

# Quincy Public Schools School Improvement Plan 2013 - 2014



*“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. 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 2012-2013 School Improvement Goals

#### 2012 – 2013 PROGRESS ON GOAL # 1

Although our MCAS CPI goal was not met, there is ample evidence of a variety of action steps implemented to support and achieve academic growth in all disciplines. Below are some highlights of Atlantic's efforts towards this goal, throughout the 2012-2013 school year, with respect to the various content areas.

**Goal Statement #1:** Within the 2012-2013 school year, Atlantic Middle School will meet or exceed the 2013 CPI (Composite Performance Index) target at all grade levels in both the aggregate and high needs sub groups. Each discipline will continue to develop and implement successful instructional practices, strategies, activities, rubrics, and assessments designed to increase MCAS scores across the curriculum.

- A. English Language Arts/Reading Skills
- B. Math
- C. Science
- D. Social Studies

#### A. English Language Arts/Reading Skills

- Used MCAS data to formulate remediation curriculum materials based on the individual needs of students. Use pre and post-tests to monitor student progress.
- Each teaching team created a common pre-test at each grade level and administered the test. In addition, an open response pre-assessment was created utilizing sections of past MCAS tests.
- Continued to use test data as a means to identify sub groups (ELL, Special Needs) performance and develop intervention/remediation plans for at-risk students.
- Developed comprehension strategies to assist students in the identification, extraction, citation, and analysis of relevant textual evidence in support of open-response essays.
- Developed resources to identify and continue to determine the needs of students with open response scores of 2,1,0. ELA teachers collaborated and used shared resources to develop instructional plans that addressed identified weaknesses of individual students on open response questions.

- English Language Arts teachers continued to work with Science and Social Studies teachers on literacy strategies, assessing writing assignments and the development of open response questions.

## **B. Math**

- Created inclusion classes for grades 6, 7 and 8 based on meeting individual student needs in Math. Incorporated re-teach wrap-around model for grades 7 and 8 inclusion students.
- Used MCAS data to identify student weaknesses and areas in need of remediation. Used pre and post tests to monitor student progress and implement intervention strategies.
- 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 Category 4 instructional strategies.
- 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.
- Provided further reinforcement in facts, fractions, measurement, and technology using math software programs.

## **C. Science**

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

**D. Social Studies**

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

## 2012 – 2013 PROGRESS ON GOAL #2

**Goal Statement #2:** The issue of bullying will be addressed, building-wide, over the 2012-2013 school year by providing professional development/training for staff, relevant information for parents, and a range of in-class and extra-curricular presentations, lessons, activities, and initiatives for students. The emphasis will be on providing a clear anti-bullying message, facilitating incident reporting, helping students develop appropriate responses to bullying, and ensuring a consistent, quick, and appropriate school response. In the spring, an evaluation tool will be provided to students in order to assess the effectiveness of the anti-bullying initiatives.

- Members of the Massachusetts Aggression Reduction Center (MARC) presented two anti-bullying trainings for Atlantic students and one training for staff members during the school year.
- Quincy Asian Resources began a one-on-one, adult to youth mentoring program for newly immigrated Atlantic students. The goal of the program was to introduce students to American culture, help students establish new social ties, and facilitate the overall adjustment for newly arriving students.
- The QPS Bullying Policy was presented to all students, by grade, emphasizing behavioral expectations, reporting, and the school's mandatory response, sending a strong anti-bullying message. The policy was presented in Chinese to ELL students.
- Guidance staff presented anti-bullying lessons to grade 6 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.
- Several teachers incorporated the theme of bullying into their lesson plans. Examples of this effort are lessons in the grade 8 United States History curriculum concerning civil rights, terrorism, etc.
- 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 school-created evaluation tool was once again used to assess students' views on safety and bullying, in order to continue monitoring the effectiveness of Atlantic's anti-bullying action steps. This anonymous and brief survey was administered to students in all three grades at the end of the school year. The results are presented below.



## 2. Analysis of Spring 2013 MCAS Test Results

The following section provides brief analyses of the aggregate results for MCAS assessments administered in each grade, findings for sub-groups including Special Education and ELL students, as well as data on Composite Performance Indexes, CPI (Goal #1). Commentary pertaining to specific student cohorts as they progress, grade by grade, through Atlantic Middle School is provided. Atlantic teachers have begun in-depth, strand-by-strand, item-by-item analyses employing this 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 2014 assessment.

### Math (Aggregate)

#### 6<sup>th</sup> Grade

Although combined Advanced and Proficient scores decreased 3% from the previous year, 74% of last year's 6<sup>th</sup> grade students still achieved results in these upper ranges of the assessment. Advanced scores rose to 39% (up 4%). Combined achievement in the Advanced and Proficient categories exceeded the District average by 18% and the State average by 14%. Group cohort data, comparing students' 6<sup>th</sup> grade achievement with their own 5<sup>th</sup> grade scores, indicate significant progress after one year at Atlantic. For this cohort Advanced scores climbed from 24% in 5<sup>th</sup> grade to 42% in 6<sup>th</sup> grade, an 18% increase, while Advanced/Proficient scores combined rose 14%, up to 77% for these students.

#### 7<sup>th</sup> Grade

Combined Advanced/Proficient achievement rose 3% over the previous year, with 64% of students scoring in these upper categories. Advanced scores climbed to 26%, a 2% increase, while those in the Needs Improvement range dropped 5%, down to 22%. Atlantic's Advanced and Proficient scores combined exceeded both the State and District averages by 12%.

## 8<sup>th</sup> Grade

Combined Advanced and Proficient scores rose to 58%, an 8% increase over the previous year's achievement for 8<sup>th</sup> graders. In particular, Advanced scores jumped 11%, up to 29%, while performance in the Needs Improvement range decreased 8%, down to 24%. Atlantic's combined achievement in the Advanced and Proficient ranges exceeded the District average by 5% and the State average by 4%.

## Math (English Language Learners)

### 6<sup>th</sup> Grade

Last year's 6<sup>th</sup> grade ELL students found this assessment challenging, with combined Advanced and Proficient scores down to 53%, a 16% decrease from the previous year's performance in these ranges. However, one-third of students still achieved scores at the Advanced level, while those in the Warning range dropped three points down to 7%. Furthermore, it is noteworthy that Atlantic's Advanced and Proficient scores, combined, exceeded the State average in these categories, combined, by 29%.

### 7<sup>th</sup> Grade

Combined Advanced and Proficient range achievement was at 56%, a ten-point decrease in performance from the previous year's students in these categories. Although Proficient scores rose to 50% (up 6%), Advanced scores dropped 16% and those in the Warning range rose to 31%, a 12% increase. However, figures show that Atlantic students' scores in the Advanced and Proficient ranges, combined, exceeded the State average in these categories, combined, (12%) by a difference of 44%.

### 8<sup>th</sup> Grade

Eighth grade scores in the upper two categories of performance, combined, decreased 36% from those of the previous year, to 46%. In particular, Proficient range performance went down from 50% to 23% while Warning scores rose 40%. While Atlantic's combined scores in the Advanced and Proficient ranges totaled 46%, it is noteworthy that the State average achievement in these two categories, combined, was only 15%.

## Math (Special Education)

### 6<sup>th</sup> Grade

Atlantic's 6<sup>th</sup> grade Special Education students found this assessment challenging, with 31% scoring in either the Advanced or Proficient ranges of the test, a 10% decrease from last year's 6<sup>th</sup> grade performance. Advanced scores were down 6%, and Needs Improvement scores decreased to 16%, while those in the Warning range climbed to 53%. Combined achievement in the Advanced/Proficient categories, however, exceeded the State average by 11%.

### 7<sup>th</sup> Grade

Atlantic's 7<sup>th</sup> grade Special Education results surpassed those of the previous year, with 23% achieving scores in either the Advanced or Proficient ranges of the test, an 18% increase in these categories, combined. Advanced scores rose 10%, Proficient range performance was up 8%, Needs Improvement scores dropped to 15%, and Warning range performance, though still high at 62%, dipped 3% from the previous year. These results are encouraging, along with the fact that Atlantic's combined achievement in the upper two categories of this assessment exceeded the State average by 9%.

### 8<sup>th</sup> Grade

Eighth grade Special Education students found the Math assessment very challenging, with 84% scoring in the Warning range and the other 16% of students passing in the Needs Improvement category. These results clearly indicate the need to examine and focus on strengthening teaching strategies and remedial opportunities for our 8<sup>th</sup> grade Special Education Math population.

## English Language Arts (Aggregate)

### 6<sup>th</sup> Grade

Although down 7% from the previous year's 6<sup>th</sup> grade results, last year's students' scores in either the Advanced or Proficient ranges of the exam totaled 67%, with two-thirds still performing in these upper categories. Group cohort data, comparing students' 6<sup>th</sup> grade achievement with their own 5<sup>th</sup> grade scores, indicate significant progress after one year at Atlantic. For this cohort Advanced scores climbed from 5% in 5<sup>th</sup> grade to 11% in grade six, and Proficient performance rose from 53% to 63%. Meanwhile, Warning scores dropped to only 6%, the lowest for this group cohort in years. Atlantic's 6<sup>th</sup> grade aggregate performance in the Advanced and Performance categories, combined, matched the State average and surpassed the District average by 5%.

### 7<sup>th</sup> Grade

Although the combined Advanced/Proficient range performance dipped 2% from the previous year, last year's 7<sup>th</sup> graders continued to achieve strong results overall, with more than three-quarters (77%) scoring in these higher two categories. Warning scores for 7<sup>th</sup> graders dipped down to only 6%. Combined achievement in the Advanced and Proficient ranges surpassed both the District and State average by 6%.

### 8<sup>th</sup> Grade

Despite a decrease of 5% from the previous year in combined Advanced/Proficient scoring among Atlantic's eighth graders, 72% still achieved in one of these higher ranges of the assessment. Although Proficient scores dropped, those in the Advanced range rose to 18%, a one-year 6% increase for eighth graders. Needs Improvement scores rose 5% while those in the Warning range remained at 7% over a two-year period.

## English Language Arts (English Language Learners)

### 6<sup>th</sup> Grade

Sixth grade students scoring in either the Advanced or Proficient ranges decreased by 36% from last year's results, down to 13%. Proficient scores in particular were down significantly (44% down to 13%), while performance in the Warning range rose to 53%, a 22% increase over the previous year's results. Achievement in the Needs Improvement category rose to 33%, a 12% increase from the previous year. There were no scores in the Advanced category.

## 7th Grade

Atlantic's 7<sup>th</sup> grade ELL students found this assessment very challenging, with only 13% scoring in either the Advanced or Proficient ranges, representing a 43% decrease from the previous year's results. Achievement in the Proficient range was down 39%, Needs Improvement scores rose 22%, and Warning scores were up 22% from the previous year's 7<sup>th</sup> grade results.

## 8th Grade

Combined Advanced and Proficient range scores were down 39% from the previous year, to only 8%. Proficient category scores decreased 35%, down to 8%, while Warning scores rose 41%, representing 62% of Atlantic's 8<sup>th</sup> grade ELL students.

## English Language Arts (Special Education)

### 6<sup>th</sup> Grade

Last year's 6<sup>th</sup> grade Special Education students were challenged by this assessment with 28% scoring in the Proficient range (down 11%), and none in the Advanced category. Warning scores rose to 34%, doubling the percentage from the previous year. Needs Improvement range scores dropped 6% from the previous year's 6<sup>th</sup> grade performance. Achievement in the Advanced and Proficient ranges, combined, surpassed the State's performance in these categories by 4%.

### 7th Grade

Advanced and Proficient scores, combined, represented 38% of the total scores for last year's 7<sup>th</sup> grade Special Education students, constituting a 2% decrease in these combined categories from those of the previous year. Although Advanced scores were down 5%, Proficient performance rose 3%, up to 38% of the total results. Warning scores dropped slightly to 8% while performance in the Needs Improvement range rose 4% over the previous year's figure. Combined Advanced/Proficient scores for Atlantic surpassed those for the State by 9%.

## 8th Grade

Combined scores in the Advanced and Proficient ranges for last year's 8<sup>th</sup> grade Special Education students totaled 21%, down 9% from the previous year's scores in these categories. Although Proficient performance was down 9%, Warning range scores also dropped by 9% while achievement in the Needs Improvement range was up 18% from the previous year. There were no scores at the Advanced level. The majority of the scores were in the Needs Improvement category, at 68%, up 18% from the previous year.

## Science and Technology

### 8<sup>th</sup> Grade (Aggregate)

Atlantic's combined results in the Advanced and Proficient ranges of this assessment were down 10% from those of the previous year, to 26% of the aggregate. Advanced scores remained at only 1%, while those in the Proficient category decreased to 25%. Eighty-two percent of all 8<sup>th</sup> graders scored above the Warning range, with 56% of the total performing in the Needs Improvement category. This assessment continues to be fairly challenging for Atlantic students.

### 8th Grade (English Language Learners)

Eighth grade ELL students found this test extremely difficult. Seventy-seven percent received scores in the Warning range and 23% were able to reach the Needs Improvement category. There were no ELL students who performed at either the Proficient or Advanced level of this assessment, warranting a critical examination of teaching strategies and techniques with respect to the Science and Technology curriculum as it pertains to Atlantic's ELL students.

### 8th Grade (Special Education)

Atlantic's 8<sup>th</sup> grade Special Education students continue to find this assessment extremely challenging, with none achieving scores in either the Proficient or Advanced categories. Fifty-three percent were able to perform in the Needs Improvement range while the remaining 47% recorded scores in the Warning range. Atlantic staff will examine ways to assist our 8<sup>th</sup> grade Special Education students in achieving a greater degree of success with the Science and Technology curriculum.

## 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 2013-2014 school year, our students will demonstrate an increased ability to read and comprehend complex literary and informational texts independently and efficiently. This will be evidenced by an increase of 2% or more (from a base of 70%) in the area of English Language Arts as documented on the Spring 2014 English Language Arts MCAS Standards Report (CU406).

### Goal # 2:

During the 2013-2014 school year, students will demonstrate an increased ability to persevere and use reasoning to solve increasingly complex math tasks. This will be evidenced by an increase of 2% or more in the area of Mathematics (from a base of 70%), with a specific focus on open response items (from a base of 65%), as documented on the Spring 2014 Math MCAS Standards Report (CU406).

### 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 2013-2014 school year.



## Goal # 1:

During the 2013-2014 school year, our students will demonstrate an increased ability to read and comprehend complex literary and informational texts independently and efficiently. This will be evidenced by an increase of 2% or more (from a base of 70%) in the area of English Language Arts as documented on the Spring 2014 English Language Arts MCAS Standards Report (CU406).

### English Language Arts / Literacy

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/Facilitator Responsible
a.	Create a common pre-test at each grade level and administer the test. Create an open response pre-assessment utilizing sections of past MCAS tests.	June 2014	Pre-Tests, Open Response Questions, Released MCAS Test Items	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
b.	<i>Continue to work with ELL and special needs teachers to assess strengths and weaknesses of students transitioning from ELL and SN into general education classrooms.</i>	June 2014	ELL and Special Needs Assessments, Transition Meeting Notes	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
c.	Expand Reading Skills curriculum materials with an increased use of informational text resources from across the curriculum with particular attention given to the lexile reading level.	June 2014	List of Grade Level Informational Text Resources, Lesson Plans	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
d.	ELL students will learn a minimum of 3 new academic and/or social vocabulary words each week. Students will apply the use of newly acquired vocabulary words in an oral presentation at least once a term.	June 2014	Lesson Plans, Student Work Products, Classroom Observation, Student Oral Presentations	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
e.	ELL students' ACCESS test scores will be reviewed and analyzed by both ELL and content area teachers.	June 2014	ACCESS Test Scores, Grade Level and Content Area Team Meetings	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
f.	Create a uniform open response rubric to be used in the special needs and ELL setting.	June 2014	Open Response Rubric, Student Writing Samples	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
g.	Identify and locate appropriate non-fiction materials to pair with literature covered at each grade level.	June 2014	Lesson Plans, Non-Fiction Reading Materials/Literature Pairings	Principal, Assistant Principal Grade 6, 7, & 8 Teachers

h.	Teachers will model instruction to demonstrate how to compare and contrast two types of literature.	June 2014	Lesson Plans, Student Writing Samples	Grade 6 ELA Teachers
i.	<i>All student assessments will contain rigorous, embedded learning objectives that reflect high expectations; teachers will regularly check for student understanding of learning objective.</i>	June 2014	Content and language Objectives Displayed in Classroom, Lesson Plans, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
j.	<i>Continue to create MCAS style multiple choice questions and open response prompts for selected passages from classroom novels and non-fiction selections.</i>	June 2014	Open Response Questions, MCAS Style Multiple Choice Questions, Classroom Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
k.	Assess each student's ability to compare and contrast non-fiction and fiction pairings through appropriate assessments such as Venn Diagrams, T-Charts, and essays.	June 2014	Lesson Plans, Graphic Organizers, Student Writing Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
l.	<i>Continue to use of current event non-fiction resources in Reading Skills class: Touchstones Series, Time For Kids, Junior Scholastic Magazine, NY Times Upfront for Kids.</i>	June 2014	Non-Fiction Resources, Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
m.	<i>Continue to use Study Island for remediation and enrichment activities at home and in school. Teachers run weekly reports updating student progress.</i>	June 2014	Study Island Student Progress Reports,	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
n.	Teachers utilize <i>Keys to Literacy</i> instructional practices and strategies across the curriculum with particular emphasis on non-fiction reading in content area classrooms. Also utilize <i>Keys to Literacy</i> vocabulary enrichment activities.	June 2014	Lesson Plans, Classroom Resources, Writing Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
o.	<i>Continue to use MCAS data as a means to identify sub groups (ELL, SN) performance and develop intervention/remediation strategies.</i>	June 2014	MCAS Data, Grade Level and Content Area Team Meetings, Lesson Plans	Principal, Assistant Principal, Grades, 6, 7, & 8 Teachers
p.	Increase focus on literary non-fiction. Each novel read will be paired with a non-fiction selection. (Poet/Poet's Biography, Historical fiction/Article, etc.)	June 2014	Fiction/Non-Fiction Pairings, Interdisciplinary Lesson Plans	Principal, Assistant Principal, Grades 6, 7, & 8 Teachers

q.	<p><b><i>Align curricular calendars to ensure consistency for students in preparation for March ELA MCAS test with particular attention to the Common Core Curriculum frameworks.</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Autobiography/personal narrative, letter writing, expository/descriptive writing: October-November 2013</i></b></li> <li>• <b><i>Literary Analysis, comparison/contrast writing, point of view writing: December-January 2013-2014</i></b></li> <li>• <b><i>Persuasive/argumentative writing, instructional writing, speech writing: February-March 2014</i></b></li> </ul>	March 2014	Pacing Timeline, Lesson Plans, Grade Level/Content Area Team Meetings, Student Writing Samples	Principal, Assistant Principal, Grades 6, 7, & 8 Teachers
r.	ELA teachers develop an instructional plan to address identified weaknesses. Provide resources to identify individual needs of students with low open response scores.	June 2014	Grade Level/ Content Area Team Meetings, Open Response Questions and Student Writing Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
s.	Increase parts of speech and grammar lessons for ELL and FLEP students that correspond to grade level and Common Core standards.	June 2014	Grade Level/Content Area Team Meetings, Lesson Plans, Content and Language Learning Objectives, Student Work Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
t.	<b><i>Continue to provide direct instruction of comprehension strategies to assist students in the identification, extraction, citation, and analysis of relevant textual evidence in support of reading and responding to open response paragraphs.</i></b>	June 2014	Lesson Plans, Content Objectives/Standards Displayed in Classroom, Student Writing Samples, Classroom Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers

## Science / Technology

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/Facilitator Responsible
a.	Science text and supplemental material reading lessons will incorporate <i>Keys to Literacy</i> strategies.	June 2014	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. ELL and special needs students will be assisted with understanding science/tech concepts and developing their test taking skills.</i>	June 2014	MCAS Open Response Samples, Writing Rubric, In Class Assessments	Principal, Assistant Principal, Science Teachers
c.	A grade specific open response question per unit will be given. Reading and writing across the curriculum strategies will specifically target ELL and special needs learners so as to address the needs of all students in the general education setting.	June 2014	Open Response Questions, Lesson Plans, Content and ELL 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>	June 2014	Open Response Questions, Unit Tests, Writing Rubric	Principal, Assistant Principal, Science Teachers
e.	Implement a Science binder/notebook system that includes class documents, strategies for non-fiction reading, and scientific reading/writing skills.	June 2014	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>	June 2014	Unit/Lesson Plans, Learning Objectives and Standards Displayed in Classroom, Lab Reports, Student Work Samples	Principal, Assistant Principal, Science Teachers
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.	March 2014	Grade Level and Content Area Team Meetings, Library Lesson Plans, Science Fair Projects	Principal, Assistant Principal, Science Teachers

h.	<i>Use Study Island remediation and enrichment activities at home and in school. Teachers run weekly reports updating student progress.</i>	June 2014	Study Island Student Reports	Principal, Assistant Principal, Science Teachers
i.	Increase use of complex informational texts that include scientific concepts and cause and effect relationships.	June 2014	Lesson Plans, Science Non-Fiction Reading Selections	Principal, Assistant Principal, Science Teachers

## Social Studies

	WHAT	WHEN	HOW	WHO
Steps	Strategies/Activities	Timeline	Sources of Evidence	Team/ Facilitator Responsible
a.	Increase use of complex literary and informational texts to supplement Social Studies textbook at all grade levels.	June 2014	Lesson Plans, Grade Level/Topical Non Fiction Reading Selections	Principal, Assistant Principal, Social Studies Teachers
b.	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.	June 2014	Open Response Questions, Writing Rubrics, Student Writing Samples	Principal, Assistant Principal, Social Studies Teachers
c.	Consistently use a graphic organizer when formulating answers to open response questions in Social Studies.	June 2014	Graphic Organizers, Open Response Questions, Lesson Plans	Principal, Assistant Principal, Social Studies Teachers
d.	Each grade level will complete a project based assignment using technology that demonstrates students' knowledge of cause and effect in relationship to various Social Studies topics.	June 2014	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.	June 2014	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.	June 2014	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.	June 2014	Open Response Questions that Include Charts, Graphs, Maps, etc., Writing Rubric	Principal, Assistant Principal, Social Studies Teachers
h.	Use technology to enhance learning and engage students. (mimio teach, websites, document cameras, etc.)	June 2014	Lesson Plans, Websites, Mimio Teach, Document Camera	Principal, Assistant Principal, Social Studies Teachers

## Goal # 2:

During the 2013-2014 school year, students will demonstrate an increased ability to persevere and use reasoning to solve increasingly complex math tasks. This will be evidenced by an increase of 2% or more in the area of Mathematics (from a base of 70%), with a specific focus on open response items (from a base of 65%), as documented on the Spring 2014 Math MCAS Standards Report (CU406).

### 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>	June 2014	MCAS Reports, Released MCAS Items, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
b.	Use a pre and post-test to monitor progress on units of study throughout the year.	June 2014	Pre/Post Tests, Unit Tests	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
c.	Implement the new <i>Big Ideas: A Common Core Curriculum</i> text for students to learn the standards for mathematical practices. <ul style="list-style-type: none"> <li>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.</li> </ul>	June 2014	Lesson Plans, Content Area Team Meetings, Student Learning Objectives and Standards Displayed in Classroom	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
d.	Employ the <i>Big Ideas Performance Tasks</i> to provide a variety of assessment methods that help students make sense of problems and persevere in solving them.	June 2014	Lesson Plans, Performance Tasks, Student Work Samples, In-Class Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
e.	Analyze MCAS data using item analysis graphs by division for each teacher to identify weaknesses and implement released sample MCAS questions on formal and informal assessments to respond to those weaknesses. <ul style="list-style-type: none"> <li>Current 2013-14 students</li> <li>Results of 2012-2013 students</li> </ul>	June 2014	MCAS Item Analysis data Reports, Released MCAS Questions, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and ELL Teachers
f.	Enhance learning and engage students with Mimio teach system. Use technology to provide reinforcement in math facts, fractions, and measurement.	June 2014	Lesson Plans that Included Technology, Student Learning Objectives	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and ELL Teachers

g.	Math teachers will utilize strategies from math professional development on differentiating Common Core mathematics with special needs students using hands on strategies to improve mathematics: Integers in Algebra, Fractions, and Decimals.	June 2014	System Professional Development, Content Area Team Meetings, Re-Teach Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
h.	All grade 7 & 8 special education students are in inclusion classes with an additional wrap around period to improve the understanding of mathematical concepts learned in class.	June 2014	Lesson Plans, Re-Teach Lesson Plans, Student Learning Objectives, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
i.	Utilize Aspen and homework website for parent and family engagement resulting in increased homework completion.	June 2014	Atlantic M.S. Website, Teacher Homework Website Pages	Principal, Assistant Principal, Grade 6, 7, & 8 Math & Special Needs Teachers
j.	Celebrate Pi Day on March 14, 2014 with in class and school wide activities.	March 2014	Lesson Plans, Classroom Pi Day Activities, Student Work Samples	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Needs Teachers
k.	Follow Math Common Core Curriculum pacing timeline for grades 6, 7, & 8 Math classes to assure all required content will be covered before the spring MCAS test. Also, adjust syllabi as needed.	June 2014	Pacing Timeline, Class Syllabi, Lesson Plans	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
l.	<b><i>Math teachers will continue to incorporate a number of specific accommodations intended to result in academic improvement: Algebra Tiles, Hands on Equations, Patterns Blocks</i></b>	June 2014	Lesson Plans Utilizing Algebra Tiles, Hands on Equations, Pattern Blocks, etc.	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
m.	<b><i>Use Study Island remediation and enrichment activities at home and in school. Teachers run weekly reports updating student progress.</i></b>	June 2014	Study Island Student Reports	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
n.	<b><i>Use of Fastt Math program to reinforce number sense and basic math facts.</i></b>	June 2014	Fastt Math Student Reports, Assessments	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
o.	Math teachers will utilize strategies learned in the “Rationalizing Numbers” professional development program and summer course work.	June 2014	Content Area Team Meetings, Lesson Plans, System Professional Development	Grade 6, 7, & 8 Math 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 2013-2014 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.	June 2014	Lunch Menus, Cafeteria Displays,	Principal Assistant Principal Cafeteria Manager
b.	Free and reduced meal applications will be made available to all students with an emphasis on maintaining privacy.	June 2014	Free and Reduced Lunch Applications	Principal Assistant Principal Cafeteria Manager
c.	Sharing food and beverages will be discouraged among students due to concerns about food allergies and dietary restrictions.	June 2014	Cafeteria Supervision	Principal Assistant Principal Cafeteria Manager
d.	Food served will comply with state and local safety and sanitation regulations.	June 2014	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.	June 2014	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.	June 2014	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.	June 2014	Health Class Lesson Plans, Bulletin Board Displays	Principal Assistant Principal Teachers



h.	The school nurse will actively promote healthy eating through individual advice, collaboration with Physical Education and Health teachers, newsletter articles about healthy eating and the benefits of physical activity and bulletin board displays.	June 2014	Physical Education and Health Class Lesson Plans, Newsletter Articles, Bulletin Board Displays	Principal Assistant Principal Guidance Teachers Nurse
i.	Students will be provided opportunities for physical activity during the school day through Physical Education and Health classes.	June 2014	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.	June 2014	Competitive and Non-Competitive After School Sports Programs: Track, Volleyball, Morning Gym Program, Badminton, Walking Club	Principal Assistant Principal Physical Education Teacher
k.	The school nurse will conduct and/or supervise the following screenings of students in designated grades: scoliosis screenings, hearing tests, vision tests, and flu vaccinations.	June 2014	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".	June 2014	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	June 2014	Extended Day Athletic Program: Track, Volleyball, Basketball, Swimming	Principal Assistant Principal Teachers
n.	Special athletic events including two 3 v 3 basketball tournament events occur during the school year.	November And May 2013-2014	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.	June 2014	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.	June 2014	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.	June 2014	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.	June 2014	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
9-3-13	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
9-10-13	12-30 – 2:30	Atlantic Middle School Music Room	All Staff	Initial Educator Evaluation Overview: Self –Assessment, Goal Setting, & Educator Plan Development	Principal Assistant Principal	#1 #2 #3
9-24-13	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	#1 #2 #3

10-8-13	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	<p>Assessment Day 2</p> <p>Overview of SIP including review of 2013-2014 MCAS/SIP goals.</p> <p>Educator Evaluation: Complete Self-Assessment, Proposed Goals on Baseline Edge, and Educator Plan Development</p>	Principal Assistant Principal	#1 #2 #3
10-22-13	1:00-3:00	Point Middle School	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
11-12-13	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Review SIP Action Steps Curriculum Alignment & Assessments (Pacing)	Principal Assistant Principal	#1 #2 #3
1-14-14	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	<p>Assessment Day 3</p> <p>Reflection of School Improvement Goals</p> <p>Content Area Teams Review Action Steps</p> <p>Curriculum Alignment &amp; Assessments (Pacing)</p>	Principal Assistant Principal	#1 #2 #3
1-28-14	1:00-3:00	TBA	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
2-11-14	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	<p>Review SIP Action Steps</p> <p>Curriculum Alignment &amp; Assessments (Pacing)</p> <p>District Determine Measures</p>	Principal Assistant Principal	#1 #2 #3

2-25-14	1:00-3:00	TBA	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
3-11-14	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Review SIP Action Steps  Curriculum Alignment & Assessments (Pacing)  Content & Grade Level Teams Organize Promotional Events for ELA MCAS Testing  DESE Required MCAS Training: Test Administrator Handbook, Special Needs Accommodations, ELL Test Requirements	Principal Assistant Principal	#1 #2
4-8-14	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Review SIP Action Steps  Curriculum Alignment & Assessments (Pacing)  Content & Grade Level Teams Organize Promotional Events for Math MCAS Testing	Principal Assistant Principal	#1 #2 #3
4-29-14	1:00-3:00	TBA	All Staff	System Professional Development by Content Area: Common Core Curriculum Mapping, District Determine Measures (DDM)	Curriculum Director	#1 #2
5-13-14	12:30-2:30	Atlantic Middle School Music Room & Classrooms	All Staff	Review SIP Action Steps  Curriculum Alignment & Assessments (Pacing)  District Determine Measures	Principal Assistant Principal	#1 #2 #3

5-27-14	12:30-4:30	Atlantic Middle School Music Room & Classrooms	All Staff	<p>Assessment Day 4</p> <p>Content Area Reflections of 2013-2014 School Improvement Plan Goals</p> <p>Drafting of Goals, Actions Steps, Monitoring Criteria, &amp; Professional Development Plan for 2014-2015 SIP</p> <p>Grade Level &amp; Content Area Teams Establish Curriculum Resource Needs for 2014-2015 School Year</p>	Principal Assistant Principal	#1 #2 #3
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**Compensatory Date (s)**

12-17-13, 3-25-14, 6-10-14

## 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:** Sharon Ring  
242 Billings Street  
Quincy, MA 02171

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

**Community:** Deirdre O'Boyle  
85 Stedman Street  
Quincy, MA 02169

## 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.” \**

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. Alyse Olivieri, Math Teacher

\* *“Building the Capacity to Make Standards Driven Reform Work”, M.E. Hickey*



## 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 2013-2014 school year.

### **Meeting Dates:**

9/24, 10/8, 1/14, 5/27

### **School Wellness Council Members:**

Maureen MacNeil  
Principal

Dr. Adam Wolf  
Assistant Principal

Jill Boussy  
Spanish Teacher

Kate MacRitchie  
School Nurse

Carolyn Parsley  
Physical Education Teacher

Diane Perterson  
Cafeteria Manager

Terry Romano  
Health Education Teacher

## VII. Submission Page

Submitted By:

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Principal Signature

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Assistant Principal Signature

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Parent Teacher Organization Signature

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Co-Chair School Council Signature

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Teacher Representative Signature

# Appendix Section A

## Middle School Class Size

Under 23	24-28	29-30
92	38	0

## Demographics - 2013

<b>Total Enrollment</b>	<b>SPED</b>	<b>ELL</b>	<b>Low Income</b>	<b>FLNE</b> <i>(First Language Not English)</i>
506	13.7 % (69 Students)	12.7% (64 Students)	55% (278 Students)	47.4% (240 Students)

# Appendix Section B

## Support Services

### **FTE**

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

# Appendix Section C

## Budget – Middle Schools

	<b>Amount available in 2013-2014</b>
<b><u>TEXT/LEARNING MATERIALS</u></b> (textbooks and learning materials/supplies needed to support classroom instruction)	\$9,701.00
<b><u>SUPPLIES</u></b> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$13,741.00
<b><u>Extra Curricular Account</u></b>	\$20,971.00
<b>Other</b>	
<b>Art Supply</b>	\$1,420.00
<b>Science Supply</b>	\$1,491.00
<b>Library Supply</b>	\$1,026.34
<b><u>Total</u></b>	<b>\$48,350.34</b>
<b><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></b>	
<b>PTO (approximate)</b>	\$1,000.00
<b>QSCP Mini-Grants</b>	\$600.00

# Appendix Section D

## Facilities

### 1. Improvements

- New Paved Rear Parking Lot
- Updated and Improved Security System: Cameras, Locks, Identification Badges
- New Auditorium Sound System
- Additional Mimio Teach Boards, In-Focus Projectors, and Document Cameras
- Updated Library Management Information System
- Wireless Network Installed throughout the Building

### 2. Areas of Need

- In boiler room, building computer and control board for exhaust fans, univents, and zone control valves are inoperable. Univents and exhaust fans are running 24/7. (Public building technician will review issue November 2013.)
- Outside flood lights need repair and/or replacement. (On Maintenance List for November 2013)

# Appendix Section E

## Data Charts and Trends







# MCAS Growth Data for 2012 - 2013

# Atlantic Middle School 2013 Accountability Data







# Appendix Section F

## School Climate Survey

### Grade 6 Survey (Boys N=82) (Girls N= 72)

**Question 1:** 91% of boys and 99% of girls surveyed either agreed or strongly agreed with the statement , “My school makes it clear to students that bullying is not allowed.”

**Question 2:** 91% of boys and 94% of girls surveyed either agreed or strongly agreed with the statement, “There are adults I can tell at school if I am having a problem with another student.”

**Question 3:** 91% of boys and 97% of girls surveyed either agreed or strongly agreed with the statement, “I feel safe in my school.”

**Question 4:** 89% of boys and 92% of girls surveyed reported that, “At least one adult has discussed bullying with my class this year.”

**Question 5:** 59% of boys and 54% of girls surveyed reported that, “I have seen or heard of at least one of my classmates teased or bullied at school this year.”

### Grade 7 Survey (Boys N=66) (Girls N=64)

**Question 1:** 95% of boys and 97% of girls surveyed either agreed or strongly agreed with the statement , “My school makes it clear to students that bullying is not allowed.”

**Question 2:** 92% of boys and 95% of girls surveyed either agreed or strongly agreed with the statement, “There are adults I can tell at school if I am having a problem with another student.”

**Question 3:** 94% of boys and 92% of girls surveyed either agreed or strongly agreed with the statement, “I feel safe in my school.”

**Question 4:** 89% of boys and 91% of girls surveyed reported that, “At least one adult has discussed bullying with my class this year.”

**Question 5:** 61% of boys and 70% of girls surveyed reported that, “I have seen or heard of at least one of my classmates teased or bullied at school this year.”

**Grade 8 Survey** (Boys N=74) (Girls N=80)

**Question 1:** 97% of boys and 91% of girls surveyed either agreed or strongly agreed with the statement, “My school makes it clear to students that bullying is not allowed.”

**Question 2:** 96% of boys and 86% of girls surveyed either agreed or strongly agreed with the statement, “There are adults I can tell at school if I am having a problem with another student.”

**Question 3:** 95% of boys and 96% of girls surveyed either agreed or strongly agreed with the statement, “I feel safe in my school.”

**Question 4:** 81% of boys and 84% of girls surveyed reported that, “At least one adult has discussed bullying with my class this year.”

**Question 5:** 54% of boys and 56% of girls surveyed reported that, “I have seen or heard of at least one of my classmates teased or bullied at school this year.”