018 – January 2018 Progress Update on A-Day # 2	Revised questions that include evidence based selected response question types.	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
5.	Teachers will regularly demonstrate tools and technological language featured in next generation assessments.	September 2018 – January 2018 Progress Update on A-Day # 2	Lessons that incorporate technology use results from student on-line practice tests, increased computer /chromebook use.	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
6.	Implement instructional strategies that promote students' ability to analyze author's craft and structure and incorporate more Depth of Knowledge 3 and 4 question types in lessons and assessments.	September 2018 – January 2018 Progress Update on A-Day # 2	Practice MCAS Questions, Lesson Plans, Student Work Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
7.	Offer an extended day activity targeted to EL and FLEP students in need of writing intervention and support.	September 2018 – January 2018 Progress Update on A-Day # 2	Extended Day Student Participation, Description of Extended Day Activity, Notes	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL Teachers

8.	Teachers will use small group stations with flexible groupings – either homogeneous or heterogeneous in nature, that reflect standards, small group instruction, online learning, and a collaboration project.	September 2018 – January 2018 Progress Update on A-Day # 2	Examples of Groupings, Data and Student Work Samples, Small Group Activities	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers
9.	Teachers will use MAP Essential Reports to drive instruction, monitor student progress, and provide student support.	September 2018 – January 2018 Progress Update on A-Day # 2	Team Meeting Notes, MAP Data Reports, Differentiated Student Assignments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers, EL and Special Education Teachers

Social Studies Vertical Team

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	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 2018 – January 2018 Progress Update on A-Day # 2	Lesson Plans, Grade Level/Topical Non Fiction Reading Selections	Principal, Assistant Principal, Social Studies Teachers
2.	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.	September 2018 – January 2018 Progress Update on A-Day # 2	Open Response Questions, Writing Rubrics, Student Writing Samples	Principal, Assistant Principal, Social Studies Teachers

3.	Consistently use a graphic organizer when formulating answers to open response questions in Social Studies.	September 2018 – January 2018 Progress Update on A-Day # 2	Graphic Organizers, Open Response Questions	Principal, Assistant Principal, Social Studies Teachers
4.	Each grade level will complete a project based assignment using technology that demonstrates knowledge of cause and effect in relationship to various topics.	September 2018 – January 2018 Progress Update on A-Day # 2	Social Studies Projects, Student Writing Samples, Lesson Plans	Principal, Assistant Principal, Social Studies Teachers
5.	Students will demonstrate their understanding of chronological order by creating timelines in American and ancient history in each unit of study.	September 2018 – January 2018 Progress Update on A-Day # 2	Social Studies Timelines, Lesson Plans	Principal, Assistant Principal, Social Studies Teachers
6.	Write one persuasive argument essay per term to demonstrate understanding of the cause and effect relationship in various Social Studies topics.	September 2018 – January 2018 Progress Update on A-Day # 2	Cause/effect Persuasive Essay Assignment, Writing Rubric	Principal, Assistant Principal, Social Studies Teachers
7.	Integrate quantitative or technical information expressed in graphs, charts, or maps into open response answers.	September 2018 – January 2018 Progress Update on A-Day # 2	Open Response Questions with Charts, Graphs, Maps, etc., Writing Rubric	Principal, Assistant Principal, Social Studies Teachers



## SMART Goal # 2: Mathematics

During the 2018-2019 school year, students will show evidence of growth and achievement in Mathematics, as measured by an increase in the number of students meeting/exceeding expectations on the Next Generation MCAS Spring 2019 Report (CU406) and an increase of 5 RIT points above the Fall average in grades 6-7 as indicated by the Spring 2019 MAP School Summary Report.

Throughout the 2018-2019 school year, each grade level and vertical team will address both the Content Standards as well as embedding each of the Standards for Mathematical Practice into daily instruction by working collaboratively to:

- Develop standards based lessons that meet the needs of all learners.
- Work collaboratively with Special Education teachers to differentiate instruction appropriately.
- Develop common formative assessments to measure ongoing progress.
- Utilize formative and summative assessment data to improve instructional practices and develop appropriate intervention strategies when necessary.

### Action Steps/Monitoring Plan

To successfully achieve SMART Goal #2, the Math vertical team has developed and committed to strategic and data driven action steps.

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1.	Use MCAS data to identify student needs. Use release sample MCAS 2.0 test questions on formal and informal assessments aligned to the Common Core Curriculum standards	September 2018 – January 2018 Progress Update on A-Day # 2	MCAS Reports, Released MCAS Items, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and EL Teachers
2.	Use a pre and post-test to monitor progress on units of study throughout the year.	September 2018 – January 2018 Progress Update on A-Day # 2	Pre/Post Tests, Unit Tests	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and EL Teachers

<p>3.</p>	<p>Utilize the following teaching practices to implement the standards for mathematical practices and deepen conceptual understanding.</p> <ul style="list-style-type: none"> <li>● Guided Math</li> <li>● Number Talks</li> <li>● Performance Tasks</li> <li>● 3-Act Math</li> <li>● Deep Dive Problems</li> <li>● Illustrative Math</li> </ul>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Lesson Plans, Content Area Team Meetings, Student Learning Objectives and Standards Displayed in Classroom, Number Talks, 3-Act Math</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>
<p>4.</p>	<p>Use MAP data from fall, winter, and spring testing sessions to monitor student progress. Develop targeted intervention for students in need. Use MAP data to recommend students for extended day math intervention programs.</p>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Lesson Plans, Performance Tasks, Student Work Samples, In-Class Assessments, Extended Day Programs</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>
<p>5.</p>	<p>Analyze MCAS data using item analysis graphs for each teacher to identify areas of need and implement released sample MCAS 2.0 questions on formal and informal assessments to respond to those areas of need.</p> <ul style="list-style-type: none"> <li>● Current 2018-2019 students</li> <li>● Results of 2017-2018 students</li> </ul>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>MCAS Item Analysis data Reports, Released MCAS 2.0 Questions, Assessments</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>
<p>6.</p>	<p>Enhance learning by engaging students with interactive technology. Use technology to provide reinforcement in math facts, fractions, and measurement. Use Chromebooks on in class assessments and practice MCAS tests.</p>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Lesson Plans that Included Technology, Student Learning Objectives</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>

<p>7.</p>	<p>Math teachers will utilize strategies from system’s math professional development on meeting the needs of all students:</p> <ul style="list-style-type: none"> <li>● Guided Math Stations</li> <li>● Formative Assessments for Flexible Groupings</li> <li>● Small Groups to Re-Teach and Challenge Students</li> </ul>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>System Professional Development, Content Area Team Meetings, Re-Teach Lesson Plans</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>
<p>8.</p>	<p>Incorporate Rigorous Tasks into Daily Lessons:</p> <ul style="list-style-type: none"> <li>● Number Talks</li> <li>● Depth of Knowledge Tools and Strategies</li> <li>● Standards for Mathematical Practice</li> </ul>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Lesson Plans, Re-Teach Lesson Plans, Student Learning Objectives, Assessments</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>
<p>9.</p>	<p>Utilize Aspen and Google Classroom website for parent and family engagement resulting in increased homework completion.</p>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Atlantic M.S. Website, Teacher Homework Website Pages</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, Special Needs and EL Teachers</p>
<p>10.</p>	<p>Math teachers will incorporate the use of new math manipulative kits in both the inclusion and math re-teach classrooms.</p>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Lesson Plans, Re-Teach Lesson Plans, Student Learning Objectives</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math, and Special Needs Teachers</p>
<p>11.</p>	<p>All math teachers will participate in two Molly Vokey “Math Coaching Days” focused on:</p> <ul style="list-style-type: none"> <li>● More Student Dialog</li> <li>● Rigorous Math Tasks</li> <li>● Meeting the Needs of All Students</li> </ul>	<p>September 2018 – January 2018 Progress Update on A-Day # 2</p>	<p>Atlantic Middle School Math Coaching Days, Lesson Plans, Student Learning Objectives</p>	<p>Principal, Assistant Principal, Grade 6, 7, &amp; 8 Math Teachers, Molly Vokey</p>

### SMART Goal # 3: Science, Technology and Engineering

During the 2018-2019 school year, teachers will continue to implement the new Science, Technology and Engineering standards in every classroom 6-8 and prepare students for the Spring 2019 Next Generation MCAS by providing opportunities for students to design and conduct investigations, create or use scientific models, and analyze data in order to gain a deeper understanding of the content standards and science/engineering practices, with a specific focus on Earth and Space Sciences: Earth's Systems; Life Science: Ecosystems; and Physical Science: Energy.

#### Action Steps/Monitoring Plan

To successfully achieve SMART Goal #3, the Science and Technology/Engineering Team has developed and committed to strategic and data driven action steps.

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1.	Teachers will collaborate with school and district vertical teams to identify areas in need of improvement and develop study guides and lesson plans to target high need topic areas.	September 2018 – January 2018 Progress Update on A-Day # 2	Lesson Plans, Student Learning Objectives	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
2.	Teachers will research tested topics, online tools, and best practices to prepare students for the 2019 next generation Science MCAS test.	September 2018 – January 2018 Progress Update on A-Day # 2	MCAS Open Response Samples, Writing Rubrics, In-Class Assessments	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
3.	Science text and supplemental material reading will incorporate <i>Close Reading</i> strategies.	September 2018 – January 2018 Progress Update on A-Day # 2	Lesson Plans, Student Learning Objectives	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
4.	Teachers will fully implement and expand upon Pearson Interactive Science text and Realize on-line curriculum.	September 2018 – January 2018 Progress Update on A-Day # 2	Pearson Realize, Lesson Plans, In-Class Assessments	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher

5.	A grade and content specific open response question will be assigned and assessed in each unit of study for students to analyze and synthesize complex technical information.	September 2018 – January 2018 Progress Update on A-Day # 2	Open response Questions, Lesson Plans, Content and EL Language Objectives	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
6.	Increase opportunities for students to demonstrate science and engineering practices by designing investigations, creating and using scientific models, and data analysis.	September 2018 – January 2018 Progress Update on A-Day # 2	Engineering Technology and Science Class Lesson Plans, Student Learning Objectives, In-Class Assessments	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher
7.	Fully Implement Project Lead the Way Design and Modeling for all grade 6 students in the technology/engineering academic program rotation.	September 2018 – January 2018 Progress Update on A-Day # 2	Project Lead the Way Design and Modeling Curriculum, lesson Plans, Project Outcomes	Principal, Assistant Principal, Science Teachers Technology/Engineering Teacher

**SMART Goal # 4: Wellness**

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 2018-2019 school year.

**Action Steps/Monitoring Plan**

	WHAT	WHEN	HOW	WHO
Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	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 2018 – January 2018	Lunch Menus, Cafeteria Displays	Principal Assistant Principal Cafeteria Manager Nurse Guidance Teachers
2.	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 2018 – January 2018	Activity Block Participation	Principal Assistant Principal Nurse Guidance Teachers
3.	Sharing food and beverages will be discouraged among students due to concerns about food allergies and dietary restrictions.	September 2018 – January 2018	Cafeteria Supervision	Principal Assistant Principal Cafeteria Manager Nurse Guidance Teachers
4.	Atlantic Middle School will offer extracurricular physical activity programs such as “Morning Gym”, a spring afternoon “Walking Club”, and early morning BOKS program.	September 2018 – January 2018	Extended Day Activities, Morning Gym Program, Walking Club, Dance Team	Principal Assistant Principal Nurse Guidance Teachers

5.	The school nurse will conduct and/or supervise the following screenings of students in designated grades: scoliosis screenings, hearing tests and vision tests.	September 2018 – January 2018	Health Screening Participation, Translated Health Screening Notices	Principal Assistant Principal Nurse
6.	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 2018 – January 2018	Physical Education and Health Class Lesson Plans, Health Office Information, Cafeteria Healthy Eating Information	Principal Assistant Principal Cafeteria Manager Nurse Guidance Teachers
7.	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 2018 – January 2018	Competitive and Non Competitive After School Sports Programs: Cross Country, Track, Volleyball, Morning Gym Program, Badminton, Walking Club	Principal Assistant Principal Teachers

# C. Assessment Program

<i>Dates</i>	<i>Grades</i>	<i>Title of Test</i>	<i>Students Involved</i>
September 10-28	Pre K-12	<p><b>Common Benchmark Assessments</b></p> <p><i>(i.e., Journeys, GO Math, Common Assessments, Big Ideas, Writing Prompts, etc...)</i></p>	PreK-12
September 10 October 12	2-7	<b>(MAP) Measures of Academic Progress</b>	All students Grade 2-7
September 25 February 12 June 11	6-8	<b>Assessment Days</b>	Analysis of Student Assessment Data, Grades 6-8
January 2-25	PreK-12	<p><b>Common Benchmark Assessments</b></p> <p><i>(i.e., Journeys, GO Math, Common Assessments, Big Ideas, Writing Prompts, etc...)</i></p>	PreK-12
January 7 - February 8	2-7	<b>(MAP) Measures of Academic Progress</b>	All students Grade 2-7
Jan 3-Feb 8	K-12	<b>ACCESS for ELLs Test</b>	All students K-12 Kindergarten – Individually Administered



<b>April 1-May 24</b>	<b>3-8</b>	<b>2019 MCAS for Grades 3-8</b> ELA (Apr 1- May 3) Math (Apr 2-May 24)	Students Grades 3-8
<b>April 3 - May 24</b>	<b>5, 8</b>	Science Technology and Engineering (Apr 3-May 24)	Students in Gr 5 and 8
<b>May 13- 31</b>	<b>PreK-12</b>	<b>Common Benchmark Assessments</b> <i>(i.e., Journeys, GO Math, Common Assessments, Big Ideas, Writing Prompts, etc...)</i>	Pre-K-12
<b>May 17-June 7</b>	<b>2-7</b>	<b>(MAP) Measures of Academic Progress</b>	All students Grade 2-7

# D. Site-Based Professional Development Plan

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal Number
9/4/2018	9:00-12:00	Atlantic Middle School	All Staff	Review Teacher Handbook  Review Safety and 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	Principal  Assistant Principal  Nurse  Guidance	# 1 # 2 # 3 # 4
9/25/18	1:00-4:30	Atlantic Middle School	All Staff	Assessment Day # 1  MCAS Data Review  MCAS Results Presented by Grade and Special Populations  Item and Open Response Analysis by content Area  Educator Evaluation: Self- Assessment, Goals, and Educator Plan Development	Principal  Assistant Principal  Assessment Team  Content Team Leaders	# 1 # 2 # 3 # 4
10/23/18	1:00-4:30	Various School Locations	All Staff	System Professional Development by Content Area	Curriculum Director, Curriculum Team Administrators	# 1 # 2 # 3

<b>11/13/18</b>	1:00-2:30	Atlantic Middle School	All Staff	MAP Test Data Overview  MAP Testing Parent Report  Plan for Student Intervention and Remediation	Principal  Assistant Principal  Assessment Team  Content Team Leaders	# 1 # 2 # 3
<b>1/8/19</b>	1:00-2:30	Atlantic Middle School	All Staff	Positive Behavior Intervention System – Strategies for Managing Student Behavior, Conflict Resolution, Creating a Productive Personal and Classroom Environment, Executive Functioning – Effective Practices and Interventions.... What can work in your classroom?	Principal  Assistant Principal  Guidance	# 1 # 2 # 3
<b>1/22/19</b>	1:00-4:30	Various School Locations	All Staff	System Professional Development by Content Area	Curriculum Director  Curriculum Team Administrators	# 1 # 2 # 3 # 4
<b>2/12/19</b>	1:00-2:30	Atlantic Middle School	All Staff	Assessment Day # 2  Overview of SIP, Review of 2018-2019 SIP Goals, Action Steps and Evidence	Principal  Assistant Principal  Assessment Team  Content Team Leaders	# 1 # 2 # 3 # 4
<b>3/12/19</b>	1:00-3:00	Various School Locations	All Staff	System Professional Development by Content Area	Curriculum Director  Curriculum Team Administrators	# 1 # 2 # 3 # 4

<p><b>3/26/19</b></p>	<p>1:00-2:30</p>	<p>Atlantic Middle School</p>	<p>All Staff</p>	<p>DESE Required MCAS Training: Test Administrator Handbook, Special Needs Accommodations, EL Test Requirements. Teams Organize Promotional Events for MCAS Testing.</p>	<p>Principal Assistant Principal Content Area Teams</p>	<p># 1 # 2 # 3</p>
<p><b>4/9/19</b></p>	<p>1:00-2:30</p>	<p>Atlantic Middle School</p>	<p>All Staff</p>	<p>Curriculum Alignment &amp; Assessments (Pacing)  Content &amp; Grade Level Teams Organize Promotional Events for MCAS Testing</p>	<p>Principal Assistant Principal Content Area Teams</p>	<p># 1 # 2 # 3</p>
<p><b>5/14/19</b></p>	<p>1:00-3:00</p>	<p>Various School Locations</p>	<p>All Staff</p>	<p>System Professional Development by Content Area</p>	<p>Curriculum Director  Curriculum Team Administrators</p>	<p># 1 # 2 # 3 # 4</p>
<p><b>6/11/19</b></p>	<p>1:00-4:30</p>	<p>Atlantic Middle School</p>	<p>All Staff</p>	<p>Assessment Day # 3  Content Area Reflections of 2018-2019 School Improvement Plan Goals  Drafting of Goals, Actions Steps, Monitoring Criteria, &amp; Professional Development Plan for 2019-2020 SIP</p>	<p>Principal Assistant Principal Assessment Team Content Team Leaders</p>	<p># 1 # 2 # 3 # 4</p>

## E. Family Engagement

Date	Topic	Target Audience	Planning and Implementation Teams
9/4/18	PASS Program Open House	PASS Program Students and Families	Principal Assistant Principal PASS Program Teachers PASS Program Guidance
9/13/18	English Learner Parent Information Night	English Learner Parents	Principal Assistant Principal English Learner Teachers English Learner Guidance
9/13/18	Atlantic Middle School Back to School Night	Atlantic Middle School Students and Parents	Principal Assistant Principal Teachers Guidance
10/25/18	Aspen and Google Drive Parent Training	Atlantic Middle School Parents	Principal Assistant Principal Guidance Librarian
12/17/18	Winter Concert & Art Show	Atlantic Middle School Families	Principal Assistant Principal Art, Band, and Music Teachers
2/7/19	<i>Atlantic's Got Talent</i> Student and Teacher Show	Atlantic Middle School Students and Families	Principal Assistant Principal Teachers Guidance
3/14/19	STEM Fair	Atlantic Middle School Students and Families	Principal Assistant Principal Science Teachers Engineering/Technology Teacher
4/2019	Family Astronomy Night Use telescopes purchased through the Quincy School Community Partnership grant for parents and students to come in the evening to view planets, stars, etc.	Atlantic Middle School Students and Families	Principal Assistant Principal Science Teachers Engineering/Technology Teacher
4/11/19	Social Studies Ancient Civilizations Fair	Atlantic Middle School Students and Families	Principal Assistant Principal Social Studies Teachers
5/3/19 5/4/19 5/5/19	Drama Club Spring Musical Production	Atlantic Middle School Students and Families	Principal Assistant Principal Drama Club Advisors

6/4/19	Spring Concert and Art Show	Atlantic Middle School Students and Families	Principal Assistant Principal Art, Band, and Music Teachers
6/11/19	Grade 5 Welcome to Middle School Open House	Grade 5 Students and Families	Principal Assistant Principal Teachers Guidance
6/13/19	Atlantic Middle School Honors Night	Atlantic Middle School Students and Families	Principal Assistant Principal Teachers, Guidance

# III. Class Size Enrollment and School Demographics

## Core Class Sizes

<b>20 or fewer</b>	<b>21-23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
24	49	19	11	3	0	0

## Demographics

<b>Total Enrollment</b>	<b>Special Education</b>	<b>Low Income</b> <i>(Eligible for Free &amp; Reduced Meals)</i>	<b>ELE</b> <i>(English Learners)</i>	<b>FEL</b> <i>(Former English Learners)</i>
535	77 (14%)	306 (57%)	60 (11%)	150 (28%)

# IV. Budget

	<b>Amount available In 2018-2019</b>
<b><u>TEXT/LEARNING MATERIALS</u></b> (textbooks and learning materials/supplies needed to support classroom instruction)	<b>\$10,920.00</b>
<b><u>SUPPLIES</u></b> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	<b>\$15,080.00</b>
<b><u>ACTIVITY STIPEND ACCOUNT</u></b>	<b>\$25,545.00</b>
<b>Other:</b> (Art Supplies, Science Supplies, Library, etc.)	
<b>Art Supply</b>	<b>\$1,935.00</b>
<b>Science Supply</b>	<b>\$1,500.00</b>
<b>Library Supply</b>	<b>\$2,000.00</b>
<b>TOTAL</b>	<b>\$ 56,980.00</b>
<b><u>SPECIAL FUNDING (gifts, grants, partnerships, PTO, etc.)</u></b>	
<u>P.T.O. (approximate)</u>	<b>\$1,500.00</b>
<u>QSCP Mini-Grants</u>	<b>\$1,200.00</b>



# V. Facilities

## Improvements

- Additional In-Focus Projectors and Document Cameras installed
- New chairs purchased for the Library Media Center
- Two additional Chromebook Carts purchased
- Additional Interactive Whiteboard installed

## Areas of Need

- Broken seals on some windows
- Some locker hardware and handles need to be replaced
- Lockers need to be painted
- Stair treads need to be replaced in Stairways B, D, and E