

Quincy Public Schools School Improvement Plan 2012 - 2013



*“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

Date Submitted October 2012

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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 student's interests. 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 2011-2012 School Improvement Goals

2011 – 2012 PROGRESS ON GOAL # 1

Goal Statement #1: Within the 2011-2012 school year, students who are members of sub groups as defined by AYP protocol (ELL, Special Needs) will increase their aggregate percentage in the proficiency/advanced ranges of the MCAS test by 2% and decrease their aggregate percentage in the warning/needs improvement ranges by 2%. 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.
- 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.
- ELL and special needs teachers regularly collaborated with English Language Arts teachers.
- Continued to work with ELL and special needs teachers to assess strengths and weaknesses of students transitioning from ELL and special needs classrooms.
- Teaching teams regularly met to articulate transitional information on students in order to improve instruction.
- Aligned modified resource room instruction to general education classroom instruction. Created and implemented a uniform rubric to be used in the special needs and ELL classroom setting.
- Provided direct instruction in phonemic awareness, phonics, fluency, literal and inferential comprehension in English Language Arts and Reading Skills classes.
- Continued to address the unique learning styles of students through the use of differentiated instruction in standard English practices in order to promote creative and critical thinking skills.

- Teachers continued to evaluate and determine essential skills based on evaluations based on classroom assessments as well as MCAS results.
- 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.
- Continued to address unique learning styles of students through the use of differentiated instruction.
- Used MCAS data to identify weaknesses and formulate remediation strategies. Used pre and post tests to monitor student progress.
- Developed comprehension strategies to assist students in the identification, extraction, citation, and analysis of relevant textual evidence in support of open-response essays.
- Aligned curricular calendars to ensure consistency for students in preparation for the March ELA MCAS test:
 - Autobiography/personal narrative, letter writing, expository/descriptive writing – October-November
 - Literary analysis, comparison/contrast writing, point of view writing – December-January
 - Persuasive/argumentative writing, instructional writing, speech writing – February – March
- Developed MCAS style multiple choice questions and open response prompts for selected passages from classroom novels.
- 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 assessing writing assignments and developing 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.
- Developed an MCAS remediation curriculum based on the individual strengths and weaknesses of students.
- Used MCAS data to identify student weaknesses and areas in need of remediation. Used pre and post tests to monitor student progress.
- Continued to use formal vocabulary and identified the various verbage/symbols used between text, class, and MCAS tests.
- Provided after-school remedial instruction opportunities for students: 21st Century Grant, etc.
- Created uniform physical representations for vocabulary terms at all grade levels. Continued to implement strategies learned in Bill Atwood's workshop "Improving Open Response Answers in Math".
- 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.
- Math teachers regularly met with ELL and special needs teachers to implement testing strategies and utilized ELL Category 4 instructional practices.
- Special needs teachers continued to work closely with general education Math teachers to assess the scope, sequence, and pace of classes.
- Continued to review in class and Q-Math assessment results and implemented intervention strategies based on the individual needs of students.

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.
- Special needs students were assisted with Science concept understanding, comprehension and test taking strategies through regular collaboration with special needs staff. ELL Category 4 instructional strategies were also implemented.
- 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.
- Developed hands-on technology components to be used in the Science curriculum for each unit. For example, grade 6 students built windmills to coincide with the Weather and Climate unit. Students used engineering and technology skills for construction as well as understanding the science concept and implications.
- 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.
- Organized World of Difference Week events and activities to complement classroom instruction on world cultures.
- 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.

2011 – 2012 PROGRESS ON GOAL #2

Goal Statement #2: The issue of bullying will be addressed, building-wide, over the 2011-2012 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.
- Peer Leaders participated in a Peer Leadership training, presented by Massachusetts Aggression Reduction Center (MARC) at Bridgewater State University. The program emphasized a strong anti-bullying message and empowered students leaders to generate ways of maintain and enhancing a positive and accepting social climate at school.
- Grade seven students participated in a city-wide presentation by “Rachel’s Challenge”, focused on establishing a non-violent and emotionally supportive school environment.
- Ten students were selected and participated in the Rachel’s Challenge Peer Leadership training.
- Professional development materials and resources were provided to staff concerning the impact of trauma as it relates to bullying.
- A “Mix It Up Day” was held at student lunches in the cafeteria. Students were assigned random seating for that day, which also included lessons on tolerance, presented by Social Studies teachers and Guidance staff.
- 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.
- Time was formally provided each week during Student Support Team meetings to discuss and address suspected instances of bullying.
- 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.
- The QPS Bullying Policy was reviewed with all students at the start of each subsequent trimester.

- 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.
- The Atlantic Middle School Drama Club presented “Code Yellow”, a theatrical performance with a strong anti-bullying message. The performance was also presented to grade 5 students from the Parker Elementary School.
- World of Difference Week events were held to celebrate the school’s diversity. International cross-cultural events introduced students to a variety of cultural traditions.
- Parents and family members attended the Lunar New Year celebration and cultural performance.
- An anti-bullying bulletin board and accompanying informational handouts were provided at parent/teacher conferences in January.
- Information on bullying was presented at two PTO meetings. Informational resources and handouts were provided.
- A QSCP mini-grant was used to purchase the “Stick Up for Yourself” curriculum. The course in self-esteem and assertiveness was taught in grade 6 classrooms.
- Anti-bullying information was included in the student agenda books.
- 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 slavery, civil rights, and terrorism.
- 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 number of school-wide community service initiatives were undertaken to foster the values of tolerance and giving within the student body. Examples include a book drive to assist a school library in Zambia, a fundraiser to assist the treatment of children born with hair lip, a penny drive, and a Thanksgiving food drive and giving tree to provide gifts for families in need.
- Students participated in community outreach service programs with the Fenno House Senior Citizen Center.
- Reported incidents of bullying diminished over the course of the school year.
- 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.

Grade 6 Survey (Boys N=67) (Girls N= 62)

Question 1: 97% of boys and 100% 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 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: 96% of boys and 97% of girls surveyed either agreed or strongly agreed with the statement, “I feel safe in my school.”

Question 4: 91% of boys and 94% of girls surveyed either agreed or strongly agreed with the statement, “At least one adult has discussed bullying with my class this year.”

Question 5: 49% of boys and 53% of girls surveyed either agreed or strongly agreed with the statement, “I have seen or heard of at least one of my classmates teased or bullied at school this year.”

Grade 7 Survey (Boys N=73) (Girls N=75)

Question 1: 92% of boys and 95% 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: 89% of boys and 91% 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 89% of girls surveyed either agreed or strongly agreed with the statement, “I feel safe in my school.”

Question 4: 100% of boys and 93% of girls surveyed either agreed or strongly agreed with the statement, “At least one adult has discussed bullying with my class this year.”

Question 5: 66% of boys and 75% of girls surveyed either agreed or strongly agreed with the statement, “I have seen or heard of at least one of my classmates teased or bullied at school this year.”

Grade 8 Survey (Boys N=67) (Girls N=67)

Question 1: 96% of boys and 100% 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: 87% of boys and 93% 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: 94% of boys and 97% of girls surveyed either agreed or strongly agreed with the statement, “At least one adult has discussed bullying with my class this year.”

Question 5: 76% of boys and 87% of girls surveyed either agreed or strongly agreed with the statement, “I have seen or heard of at least one of my classmates teased or bullied at school this year.”

2. Analysis of Spring 2012 MCAS Test Results

The following section provides brief analyses of the aggregate results for MCAS assessments administered in each grade, as well as findings for sub-groups including Special Education and ELL students (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 2013 assessment.

Math (Aggregate)

6th Grade – Goal Not Met

Last year's 6th graders did very well with 77% of students achieving scores in either the Advanced or Proficient ranges of the test. Advanced scores rose to 35%, a 7% increase over the previous year, while performance in the Warning range dropped to 6%, representing a 7% decrease in scores at this level. Combined Advanced/Proficient performance for Atlantic's 6th graders exceeded the state average by 17% (77% to 60%, respectively). Group cohort data comparing students' 6th grade achievement with their own 5th grade scores indicate healthy progress in the Advanced and Proficient categories after one year at Atlantic.

7th Grade – Goal Met

Combined Advanced/Proficient achievement jumped 10% over the previous year, with 61% of students scoring in these upper categories. Warning scores were down 5%, Proficient performance rose 9%, and advanced scores continued to climb, representing nearly one quarter of Atlantic's 7th graders (24%). Combined achievement in the Advanced and Proficient categories exceeded the State's average by a margin of 10%. An examination of this cohort's progress over three years indicates positive movement in the combined Advanced/Proficient ranges from the 5th to the 7th grade.

8th Grade – Goal Not Met

In general, last year's 8th grade found the math assessment somewhat challenging in comparison to 8th graders from the previous year. Advanced/proficient scores were down 8%, while performance in the Needs Improvement and Warning categories rose 6%. Both Proficient and Needs Improvement performance held steady, while Advanced scores dropped 5% and those in the Warning range rose 7%. Still, however, fully half of Atlantic's 8th graders achieved scores in either of the upper two categories, which is only 2% below the state average.

Math (English Language Learners)

6th Grade – Goal Not Met

Although ELL students' combined Advanced/Proficient scores dropped 8% from the previous year, they still recorded 69% achievement in these upper categories, with Advanced scores up 6%. Performance in the Proficient range experienced a 14% decrease while Needs Improvement scores rose 8%. These results, however, far exceed the state average of only 36% achievement at the Advanced and Proficient levels combined for 6th grade ELL students on the Math assessment.

7th Grade – Goal Met

This year's combined Advanced/Proficient scores rose 2% over the previous year's student performance with two-thirds achieving in these upper categories. Although, the percentages of Advanced scores were down and the Warning scores were up, those in the Proficient range recorded a 15% increase. Sixty-six percent of Atlantic's 7th grade ELL students scored at either the Advanced or Proficient levels compared with only 22% statewide.

8th Grade – Goal Met

Atlantic's 8th grade ELL students continue to do very well on the Math assessment. Combined Advanced/Proficient scores rose 9% above last year's performance, with 82% achieving in these categories. Warning and Needs Improvement scores continue to drop, down to 4% and 14%, respectively, while scores in the Proficient category enjoyed an 18% one-year increase. Atlantic's 82% successful achievement rate for ELL math students in the 8th grade greatly surpassed the 19% success rate recorded in the upper two categories statewide. It is noteworthy that Atlantic's ELL students outperformed the state average in all three grades on last year's math test.

Math (Special Education)

6th Grade – Goal Met

Atlantic's 6th grade Special Education students did very well, with 41% achieving at either the Advanced or Proficient ranges of the test, a 26% increase over the previous year's performance. Advanced scores were up 7%, Proficient scores rose 19%, Needs Improvement performance rose 30%, and warning scores decreased by 57% from the previous year. Combined achievement in the Advanced/Proficient categories exceeded the State's average by 20%.

7th Grade – Goal Not Met

Although Advanced scores rose 2% over the previous year (to 5%), combined Advanced/Proficient achievement among 7th grade Special Education students was down 11%, as students found this assessment very challenging. Thirty-five percent of students were able to pass the assessment while 65% received scores in the Warning range.

8th Grade – Goal Not Met

Atlantic's 8th grade Special Education students found the Math assessment very challenging, with only 10% scoring in the Proficient range. Warning scores rose by 30%, indicating a significant need to focus on remedial work and strengthening teaching strategies for this group.

English Language Arts (Aggregate)

6th Grade – Goal Met

Last year's 6th graders did very well with 74% of students scoring in either the Advanced or Proficient ranges of the test, an 8% improvement over the previous year. Proficient scores rose 7% while those in the Warning range dropped 2%. The combined Advanced/ Proficient performance for Atlantic's 6th graders exceeded the state average by 8% (74% to 66%, respectively). Group cohort data comparing students' 6th grade achievement with their own 5th grade scores indicate solid progress in the Advanced and Proficient categories after one year at Atlantic.

7th Grade – Goal Met

Last year's 7th grade students recorded an 8% increase over the previous year in combined Advanced/Proficient scoring with 79% achievement in these upper ranges. The state's performance average on these two categories was 8% lower at 71%. Atlantic students' Proficient scores rose 11% while Needs Improvement performance dropped to 14%, a 7% decrease. Cohort data for grades 5 through 7 indicate steady and continuous improvement in achievement at the Advanced/Proficient levels combined.

8th Grade – Goal Not Met

Although the number of students scoring in the Advanced and Proficient categories combined was down 5% from the previous year's group, 77% of 8th graders still performed in these higher ranges. Advanced scores were down 7% and Proficient scores rose 2%. Combined Needs Improvement/Warning scores rose 5%. Group cohort data, comparing Atlantic students' 6th, 7th, and 8th grade ELA scores shows steady increased achievement in the Advanced and Proficient categories combined.

English Language Arts (English Language Learners)

6th Grade – Goal Not Met

Sixth grade ELL students did not meet the school's improvement goal, with the combined percentage of Advanced and Proficient scores down 6% (to 49%) from the previous year's 6th grade performance. Needs Improvement/Warning scores rose a corresponding 6%. Even with this decrease in performance, however, Atlantic's 49% achievement rate in the Advanced/Proficient ranges surpassed the state's average performance in these two categories, combined by 16%.

7th Grade – Goal Met

Atlantic's 7th grade ELL students did very well, generally, on the English Language Arts assessment with 56% scoring in either the Advanced or Proficient ranges, a 9% improvement over last year's student performance in these categories combined. Although Advanced scores were down 8%, achievement in the Proficient range improved by 17%. Unfortunately, Warning scores rose by 18%. These results still far exceed the state average of 35% performance at the Advanced and Proficient levels, combined for 7th grade ELL students on this test.

8th Grade – Goal Met

The number of 8th grade ELL students scoring in either the Advanced or Proficient range on the ELA test improved to 47%, a 6 % increase over last year's 8th graders. Warning scores dropped down to 21%, an 11 % decrease. Proficient achievement rose to 43%, a 7% jump from last year's results. The state average of 41% earning either an Advanced or Proficient score is 6% lower than Atlantic's results. In fact, it is noteworthy that Atlantic's ELL students outperformed the state average in all three grades on last year's ELA test.

English Language Arts (Special Education)

6th Grade – Goal Met

Sixth grade Special Education students did very well on the English Language Arts assessment in comparison to the previous year's group, with a 20% improvement in scores at the Proficient level (up to 39%). The number of scores in the Warning range was down to 17%, representing a 12% decrease. For the second year in a row, no student in this group performed at the Advanced level. Atlantic 6th grade Special Education students surpassed the state average for those achieving at the Advanced and Proficient levels, combined, by a margin of 13% (39% to 26%, respectively).

7th Grade – Goal Met

Performance in the Advanced and Proficient ranges, combined, rose to 40% for 7th grade Special Education students, a one-year improvement of 3%. Advanced scores increased by 2% and those in the Warning range were down by 6% from the previous year's group of students. While 40% of Atlantic's 7th grade Special Education students achieved scores in either the Advanced or Proficient range, only 29% did so statewide.

8th Grade – Goal Not Met

Last year's 8th grade Special Education students found the English Language Arts assessment fairly challenging, recording a 10% decrease from the previous year in scores at the Proficient level (down to 30%). For the third year in a row, no student in this group achieved an Advanced score. Meanwhile, Needs Improvement performance held steady at 50% while scores in the Warning range rose to 20% of the total, a 10% increase.

Science and Technology

8th Grade – Goal Met (Aggregate)

Students' combined Advanced and Proficient scores increased by 3% over the previous year's 8th grade performance, up to 36% of the total, indicating that more than one-third scored in these upper two categories of achievement. Although Advanced scores were down 2%, those in the Proficient range jumped 5%. Scores in the Warning range, however, did rise by 7% on this challenging assessment.

8th Grade – Goal Met (English Language Learners)

Although Atlantic's 8th grade ELL students continue to be unable to break into the Advanced category of achievement on this assessment, scores did rise to 25% in the Proficient range, representing a 7% one year improvement. Performance in the Needs Improvement category was down 12% and scores in the Warning range rose to 32% of the total (up 5%). It is noteworthy, however, that on this exam only 8% of ELL students, statewide, achieved Advanced or Proficient scores, in comparison to Atlantic's 25% result.

8th Grade – Goal Met (Special Education)

Combined Advanced and Proficient scores went from zero up to 10% over the previous year's performance, attributed solely to a 10% increase in those in the Proficient range. Eighth grade Special Education students continue to be unsuccessful moving into the Advanced range. Scores for the remaining 90% of this group were divided equally among the Needs Improvement and Warning ranges at 45 % apiece. In these categories, Warning scores rose 25% over last year while Needs Improvement performance decreased by 35%. Despite progress at the Proficient level, this assessment continues to pose a significant challenge for Atlantic's 8th grade Special Education students.

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 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:

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.

Goal # 2:

The issue of bullying will continue to 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 continue to 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 school climate and the effectiveness of the anti-bullying initiatives.

Particular attention will be given to improving the already positive results of this student survey for both boys and girls at all three grade levels.

Goal # 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.

Monitoring Criteria

The progress of goal # 1 will be monitored by a review of teacher lesson plans, team products, student work, Principal walk through and clinical supervision.

English Language Arts / Reading Skills

Steps	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Facilitator Responsible
a.	Create a common pre-test at each grade level and administer the test. Create an open response pre-assessment utilizing sections of past MCAS tests.	September 2012 (ongoing)	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>	September 2012 (ongoing)	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.	September 2012 (ongoing)	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
d.	<i>Continue to provide opportunities for ELL and special needs teachers to collaborate and share resources with general education teachers.</i>	September 2012 (ongoing)	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
e.	Teaching teams meet to articulate transitional information on students in order to improve instruction.	September 2012 (ongoing)	Principal, Assistant Principal Grade 6, 7, & 8 Teachers

f.	Align modified resource room instruction to general education classroom instruction. Create a uniform rubric to be used in the special needs and ELL setting.	September 2012 (ongoing)	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
g.	<i>Continue to address reading skills in all areas of the curriculum. Address the unique learning needs of students by reading in the content areas to promote critical thinking skills.</i>	September 2012 (ongoing)	Principal, Assistant Principal Grade 6, 7, & 8 Teachers
h.	<i>Continue to provide direct instruction in phonemic awareness, phonics, fluency, literal & inferential comprehension.</i>	September 2012 (ongoing)	Grade 6 English Language Arts Teachers
i.	All student assessments will contain rigorous, embedded learning objectives that reflect high expectations; teachers will regularly check for student understanding of learning objective.	September 2012 (ongoing)	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>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
k.	Develop Reading Skills standards: note taking, citing sources, outlining, research skills, etc.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
l.	Use of current event non-fiction resources in Reading Skills class: Touchstones Series, Time For Kids, Junior Scholastic Magazine, NY Times Upfront for Kids.	September 2012 (ongoing)	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>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
n.	Teachers utilize <i>Keys to Literacy</i> instructional practices and strategies. Teachers complete <i>Keys to Literacy Vocabulary</i> training and incorporate into regular classroom lessons and assessments.	September 2012 (ongoing)	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>	September 2012 (ongoing)	Principal, Assistant Principal, Grades, 6, 7, & 8 Teachers

p.	Use MCAS data and an item analysis to identify individual weaknesses of students. Use pre and post-tests with released test items and reading selections and modify instruction as needed. Students will be taught self-assessment strategies in order to plan for improvement.	September 2012 (ongoing)	Principal, Assistant Principal, Grades 6, 7, & 8 Teachers
q.	<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> <ul style="list-style-type: none"> • <i>Autobiography/personal narrative, letter writing, expository/descriptive writing: October-November 2012</i> • <i>Literary Analysis, comparison/contrast writing, point of view writing: December-January 2012-2013</i> • <i>Persuasive/argumentative writing, instructional writing, speech writing: February-March 2013</i> 	September 2012 (ongoing)	Principal, Assistant Principal, Grades 6, 7, & 8 Teachers
r.	Provide resources to identify individual needs of students with open response scores of 2, 1, 0. ELA teachers develop an instructional plan to address identified weaknesses.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
s.	<i>Grade 6, 7, & 8 teachers will continue to determine essential reading skills based on evaluations of classroom assessments, as well as MCAS results.</i>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
t.	<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>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers

Math

WHAT		WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Facilitator Responsible
a.	Use MCAS data to identify weaknesses. Use release sample MCAS test questions on formal and informal assessments aligned to the Common Core Curriculum standards	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers

b.	Modify formal math vocabulary and the various verbage/symbols used between text, class and MCAS.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
c.	<i>Provide after school remedial opportunities for at risk English Language Learner and Special Education students through the 21st Century grant</i>	October 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
d.	Utilize uniform physical representations for several math vocabulary terms for all grades.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
e.	Analyze MCAS data using item analysis graphs by division for each teacher. <ul style="list-style-type: none"> • Current 2012-13 students • Results of 2011-2012 students 	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and ELL Teachers
f.	Math teachers in grade 6 will provide reinforcement in math facts, fractions, and measurement using computer programs, web sites, and math software.	October 2012	Principal, Assistant Principal, Grade 6, 7, & 8 Math, Special Needs and ELL Teachers
g.	Work with English Language Arts, ELL, and Special Needs teachers to help students with reading skills and testing strategies for math questions.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
h.	<i>Special needs teachers will continue to work closely with general education math teachers and to make sure special needs students are exposed to and on pace with the regular education students to cover the curriculum.</i>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Teachers
i.	Pilot new Math text <u>Big Ideas</u> aligned to the Common Core Math Curriculum standards in grade 6. Supplement existing texts in grades 7 and 8 with OnCore Math workbooks to align with Common Core Math Curriculum standards.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math & Special Needs Teachers
j.	Celebrate Pi Day on March 14, 2013 with in class and school wide activities.	March 2013	Principal, Assistant Principal, Grade 6, 7, & 8 Math, ELL & Special Needs Teachers
k.	Review and revise Math Common Core Curriculum pacing timeline for grades 6, 7, & 8 Math classes in order to cover necessary content prior to spring MCAS test with particular consideration given to the new Common Core Curriculum frameworks. Also, adjust syllabi as needed.	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers

l.	<i>Math teachers will continue to incorporate a number of specific accommodations intended to result in academic improvement: Algebra Tiles, Hands on Equations, Patterns Blocks</i>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
m.	<i>Use Study Island remediation and enrichment activities at home and in school. Teachers run weekly reports updating student progress.</i>	September 2012 (ongoing)	Principal, Assistant Principal, Grade 6, 7, & 8 Math Teachers
n.	<i>Use of Fast Math program to reinforce number sense and basic math facts.</i>	September 2012 (ongoing)	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.	September 2012 (ongoing)	Grade 6, 7, & 8 Math Teachers

Science / Technology

WHAT		WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Facilitator Responsible
a.	Develop and use reading in the content area strategies to assist students with Science text and supplemental material reading.	September 2012 (ongoing)	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>	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers
c.	Teachers will dissect at least one open response question per unit for the purpose of helping students understand what is being asked of them. Reading strategies will specifically target ELL and special needs learners so as to address the needs of all students in the general education setting.	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers
d.	<i>MCAS style Open Response questions and short reading selections will be used in actual science/technology tests for consistency and genuine assessment.</i>	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers

e.	<i>Continue to use a scientific skill set that increases in difficulty as students progress by grade level. For example, lab safety, ability to measure, conducting experiments. Also, address five major areas of teaching strategies in the science classroom: lab report writing, open response questions, pre-assessments and reflections, maintaining an organized science notebook, and technical skills.</i>	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers
f.	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.	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers
g.	Using the scientific method, develop research skills set: note-taking, citing sources, outlining, etc. for use with Science Fair project.	September 2012 (ongoing)	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>	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers
i.	Teachers implement <i>Keys to Literacy</i> instructional practices and strategies. Teachers complete <i>Keys to Literacy Vocabulary</i> course.	September 2012 (ongoing)	Principal, Assistant Principal, Science Teachers

Goal # 2:

The issue of bullying will continue to 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 continue to 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 school climate and the effectiveness of the anti-bullying initiatives.

Particular attention will be given to improving the already positive results of this student survey for both boys and girls at all three grade levels.

Monitoring Criteria

The number of bullying related incidents and disciplinary referrals will be closely monitored with the expectation that their frequency will diminish over the course of the academic year. In addition, an evaluation tool will be provided to students in order to assess the effectiveness of the anti-bullying initiatives.

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/ Facilitator Responsible
a.	Members of the Massachusetts Aggression Reduction Center (MARC) will present two anti-bullying trainings for Atlantic students during the school year.	January 2013 (ongoing)	Principal Assistant Principal Guidance Teachers
b.	A group of Atlantic students (15-25) will participate in a Peer Leadership Training day, presented by Massachusetts Aggression Reduction Center (MARC) at Bridgewater State College. The program emphasizes a strong anti-bullying message and empowers student leaders to generate ways of maintaining and enhancing a positive, tolerant social climate at school.	November 2012 (ongoing)	Principal Assistant Principal Guidance
c.	Quincy Asian Resources, Inc. (QARI) will organize a one-on-one, adult- to- youth mentoring program for newly immigrated Atlantic students. Among the goals of the program are to introduce participants to American culture, help students establish new social ties, and facilitate the overall adjustment for newly arriving students.	September 2012 (ongoing)	Principal Assistant Principal Guidance

d.	<i>Grade seven students will participate in a city-wide presentation by Rachel's Challenge, focusing on establishing a non-violent and emotionally supportive school environment.</i>	November 2012 (ongoing)	Principal Assistant Principal Guidance
e.	<i>Hold "Mix It Up Day" at student lunches in the cafeteria. Students will be assigned random seating for that day, which will also include lessons on tolerance, presented by Social Studies teachers and Guidance staff.</i>	October 2012	Principal Assistant Principal Guidance Social Studies Teachers
f.	<i>One World Week will be held to celebrate, expose, and teach children about different racial, ethnic, and cultural groups with the ultimate goal of students developing an appreciation of a multi-cultural world. The week will promote a sense of community so that despite our differences students understand that we are all members of the Atlantic Middle School community.</i>	January 2013	Principal Assistant Principal Guidance Teachers
g.	A QPS mini-grant funded materials for the "Stick Up For Yourself" curriculum. The course in self-esteem and assertiveness will be taught in grade 6 classrooms.	Fall/Winter 2012-2013	Principal Assistant Principal Guidance Psychologist
h.	Provide professional development information, resources, and materials to staff on bullying, cyber-bullying, and the impact of trauma on children as it relates to bullying.	September 2012 (ongoing)	Principal Assistant Principal Guidance
i.	<i>Meet with staff to review procedures for using the QPS Bullying Incident Reporting Form.</i>	September 2012 (ongoing)	All Staff
j.	<i>Set aside time at weekly Student Support Team meetings to discuss and address suspected incidents of bullying.</i>	September-2012 (ongoing)	Principal Assistant Principal Guidance Teachers Psychologist
k.	Host a parent/guardian informational breakfast on the topics of bullying and cyber-bullying.	Winter 2012-2013	Principal Assistant Principal Guidance
l.	<i>Meet with students by grade to present and discuss QPS/AMS Bullying Policy, emphasizing behavioral expectations, reporting, school response, and a strong anti-bullying message.</i>	September 2012 (ongoing)	Principal Assistant Principal

m.	<i>Review Bullying Policy with students at the start of each term.</i>	September 2012 (ongoing)	Principal Assistant Principal
n.	Guidance staff will present tolerance and anti-bullying lessons to students in designated classes. Lessons will be presented in Chinese for ELL classes.	September 2012 (ongoing)	Principal Assistant Principal Guidance
o.	All grade 7 students read the novels <u>Misfits</u> and <u>The Revealers</u> in Reading Skills classes. Guidance will present lessons on the themes of acceptance and tolerance.	Winter 2012-2013	Principal Assistant Principal Guidance Teachers Students
p.	Incorporate a school-wide “Good Deed Box” for students. Students will be nominated in writing and recognized for acts of kindness. Incentives will be offered.	September 2012 (ongoing)	Principal Assistant Principal Guidance Teachers
q.	Information on bullying and cyber-bullying will be presented to the PTO. Informational resources and handouts will be distributed to parents and guardians.	PTO Meeting Date TBA	Principal Assistant Principal Guidance
r.	Student groups conduct community outreach programs with Fenno House Senior Citizen Center: Chorus, Dance, etc.	September 2012 (ongoing)	Students Teachers
s.	Quincy Police Department School Resource Officers will meet with grade 8 students, by division, to discuss bullying and cyber-bullying from a law enforcement perspective.	Winter/Spring 2012-2013	Principal Assistant Principal QPD School Resource Officers Health Teacher
t.	Students will be encouraged and supported in undertaking community service projects, fostering the values of helping, giving, and cooperation within the student body. The Thanksgiving Food Drive, “Giving Tree”, Student Council Penny Drive, and the Zambia Book Drive are examples.	September 2012 (ongoing)	Principal Assistant Principal Guidance Teachers Students
u.	<i>An evaluation tool will be administered to students in order to assess views concerning school safety and the effectiveness of anti-bullying initiatives at Atlantic. The results will be presented by grade level and boys/girls.</i>	May 2013	Principal Assistant Principal

E. Related Professional Development

Staff Development Tuesdays

Date	Topic Description	Grade	Time	Location	Facilitator	Goal
9-4-12	<ul style="list-style-type: none"> *Review Teacher Handbook *Review Safety & Lockdown Procedures *Staff Update Individual Prof. Development Plans *Staff Update Syllabi *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.) *Conflict Resolution/Mediation Techniques * Review Trauma/Learning Sensitive Schools 	ALL	9:00 - 12:00	Music Room	Principal Assistant Principal Nurse Guidance	#1 #2
9-11-12	<ul style="list-style-type: none"> *Teachers meet by discipline to select MCAS released items to be used in pre and post assessments. Establish uniform rubric to assess students' progress. 	ALL	12:30-2:30	Music Room Classroom	Principal Assistant Principal Teachers and Guidance Staff	#1
9-25-12	<ul style="list-style-type: none"> Assessment Day 1 *MCAS Data Review *Present MCAS results by grade and special populations. * Item and open response analysis by discipline and grade. 	ALL	12:30-4:30	Music Room Classroom	Principal Assistant Principal Teachers and Guidance Staff	#1
10-9-12	<ul style="list-style-type: none"> Assessment Day 2 *Overview of SIP including review of 2012-2013 MCAS/SIP goals. *Review pre and post MCAS assessment by discipline, present findings and establish format to chart progress. *<i>Keys to Literacy Vocabulary</i> online course. 	ALL	12:30-4:30	Music Room Classroom	Principal Assistant Principal Teachers and Guidance Staff	#1

10-23-12	System Professional Development by Content Area *Common Core Curriculum Frameworks	ALL	12:30-2:30	TBA	Assistant Superintendent and Curriculum Coordinator	#1
11-13-12	Technology Professional Development; training on the use of *Mimio Teach Interactive Board * * *Mimio Teach Document Camera * Mimio Pad Interactive Tablet *E-Instruction Pulse CPS System	ALL	12:30-2:30	Computer Lab and Classroom	Principal Assistant Principal Teachers Mimio Teach Trainer	#1
1-8-13	System Professional Development by Content Area. *Common Core Curriculum Frameworks	ALL	1:00-3:00	TBA	Assistant Superintendent and Curriculum Coordinator	#1
1-22-13	Technology Professional Development; training on the use of * Mimio Teach Interactive Board *Mimio Teach Document Camera * Mimio Pad Interactive Tablet * E-Instruction Pulse CPS System	ALL	12:30-4:30	Music Room and Classroom	Principal Assistant Principal Teachers Mimio Teach Trainer	#1
2-12-13	Assessment Day 3 *Evaluate progress of 12-13 SIP goals and action steps. * Review MCAS data to formulate 2013/2014 SIP. *Begin drafting of Action Steps, Monitoring Criteria and Professional Development Plan pertaining to SIP goals for 2013-2014	ALL	12:30-4:30	Music Room and Classroom	Principal Assistant Principal and Teachers	#1
2-26-13	System Professional Development by Content Area. *Common Core Curriculum Frameworks	ALL	1:00-3:00	TBA	Assistant Superintendent and Curriculum Coordinator	#1
3-12-13	DESE required MCAS training: *Review Test Administrator Handbook and Procedures *Review Special Needs Accommodations *Review ELL Testing Requirements *Grade level Teams convene to organize promotional events for MCAS testing in each discipline. Finalize testing schedule.	ALL	12:30-2:30	Music Room and Classroom	Principal Assistant Principal Teachers and Guidance	#1
4-9-13	Review pacing guidelines by content areas. Create curriculum map for the months of May and June.	ALL	12:30-2:30	Music Room and Classroom	Principal Assistant Principal Teachers	#1
4-23-13	System Professional Development by Content Area. *Common Core Curriculum Frameworks	ALL	1:00-3:00	TBA	Assistant Superintendent and Curriculum Coordinator	#1

5-28-13	Assessment Day # 4 *Complete content area reflections of 2012-2013 School Improvement Plan Goals by discipline. *Complete drafting of Goals, Action Steps, Monitoring Criteria and Professional Development Plan pertaining to SIP goals for 2013-2014.	ALL	12:30-4:30	Music Room and Classroom	Principal Assistant Principal Teachers and Guidance Staff	#1 #2
6-11-13	Content Area Teams finalize action steps for individual discipline goals for the 2013-2014 school year. *Grade level and content area teams establish curriculum resource needs for the 2013-2014 school year.	ALL	12:30-2:30	Music Room and Classroom	Principal Assistant Principal Teachers and Guidance Staff	#1 #2

Compensatory Date (s)

12-8-12, 3-26-13, 5-14-13

Report Card Conference Date (s)

11-27-12 & 12-11-12

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: Tracey Christello
45 Elmwood Park
Quincy, MA 02170

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

Community: Paula Maier
41 Thornton Street
Quincy, MA 02170

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.

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

Atlantic Middle School Wellness Goal:

Atlantic Middle School is committed to providing a school environment that is supportive of wellness, conducive to healthy choices and the ability to learn by supporting healthy eating and physical activity. It recognizes that there is a link between education, nutrition, the foods served in schools, and physical activity, and that wellness is affected by all of these. The wellness goal and guidelines are based on the understanding that good health fosters student attendance and improved learning. To that end, students need access to healthful foods and opportunities for physical activity in order to grow, learn, and thrive. By promoting health and wellness for students and staff within the school community, healthy students will learn better and have better attendance. Healthy staff will have better attendance, work and teach more effectively, and serve as positive role models for students. To realize this commitment, action steps will focus on food services, nutrition education, fitness and health education opportunities, school based activities promoting wellness, and the creation of an Atlantic Middle School Wellness Council.

Steps	What Strategies / Activities	WHEN Timeline	Who Team/Facilitator Responsible
a.	School Meals served at Atlantic will be appealing and attractive to children, served in a clean and pleasant setting, meet all nutritional requirements established by local, state, and federal regulations, offer a variety of fruits and vegetables, and offer low and/or no fat dairy products as well as whole grain bread products.	September 2012 (ongoing)	Principal Assistant Principal Cafeteria Manager
b.	Free and reduced meal applications will be made available to all students with an emphasis on maintaining privacy.	September 2012 (ongoing)	Principal Assistant Principal Cafeteria Manager
c.	Sharing food and beverages will be discouraged among students due to concerns about food allergies and dietary restrictions.	September 2012 (ongoing)	Principal Assistant Principal Cafeteria Manager
d.	Food served will comply with state and local safety and sanitation regulations.	September 2012 (ongoing)	Principal Assistant Principal Cafeteria Manager
e.	All foods sold or provided outside of the national School Lunch Program will adhere to designated nutritional standards.	September 2012 (ongoing)	Principal Assistant Principal Teachers 21 st Century After School Facilitator
f.	Nutritional education will be provided and promoted in Physical Education and Health classes and through the Nurse's Office so that students learn the skills and knowledge to make healthy food choices.	September 2012 (ongoing)	Principal Assistant Principal Teachers Nurse
g.	Health Education classes will promote healthy eating, food preparation methods, and health-enhancing nutritional practices.	September 2012 (ongoing)	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.	September 2012 (ongoing)	Principal Assistant Principal Guidance Teachers Nurse
i.	Students will be provided opportunities for physical activity during the school day through Physical Education and Health classes.	September 2012 (ongoing)	Principal Assistant Principal Teachers
j.	Physical Education classes will include instruction in individual activities as well as competitive and non-competitive sports to encourage life-long physical activity. Adequate equipment will be available for all students to participate in physical Education classes.	September 2012 (ongoing)	Principal Assistant Principal Physical Education Teacher

k.	The school nurse will conduct and/or supervise the following screenings of students in designated grades: Body Mass Index (BMI), height and weight screenings, scoliosis screenings, hearing tests, vision tests, dental screenings, and flu vaccinations.	September 2012 (ongoing)	Principal Assistant Principal Nurse Department of Public Health
l.	Atlantic Middle School will offer extracurricular physical activity programs such as "Morning Gym" and a spring afternoon "Walking Club".	September 2012 (ongoing)	Principal Assistant Principal Teachers 21 st Century After-School Facilitator
m.	Intramural and extramural competitive sport activities will be offered throughout the school year on a seasonal basis, as well as a variety of different sports and games designated to interest and engage as many students as possible	September 2012 (ongoing)	Principal Assistant Principal Teachers 21 st Century After-School Facilitator
n.	Special athletic events including two 3 v 3 basketball tournament events occur during the school year.	November And May 2012-2013	Principal Assistant Principal Teachers
o.	Student health concern information relevant to students' participation in school is collected and parent permission is obtained in order to share this information with appropriate faculty and staff.	September 2012 (ongoing)	Principal Assistant Principal Nurse Guidance Teachers
p.	There is a zero tolerance of violence or any type of harassment at Atlantic Middle School.	September 2012 (ongoing)	Principal Assistant Principal Nurse Guidance Teachers
q.	Students at physical and/or emotional risk are identified, and appropriate interventions are pursued.	September 2012 (ongoing)	Principal Assistant Principal Nurse Guidance
r.	A Wellness Council has been established to ensure that Atlantic has a system in place to deal effectively with school health and wellness issues.	September 2012 (ongoing)	Principal Assistant Principal Cafeteria Manager Nurse Guidance Teachers

VII. Submission Page

Submitted By:

Principal Signature

Assistant Principal Signature

Parent Teacher Organization Signature

Teacher Representative Signature

Appendix Section A

Middle School Class Size

Under 20	20-24	25-28	29-30
40	66	18	0

Demographics - 2012

Total Enrollment	SPED	ELL	Low Income	FLNE <i>(First Language Not English)</i>
506	13.7 %	12.7%	55%	47.4%

Appendix Section B

Support Services

FTE

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

Appendix Section C

Budget – Middle Schools

	Amount available in 2012-2013
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$8,853.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$13,552.00
<u>TWENTY-FIRST CENTURY FUNDS</u>	\$36,000.00
Other	
Art Supply	\$1,377.00
Science Supply	\$1,452.00
<u>Total</u>	\$61,234.00
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
PTO (approximate)	\$1,000.00

Appendix Section D

Facilities

1. Technology Improvements

- 28 Dell 2GB Computers in New Lab
- 30 Dell 2 GB Replacement Teacher Computers
- 13 Mimio Teach Interactive Boards Installed
- 13 Mimio View Documentary Cameras
- 13 Mimio Pad Interactive Tablets
- 3 E-Instruction CPS Clicker Systems (class sets)
- 13 Dell 1510 Projectors Installed
- 2 55" LED Televisions with Portable Carts

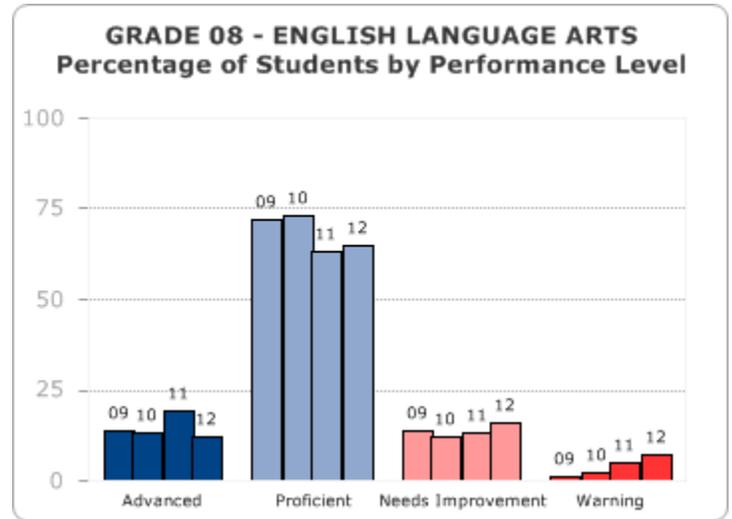
2. Areas of Need

- In boiler room, building computer and control board for exhaust fans, univents, and zone control valves are inoperable and need to be replaced. All univents and exhaust fans are running 24/7.
- Some clocks need to be repaired or fixed.
- Outside flood lights need repair and/or replacement.
- Parking lot needs to be repaved in order to maximize available space.
- Additional wiring needed to expand computer lab in the Media center.
- Pave side and rear parking lots.
- Outside exit stairways needs new stairs behind the building (C Stairway, and B,C Gymnasium exit).

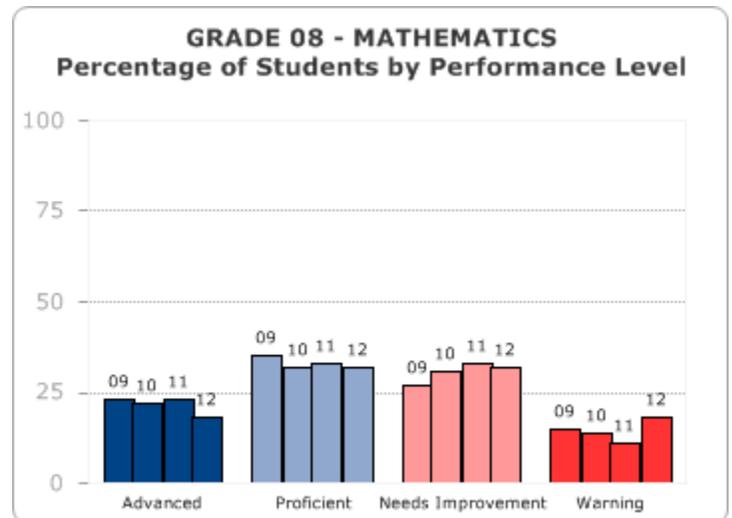
Appendix Section E

Data Charts and Trends

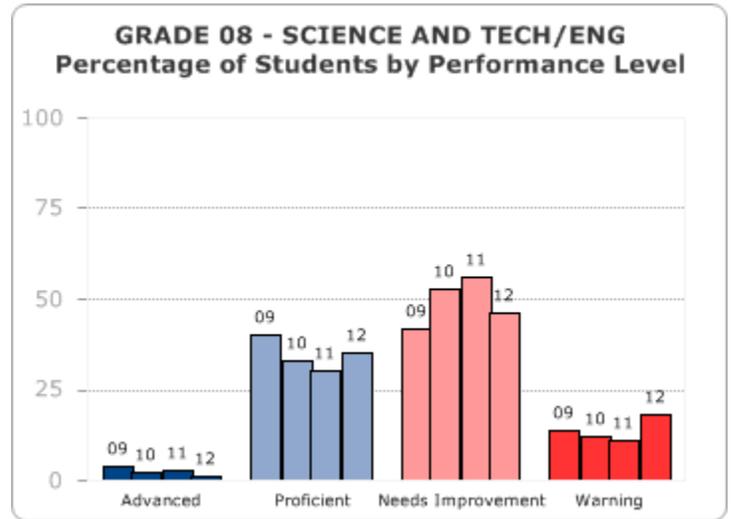
GRADE 08 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2009	2010	2011	2012
ADVANCED	14	13	19	12
PROFICIENT	72	73	63	65
NEEDS IMPROVEMENT	14	12	13	16
WARNING	1	2	5	7



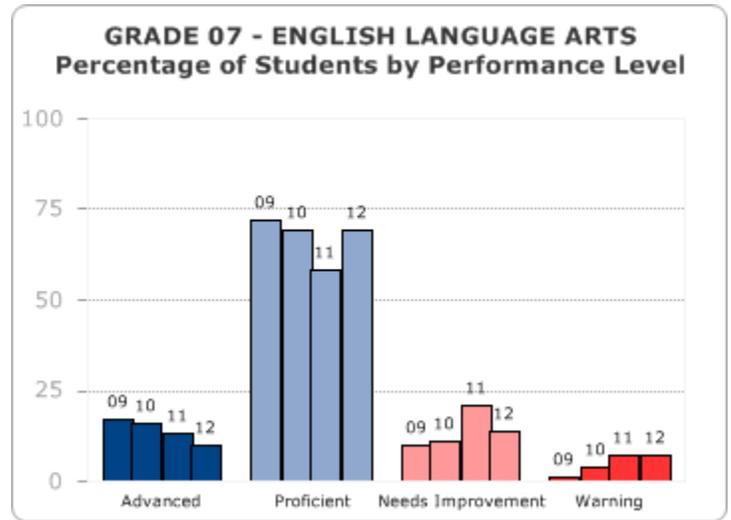
GRADE 08 - MATHEMATICS				
PERFORMANCE LEVEL	2009	2010	2011	2012
ADVANCED	23	22	23	18
PROFICIENT	35	32	33	32
NEEDS IMPROVEMENT	27	31	33	32
WARNING	15	14	11	18



GRADE 08 - SCIENCE AND TECH/ENG				
PERFORMANCE LEVEL	2009	2010	2011	2012
ADVANCED	4	2	3	1
PROFICIENT	40	33	30	35
NEEDS IMPROVEMENT	42	53	56	46
WARNING	14	12	11	18



GRADE 07 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2009	2010	2011	2012
ADVANCED	17	16	13	10
PROFICIENT	72	69	58	69
NEEDS IMPROVEMENT	10	11	21	14
WARNING	1	4	7	7



GRADE 07 - MATHEMATICS				
PERFORMANCE LEVEL	2009	2010	2011	2012
ADVANCED	22	17	23	24
PROFICIENT	38	44	28	37
NEEDS IMPROVEMENT	28	27	32	27
WARNING	13	13	17	12

