

Quincy Public Schools School Improvement Plan 2009 - 2010



*“The reward for work well done is the opportunity to do more of it.”
-Jonas Salk, MD*

School Atlantic Middle School

Principal Maureen C. MacNeil

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Date Submitted October 19, 2009

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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

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 technological education. 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 2007-2008 School Improvement Goals

2007 – 2008 PROGRESS ON GOAL #1

Goal Statement #1: Students will increase their MCAS test scores in the writing of open response items by 2% in all subjects. Each discipline will continue to develop and implement successful strategies, activities, rubrics, and in-class assessments designed to increase MCAS scores across the curriculum.

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

A. English Language Arts

- Utilized a variety of pre-writing strategies such as brainstorming and graphic organizers to assist with the organization of examples and details for the long composition.
- Reviewed materials pertaining to elaboration techniques which were introduced/reintroduced to all students.
- Grade 6, 7, and 8 students successfully transitioned to a well developed multi-paragraph writing assignments. Students further expanded their topic development when writing multi-paragraph essays.
- Teachers met by discipline to discuss, monitor, and assess strengths and weaknesses of strategies and activities through the sharing of student writing.
- Provided after-school remediation and enrichment programs to support the language arts and student writing program.
- Students reinforced topic development skills through the completion of the following types of writing: autobiography, personal narrative, letter writing, expository/descriptive writing, literary analysis, point of view, compare/contrast, speech writing, and persuasive/argumentative writing.
- English Language Arts teachers met regularly with English Language Learner and Special Needs teachers to coordinate ELA curriculum standards for all students.

- Utilized the Empower writing program for resource room students as a strategy for teaching writing. Resource room students used the Empower approach as they transitioned to the John Collins writing program when mainstreamed.
- Addressed the individual learning styles of students through the use of differentiated instruction.
- Identified and assessed open response scores 2, 1, 0 and formed an instructional plan to address weaknesses.
- Utilized test wiz data to inform teachers and address sub groups (ELL and Special Needs) performance and developed ISSPs for at-risk students.
- English Language Arts teachers worked with Science and Social Studies teachers on assessing Type 3 writing assignments and developing open response questions.

B. Reading

- Utilized Trophies program for Special Needs students for the purpose of delivering research based instruction in phonemic awareness, phonics, fluency, vocabulary and text comprehension.
- Reading teachers comprised a list of essential skills based on classroom assessments, evaluations, and MCAS results.
- Teachers provided instruction to assist students in the identification, extraction, citation, and analysis of relevant textual evidence in support of open response paragraphs.
- Provided after-school remediation and enrichment programs to support the reading program.
- Purchased non-fiction materials to coordinate with:
 - Social Studies Curriculum
 - Grade 6 – World Cultures / Geography
 - Grade 7 – Ancient Civilizations
 - Grade 8 – United States History
 - Science Curriculum
 - Grade 6 – Plants
 - Grade 7 – Ecosystems
 - Grade 8 – Physical Science
- Teachers met by discipline and grade level to discuss, monitor, and assess student reading and writing strengths and weaknesses based on most recent test data.
- Teachers created a bank of open response test items within the context of the assigned novels.
- Utilized various fiction genres to provide practice in identifying, analyzing, and applying knowledge of the structure and elements of fiction in order to provide evidence from the text to support understanding. Strategies focused on main idea, author's purpose, and characterization.
- Provided instruction and practice opportunities for students to use their understanding of figurative language and to understand and identify higher level poetic devices such as theme, mood, tone, and speaker.

C. Math

- Created inclusion classes based on meeting individual needs in math.
- Created a math wrap-around class to provide a re-teach model for special needs students.
- Provided uniform instruction on the various verbiage and symbols used in the text, class and on the MCAS assessment.
- Provided after-school remediation and enrichment programs to support the math program.
- Provided 5 additional 55 minute periods per cycle with special needs teachers devoted to math strategies.
- Math teachers incorporated specific accommodations intended to result in academic improvement for both mainstream and special needs students.
- A uniform rubric for assessing open response items was implemented. All teachers assigned at least one open response item per unit.
- Technology classes were used to reinforce and extend the math curriculum through the use of technology.
- Adjusted pacing and condensed and combined sections in order to meet all standards by MCAS testing dates. Revised timeline to match the new math text.
- Special Needs and regular education teachers formulated pacing guide to ensure that all students are exposed to the curriculum.
- Teachers utilized ISSPs to implement modifications relevant to individual student's needs.

D. Science

- Incorporated current technology material and content into the science curriculum as well as science material and content into the technology curriculum.
- Developed technology/science interdisciplinary units to coincide with the teaching of motion, force, energy, and physics.
- Incorporated technology components into the general science curriculum. Examples include the construction of windmills, weather stations, water towers, etc. Students addressed the technological, historical, social, and scientific implications of their constructions.
- Used hands-on materials from technology classes to help English Language Learners and special needs students understand basic physics, engineering and construction technology concepts.
- Used mini-grant funds to purchase physics and technology hands-on materials.

E. Social Studies

- Designed uniform open response questions and grading rubrics to be used with all units.
- Organized One World Week events and activities to complement classroom instruction on world cultures.
- Analyzed released test items from 2007 Social Studies MCAS test.
- Created pacing timeline for all grade levels.
- Outlined interdisciplinary units for teams based on Social Studies themes and topics.

2007 – 2008 PROGRESS ON GOAL #2

Goal Statement #2: Continue to implement programs and activities that foster and nurture an atmosphere of community, cooperation, and appreciation of student differences in order to strengthen the effectiveness of our learning environment as measured by a 2% improvement in the proficiency category on the MCAS test.

- Trained staff members employed conflict resolution and mediation techniques to assist students in addressing peer problems.
- As a result of formal training and the creation of a school “trauma team”, trauma-sensitive techniques were employed building wide to assist students struggling with emotional/behavioral issues thought to impact learning. Strategies included the “red envelope” communication system, the “kitchen table” supportive study area, and team meeting discussions in which student concerns were addressed, in part, through the lens of trauma theory.
- The Principal and Assistant Principal served on a committee to revise and update the Quincy Public Schools’ Anti-Bullying policy.
- Successfully completed One World Week multi-cultural activities and academic lessons culminating in a community wide celebration and dinner.
- Organized and hosted presentations and discussions for students and parents on a variety of topics relevant to the Atlantic community: internet safety, substance abuse, bullying/harassment, decision making & peer pressure, and healthy lifestyle choices.
- Increased participation in extra curricular activities focusing on diversity, acceptance, and community service: cleaner/greener Quincy, letters for soldiers, holiday food drive, giving tree project, school-wide recycling, etc.
- Sponsored a school-wide and community celebration of Asian Lunar New Year.

2. Analysis of Spring 2009 MCAS Test Results

Math

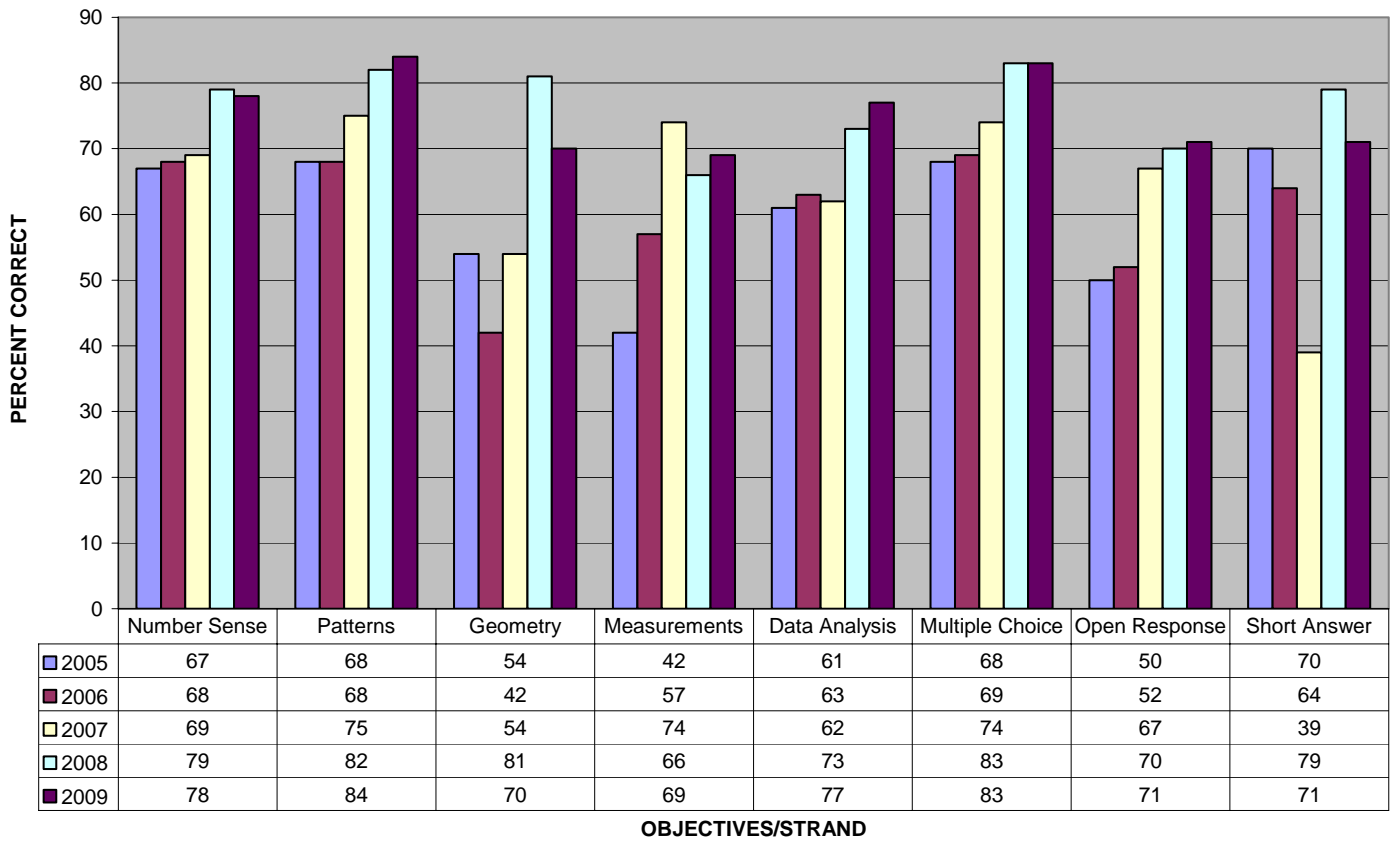
6th Grade

The 2009 MCAS results were very positive. Atlantic's goal of increasing the percentage of students scoring in the Advanced and Proficient ranges combined, by 3%, while equally decreasing the aggregate percentage of scores in the Warning and Needs Improvement categories was met. Combined Advanced/Proficient scores accounted for 73% of the total (highest ever), while those in the lower ranges accounted for 27% (lowest ever). Students achieving at the Advanced level rose 7 points in one year to 38% (highest ever), while Warning scores decreased 5% to their lowest figure ever (7%). Performance in all three assessment modes was very strong, highlighted by a 71% correct score on open response items (highest ever), and an 83% level of success on multiple choice questions (tied for highest ever). Meanwhile, sub-scores across all five learning strands were consistently strong.

Nine Year Comparative Analysis of 6TH Grade Math MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2001	9	24	41	27	68	33
2002	9	40	34	17	51	49
2003	10	36	36	18	54	46
2004	11	34	39	17	56	45
2005	8	34	45	13	58	42
2006	10	31	33	26	59	41
2007	18	41	27	14	41	59
2008	31	39	18	12	30	70
2009	38	35	20	7	27	73

MCAS Grade 6 Math 2005-2009 Atlantic



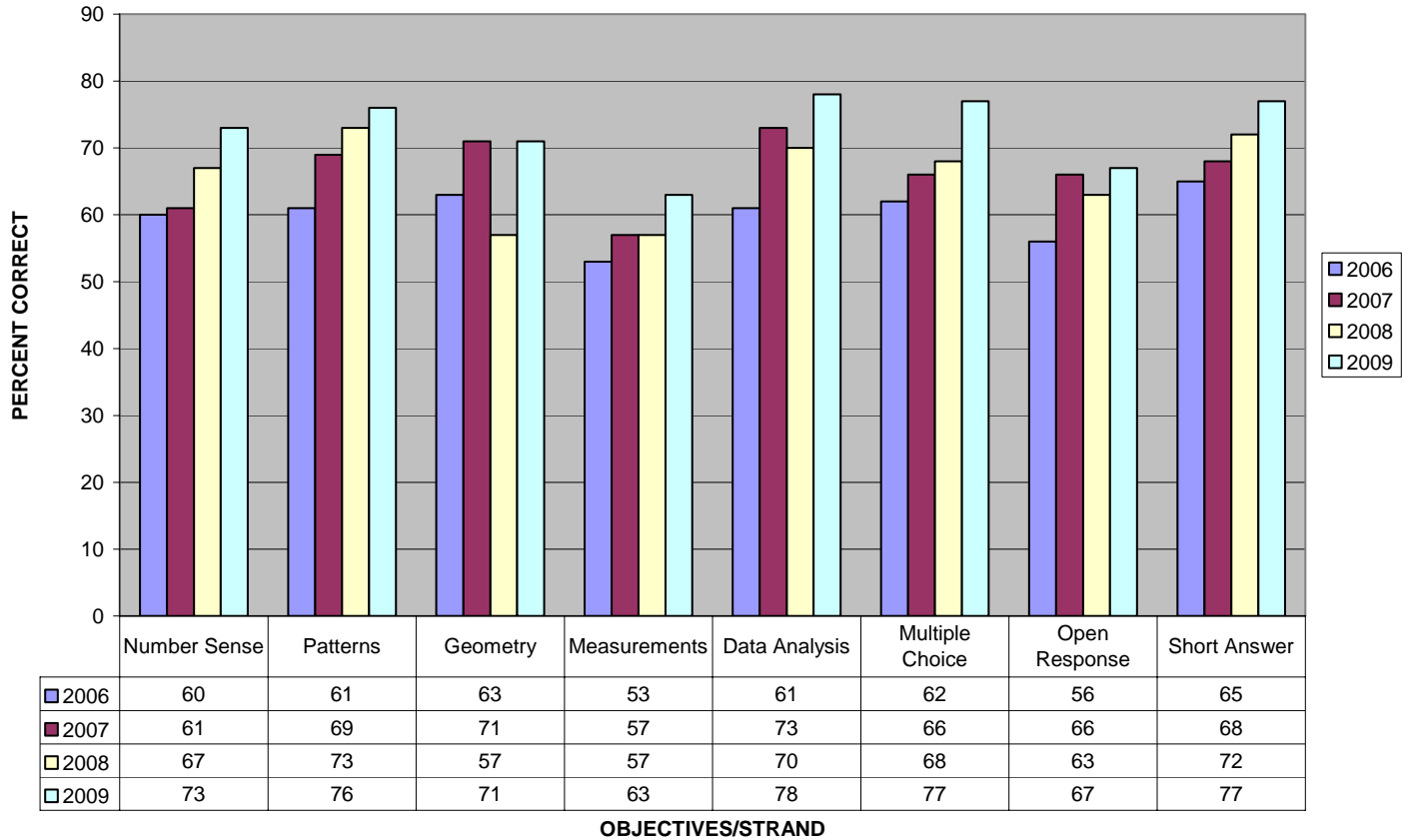
7th Grade

Seventh graders solidly surpassed our school goal in 2009 with a 9% one-year improvement in the percentage of Advanced/Proficient scores combined (59%), accompanied by a 9% decrease in Warning/Needs Improvement scores (41%). These results represent the most positive performance ever for this grade. Scores in the Warning range were down 3% from the previous year and those in the Needs Improvement category were at their lowest percentage ever (28%), down 6%. Clearly, the highlight of these results was the 11% increase in Advanced level scores (22%), which accounted for the surge of positive movement into the upper scoring categories. Sub-scores on all three assessment modes were the highest ever, while performances across all five learning strands were at their highest levels of achievement ever.

Four Year Comparative Analysis of 7TH Grade Math MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2006	8	28	40	24	64	36
2007	13	34	39	13	52	47
2008	11	39	34	16	50	50
2009	22	37	28	13	41	59

MCAS Grade 7 Math 2006-2009 Atlantic



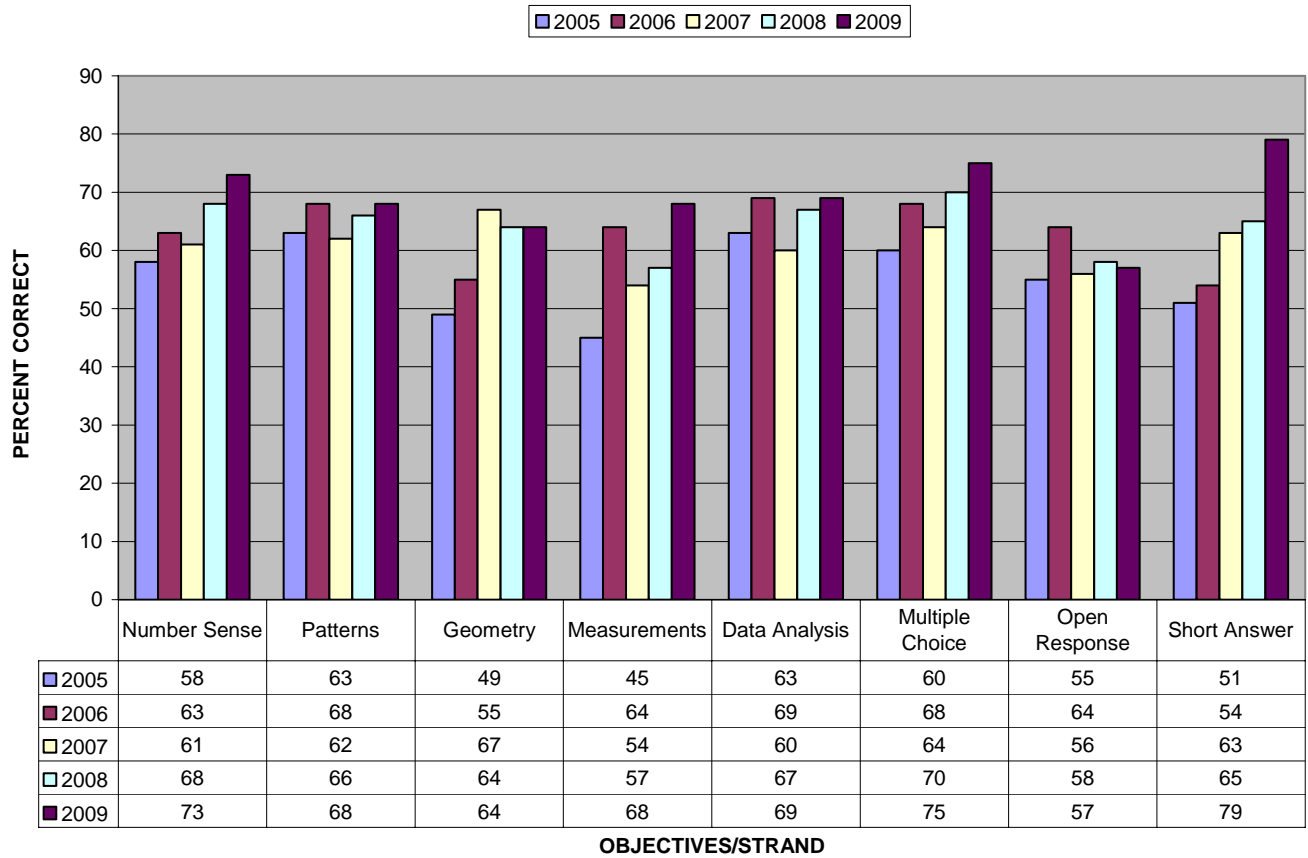
8th Grade

Our eighth grade students met our school goal, with Advanced/Proficient scores accounting for 57% of the total (a 4% increase), and Warning/Needs Improvement scores accounting for 43% (a 4% decrease). Achievement in the Advanced range rose to 23% (highest ever), while scores in the Proficient category also jumped to their highest percentage ever (34%). Warning scores dropped to their lowest percentage ever (16%), as did those in the Needs Improvement range (27%). Student performance on 4 out of the 5 learning strands equaled or surpassed the grade's best results ever, while scores recorded for both the multiple choice (75% correct) and short answer assessment modes (79% correct) were also their highest ever.

Nine Year Comparative Analysis of 8TH Grade Math MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2001	6	25	49	19	68	31
2002	8	28	39	25	64	36
2003	9	21	47	24	71	30
2004	13	21	39	27	66	34
2005	11	28	33	28	61	39
2006	11	32	34	23	57	43
2007	17	28	34	21	55	45
2008	20	33	30	17	47	53
2009	23	34	27	16	43	57

MCAS Grade 8 Math 2005-2009 Atlantic



English Language Arts

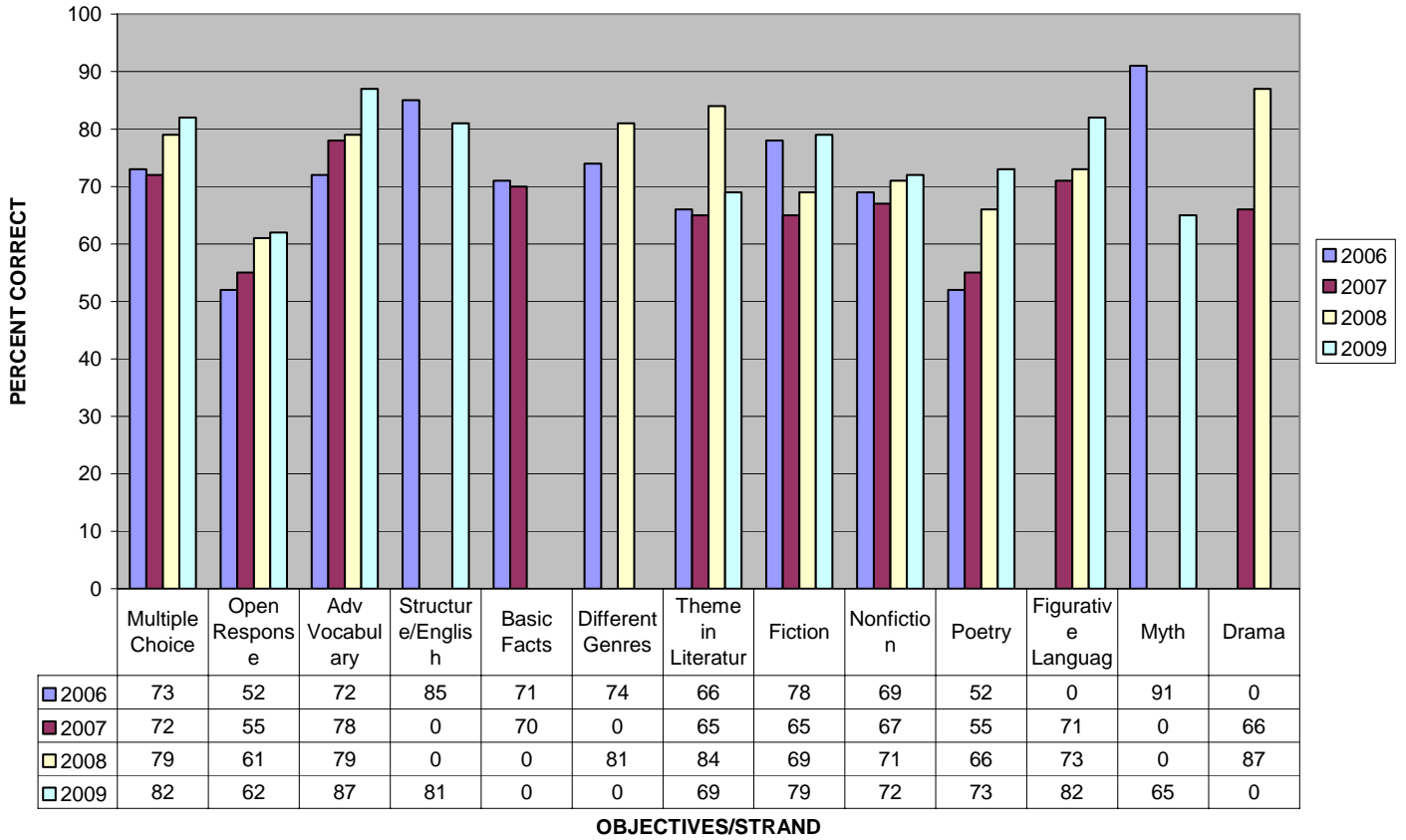
6th Grade

Although sixth graders did not achieve our specific school goal, most aspects of their performance in language arts were fairly positive, with a number of bright spots along with a few areas of concern. Combined Advanced/Proficient scores were down a modest 2% from last year. However, Advanced scores, themselves, rose to 17%, the best performance ever in this category, for this grade. Meanwhile, combined Warning/Needs Improvement scores bumped up 3% from last year, including an unfortunate 5% jump in the Warning category. Questions presented in both multiple choice and open response assessment modes were met with their highest levels of success ever. Scores on five of the learning strands tested improved over the previous year including vocabulary, fiction, non-fiction, poetry, and figurative language. Relative to last year, this year's students struggled with questions involving themes in literature, along with those revisiting, after a two-year hiatus, the topic of mythology. These more challenging areas, no doubt, played an important role in the rise in Warning scores, and will be carefully analyzed by our English Language Arts and Reading staffs. Overall, however, it remains the case that students achieving in either the Advanced or Proficient categories accounted for 75%, or three-quarters of the 6th grade class.

Four Year Comparative Analysis of 6TH Grade ELA MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2006	4	61	28	8	36	65
2007	7	52	27	14	41	59
2008	15	62	21	1	22	77
2009	17	58	19	6	25	75

MCAS Grade 6 ELA 2006-2009 Atlantic



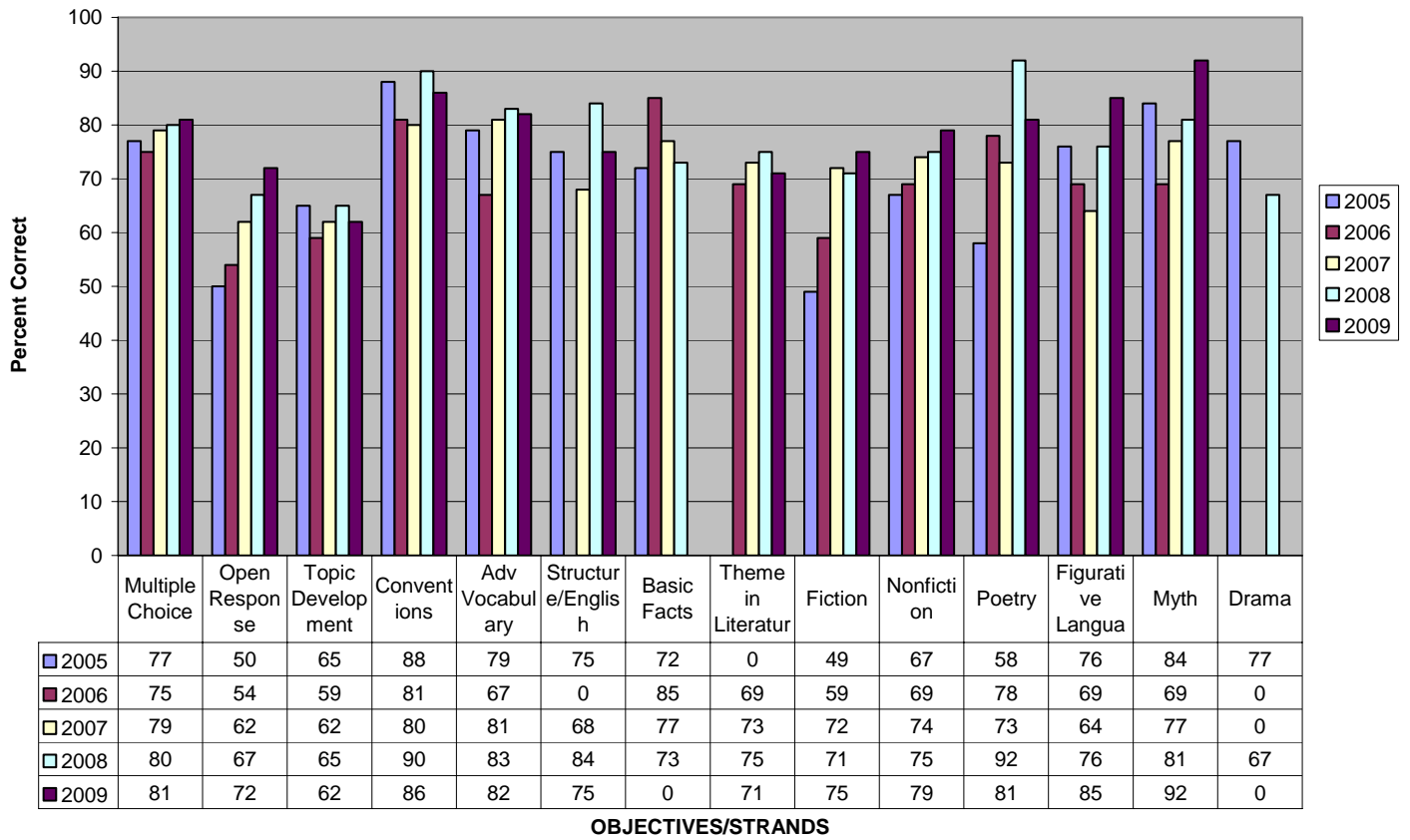
7th Grade

Our 7th graders performed very successfully, easily surpassing Atlantic's school goal. Eighty-eight percent scored in the Advanced/ Proficient categories combined (up 14%), while only 12% achieved in the Warning/Needs Improvement ranges (down 14%). Proficient scores rose dramatically to 72% (highest ever), and both Needs Improvement and Warning scores fell to their lowest levels ever (11% and 1%, respectively). Advanced level scores remained consistently high relative to last year at 16%. The majority of this year's success may be observed in the movement of student achievement out of the Needs Improvement range and into the Proficient category. Students were more successful than ever on both multiple choice and open response questions. Strong overall performances were recorded across all learning strands assessed.

Nine Year Comparative Analysis of 7TH Grade ELA MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2001	2	57	33	7	40	59
2002	5	62	29	4	33	67
2003	4	67	26	4	30	71
2004	2	68	25	6	31	70
2005	8	65	23	4	27	72
2006	13	55	24	8	32	68
2007	10	68	17	5	22	78
2008	18	56	23	3	26	74
2009	16	72	11	1	12	88

MCAS Grade 7 ELA 2005-2009 Atlantic



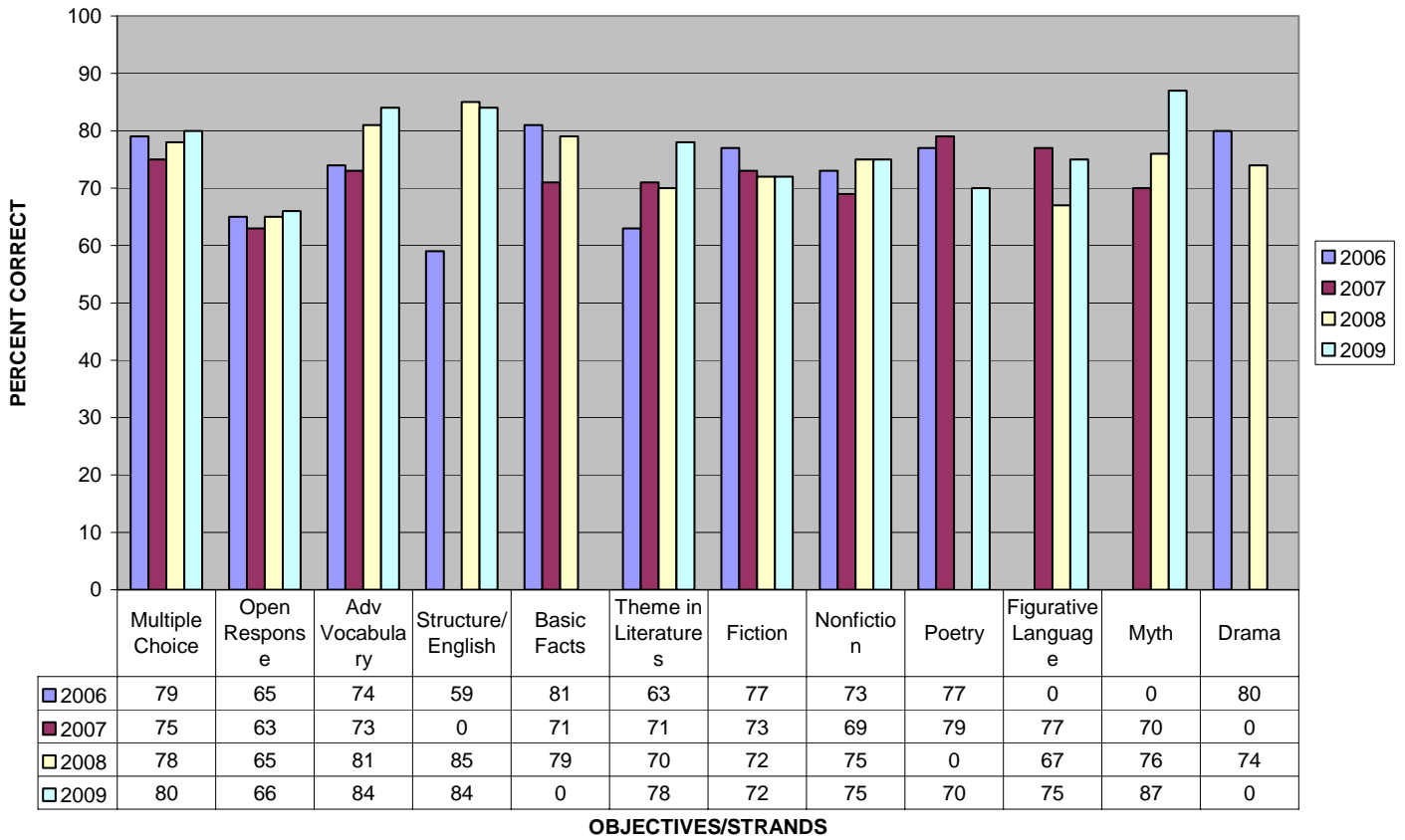
8th Grade

Although this year's specific school goal was too ambitious for this group, our 8th graders once again demonstrated very high levels of achievement on this test. The number of Advanced and Proficient scores combined remained very high at 84% (though down 3% from last year), and the number of Needs Improvement/Warning scores combined remained low at 16% (though up 2%). A 5% increase in the number of students scoring in the Advanced range is noteworthy, as is the continued maintenance this year of only a 2% Warning rate. The greatest area of one-year movement was from the Proficient to the Advanced category. Correct percentages for both multiple choice and open response items were higher than ever. Success rates on the specific learning strands tested ranged from 70% in poetry to 87% in myth, with no glaring weaknesses noted among the other objective items.

Four Year Comparative Analysis of 8TH Grade ELA MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2006	14	70	14	2	16	84
2007	16	62	19	2	21	78
2008	9	78	12	2	14	87
2009	14	70	14	2	16	84

MCAS Grade 8 ELA 2006-09 Atlantic



Science and Technology

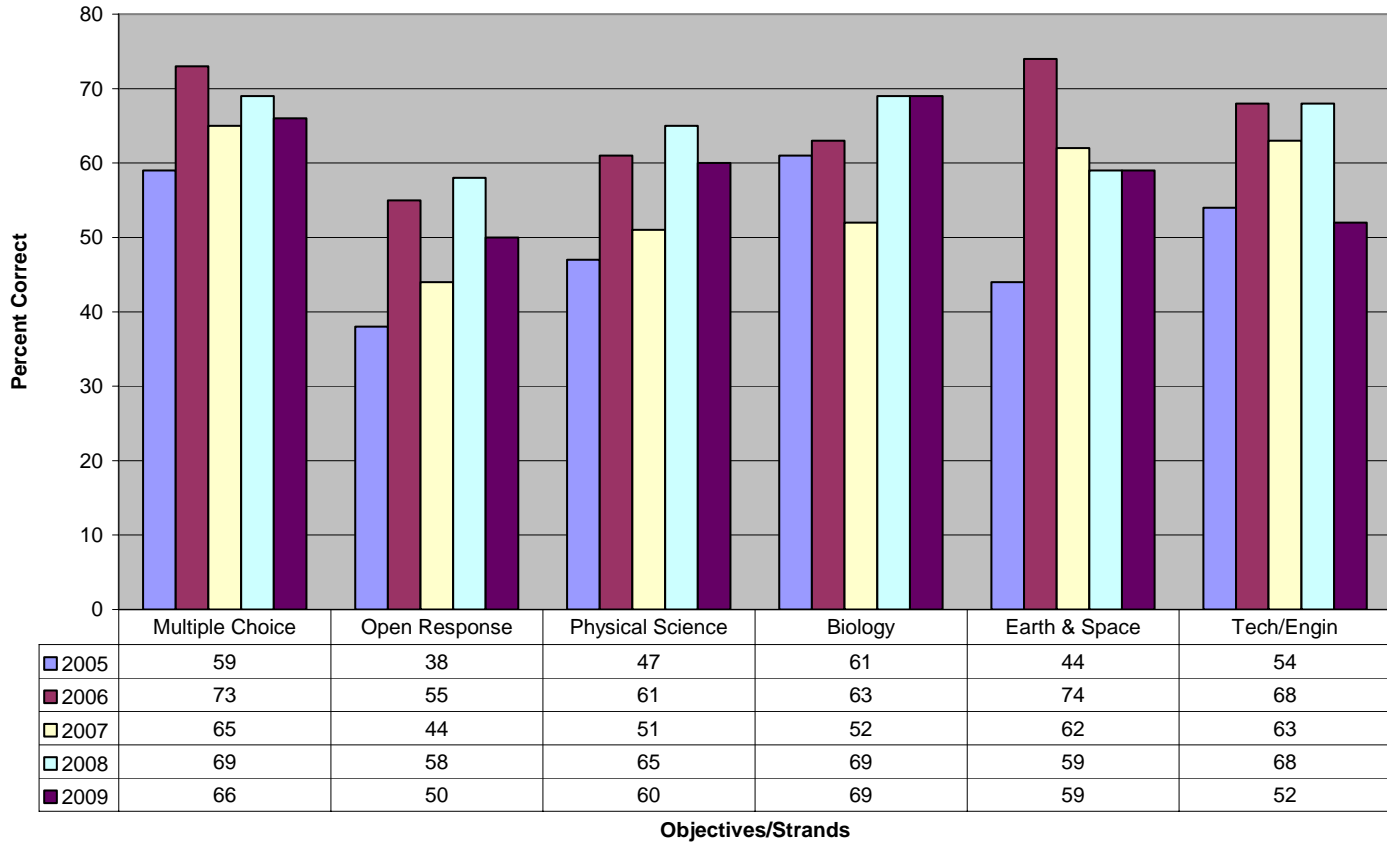
8th Grade

After a remarkably successful 2008 performance, this year's eighth graders did not achieve the MCAS goal for the 2009 assessment. Combined Advanced/Proficient scores dropped 13% from last year, but were still the second highest ever. Warning/Needs Improvement scores rose 13% but they, too, were still the second lowest ever. Proficient scores were down significantly and Warning scores jumped 10%. Performance on Multiple Choice items was average and Open Response scores were respectable. Four out of five learning strands were more challenging than usual for this group of students with the exception of Biology-based items which again enjoyed a 69% correct rate. Atlantic's science staff, in consultation with the assessment team, has begun analyzing the 2009 MCAS data in-depth, in an effort to determine how best to address this sub-par performance and how to understand the discrepancy between the 2008 and 2009 achievement levels.

Five Year Comparative Analysis of 8TH Grade Science and Technology MCAS Scores

Year	Advanced	Proficient	Needs Improvement	Warning	Combination NI/W	Combination AD/PR
2005	1	25	50	24	74	26
2006	3	32	50	14	64	35
2007	2	29	50	19	69	31
2008	3	53	38	6	44	56
2009	4	39	41	16	57	43

MCAS Grade 8 Science Atlantic 2005-2009



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.

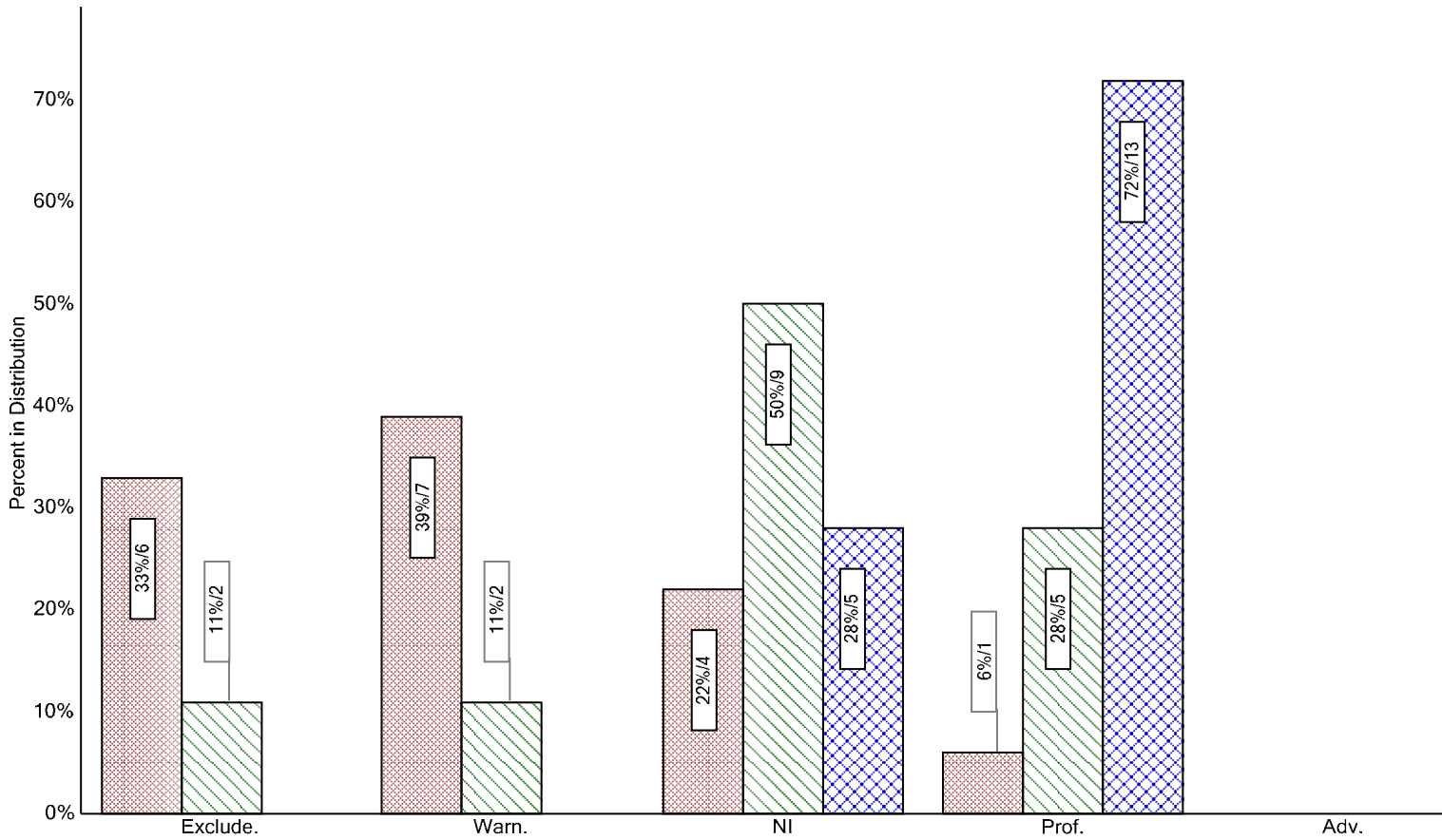
Teachers will continue to make use of detailed item analysis data for their own classrooms in creative and innovative ways, including tracking personal success at teaching specific learning standards, in order to reinforce and strengthen lesson planning and teaching techniques around specific topics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

Teachers will analyze test data for students who fall under the category of special populations, including ELL, low income, 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.

For example, as a subgroup, this year's Limited English Proficiency students did not achieve adequate yearly progress in the area of English Language Arts because they failed to meet either the state's 2009 performance target or the group's own 2009 improvement target goals. Interestingly, however, when English Language Arts scores were pulled out and assessed separately for only the 18, eighth-grade ELL students who attended Atlantic for all three years of middle school, the results were extremely encouraging. Over their three-year middle school education at Atlantic, this group of students progressed from 39% Warning and 6% Proficient scores in grade six, to 0% Warning and 72% Proficient scores in grade eight. These results indicate that over time, limited English speakers are becoming increasingly proficient in English, at least in part, due to their education in the Quincy Public School system. These findings also suggest the likely benefit of school stability in the education of this population.

Finally, teachers will continue to examine students' progress over two and three year spans as a means of selecting appropriate candidates for extended day tutoring programs, to regroup students according to specific academic need, and for the creation of small group intensive focus tutoring sessions.

2009 Gr 8 ELL Students ELA 07-09



Test	Grade	Test Date	Nun
MCAS Grade 6 2007	6	5/1/2007	18
MCAS Grade 7 2008	7	5/1/2008	18
MCAS Grade 8 2009	8	5/1/2009	18

B. Goal Statements

Goal # 1:

Within the 2009-2010 school year, students who are members of sub groups as defined by AYP protocol (ELL, Low-Income, 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.

Goal # 2:

Within the 2009-2010 school year, there will be an increase in parent/guardian involvement and participation at school sponsored events and programs (Open House, PTO, School Council, Report Card Conferences, etc.) as measured in part by a 50% increase in attendance at PTO and School Council monthly meetings as well as by an increase in the number of participation opportunities.

C. Action Steps

Goal # 1:

Within the 2009-2010 school year, students who are members of sub groups as defined by AYP protocol (ELL, Low-Income, 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.

D. 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

	WHAT	WHEN	WHO
Steps	Strategies/Activities	Timeline	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 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers/language arts facilitators
b.	Continue to work with ELL and special needs teachers to assess strengths and weaknesses of students transitioning from ELL and SN into mainstream classrooms.	September 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers/ELL and special needs teachers.
c.	Develop MCAS Challenge Day curriculum and develop format to implement program and student groupings	September 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers/language arts facilitators
d.	Provide opportunities for ELL and special needs teachers to attend language arts release day workshops.	September 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers/language arts facilitators and special needs teachers
e.	Teaching teams meet to articulate transitional information on students in order to improve instruction.	September 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers
f.	Align modified resource room instruction to general education classroom instruction. Create and implement a uniform rubric to be used in the special needs and ELL setting.	September 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers and Special needs teachers
g.	Continue 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.	September 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers

h.	Continue to use Test Wiz data as a means to identify sub groups (ELL, SN) performance and develop ISSPs for at-risk students.	October 2009 (ongoing)	6 th , 7 th , and 8 th grade Language Arts Teachers, ELL and Special Needs Teachers
i	Use MCAS data to identify weaknesses and group students for MCAS Challenge Days. Use pre and post test to monitor progress of the MCAS Challenge Day program.	January 2010	6 th , 7 th , and 8 th grade level Teacher Teams
j	Share MCAS data with teaching teams to create student groupings for MCAS Challenge Days.	October 2009	6 th , 7 th , and 8 th grade level Teacher Teams
k	Align curricular calendars to ensure consistency for students in preparation for March ELA MCAS test. <ul style="list-style-type: none"> • Autobiography/personal narrative, letter writing, expository/descriptive writing: <i>October-November 2009</i> • Literary analysis, comparison/contrast writing, point of view writing: <i>December 2009-January 2010</i> • Persuasive/argumentative writing, instructional writing, speech writing: <i>February-March 2010</i> 	October 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers/language arts facilitators
l	Provide resources to identify and continue to determine the needs of students with open response scores of 2, 1, 0. ELA teachers develop an instructional plan to address identified weaknesses.	October 2009 (ongoing)	6 th , 7 th , and 8 th grade language arts teachers/language arts facilitators

Reading

Steps	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Facilitator Responsible
a.	Develop MCAS Challenge Day curriculum and develop format to implement program and student groupings. Use Test Wiz and MCAS data to formulate student groupings based on need.	September 2009 (ongoing)	ELL Teachers Special Needs Teachers Reading Teachers
b.	Provide opportunities for Special Needs teachers to attend reading release day workshops.	September 2009 (ongoing)	Special Needs Teachers Reading Teachers ELL Teachers
c.	Utilize the Trophies program for students in order to provide direct instruction in phonemic awareness, phonics, fluency, literal & inferential comprehension.	September 2009 (ongoing)	6 th grade Special Needs Teachers 6 th grade Inclusion Reading Teachers

d.	Grade 7 & 8 teachers will continue to determine <i>essential</i> skills based on evaluations of classroom assessments, as well as MCAS results.	September 2009 (ongoing)	7 th & 8 th grade Reading Teachers/ ELL & Special Needs Teachers
e.	Continue to review, revise, and update ISSPs and implement modifications that best suit students' individual needs.	September 2009 (ongoing)	6 th , 7 th , and 8 th grade Reading Teachers ELL and Special Needs Teachers
f.	Continue to address the unique learning styles of students through the use of differentiated instruction	September 2009 (ongoing)	6 th , 7 th , and 8 th grade Reading Teachers ELL and Special Needs Teachers
g.	Continue to provide direct instruction of comprehension strategies to assist students in the <i>identification, extraction, citation, and analysis</i> of relevant textual evidence in support of open response paragraphs.	October 2009 (ongoing)	6 th , 7 th , and 8 th grade Reading Teachers ELL and Special Needs Teachers
h.	Continue to meet as a group to discuss, monitor, and assess strengths and weaknesses of students' reading comprehension skills and revise strategies as needed. This group will be comprised of classroom teachers, SN staff, and ELL staff.	October 2009 (ongoing)	6 th , 7 th , and 8 th grade Reading Teachers ELL and Special Needs Teachers
i.	Utilize Test Wiz in order to analyze and identify student weaknesses based on newly released Spring 2009 MCAS data. Develop ISSPs for at risk students based on these results.	October 2009 (ongoing)	6 th , 6 th , 7 th , and 8 th grade Reading Teachers/Facilitators ELL and Special Needs Teachers
j.	Continue to create MCAS style multiple choice questions and open response prompts for selected passages from classroom novels.	November 2009 (ongoing)	6 th , 7 th , and 8 th grade Reading Teachers ELL and Special Needs Teachers

Math

WHAT		WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/Facilitator Responsible
a.	Continue Inclusion class for 6 th , 7 th , and 8 th grade. Placement for 2009-2010 classes will be based on meeting individual needs in Math.	September 2009 (ongoing)	Principal Math Facilitator 6 th , 7 th , and 8 th grade Math Teachers
b.	Develop MCAS Challenge Day curriculum and develop format to implement program and student groupings.	September 2009 (ongoing)	Principal Math Facilitator 6 th , 7 th , and 8 th grade Math Teachers
c.	Use MCAS data to identify weaknesses and group students for MCAS Challenge Days. Use a pre and post test to monitor the progress of MCAS Challenge Days.	September 2009 (ongoing)	Principal Math Facilitator 6 th , 7 th , and 8 th grade Math Teachers

d.	Continue to use formal math vocabulary and the various verbage/symbols used between text, class and MCAS.	September 2009 (ongoing)	Principal Math Facilitator 6 th , 7 th , and 8 th grade Math Teachers
e.	Provide after school remedial instruction opportunities for students: 21 st Century Grant, and C ²	October 2009 (ongoing)	Math Teachers Math Facilitator
f.	Implement strategies learned in Bill Atwood's workshop "Improving Open Response Answers in Math". Math teachers will create uniform physical representations for several math vocabulary terms for all grades.	September 2009 (ongoing)	Math Teachers Math Facilitator
g.	Math teachers will continue to incorporate a number of specific accommodations intended to result in academic improvement for main stream students as well as those with special needs. i.e. use of Algebra Tiles, Hands On Equations, Pattern Blocks as well as ELL Category 4 instructional strategies.	September 2009 (ongoing)	Math Teachers Math Facilitator Assessment Facilitator SPED Teachers ELL Teachers
h.	Analyze MCAS data using item analysis graphs by Division for each teacher. <ul style="list-style-type: none"> • Current 2009-10 students • Results of 2008-09 students 	October 2009	Math Teachers Math Facilitator SPED Teachers Assessment Facilitator
i.	Math/Tech teachers in grade 6: in addition to the Math tech curriculum, lessons will provide further reinforcement in math facts, fractions, and measurement using computers, web sites, and math software.	September 2009 (ongoing)	Math Teachers Technology Teachers
j.	Work with Reading and ELL teachers to help students with testing strategies for math questions. Utilize ELL Category 4 strategies.	September 2009 (ongoing)	Math Teachers Reading Teachers ELL Teachers
l.	Special needs teachers will continue to work closely with regular ed math teachers and facilitator to make sure special needs students are exposed to and on pace with the regular education students to cover the curriculum.	September 2009 (ongoing)	Math Teachers Math Facilitator SPED Teachers
m.	Review, revise, and update ISSP's, and implement modifications that best suit student's individual needs.	September 2009 (ongoing)	Math Teachers ELL and Special Needs Teachers Math Facilitator Assessment Team
n.	Celebrate Pi Day March 14, 2010	March 2010	Math Teachers

Science / Technology

WHAT		WHEN	WHO
Steps	Strategies/Activities	Timeline	Team/ Facilitator Responsible
a.	Develop MCAS Challenge Day curriculum and develop format to implement program and student groupings.	September 2009 (ongoing)	Science Teachers Technology Teachers Science Facilitator
b.	Students will work in teams to 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 with developing their test taking skills. ELL Category 4 strategies will be used.	September 2009 (ongoing)	Science Teachers Technology Teachers Science Facilitator
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. ELL Category 4 strategies will also be used.	September 2009 (ongoing)	Science Teachers Technology Teachers Science Facilitator
d.	MCAS style Open Response questions will be incorporated into actual science/technology tests for consistency and genuine assessment.	September 2009 (ongoing)	Science Teachers Technology Teachers Science Facilitator
e.	Devise 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.	September 2009 (ongoing)	Science Teachers Technology Teachers Science Facilitator
f.	Students will be exposed to hands-on technology components in the general science curriculum for each unit. An example of this is the building of windmills, which coincides with the grade 6 Weather & Climate unit. Students will not only be learning how they work and how to construct them, but will understand the historical, social, & technological implications as well.	September 2009 (ongoing)	Science Teachers Technology Teachers Science Facilitator

Goal # 2:

Within the 2009-2010 school year, there will be an increase in parent/guardian involvement and participation at school sponsored events and programs (Open House, PTO, School Council, Report Card Conferences, etc.) as measured in part by a 50% increase in attendance at PTO and School Council monthly meetings as well as by an increase in the number of participation opportunities.

Monitoring Criteria

The progress of goal #2 will be evaluated by an increase in attendance at PTO and School Council monthly meetings as well as increased attendance at a variety of other school sponsored events. It will also be monitored through a school-wide parent survey, assessing perceptions of safety, curriculum, instruction and communication.

Steps	WHAT Strategies/Activities	WHEN Timeline	WHO Team/ Facilitator Responsible
a.	Increase the use of the Instant Alert system in order to more directly and consistently inform parents/guardians of activities and participatory events at school. For example, inform parents about the 9/11 and Veteran’s Day assemblies, drama productions, chorus and band concerts, art shows and sporting events.	September 2009 (ongoing)	Principal Assistant Principal
b.	The results of a student survey completed in June 2009 will be shared with Atlantic students and families in an appropriate manner.	November 2009	Principal Assistant Principal
c.	Our very well attended Science fair will be used as an opportunity for Atlantic staff to inform parents/guardians about community service efforts in the school and to enlist parent involvement and support. Included among these are food drives, Cleaner Greener Quincy, school-wide recycling program, I-Move healthy eating program.	March 2010	Principal Assistant Principal Science Teachers
d.	Place a greater emphasis on translating notices and important information sent home by the school into Chinese and Vietnamese whenever possible.	September 2009 (ongoing)	Principal Assistant Principal
e.	“Reading Night” - Invite parent/guardians to an evening of student readings from the Atlantic Middle School award winning literary magazine. Provide incentives and refreshments.	March 2010	Principal Assistant Principal Language Arts Teachers
f.	Pilot the “Three for Me” parent volunteer program in which parents are asked to volunteer three hours over a ten month school year. Enlist parent volunteers for 3 v. 3 Basketball Tournament, Halloween Dance, etc.	September 2009 (ongoing)	Principal Assistant Principal

g.	Hold a Family Fitness Night with incentives and refreshments. For example, a student v. parent volleyball game.	April 2010	Principal Assistant Principal Physical Education and Health Teachers
h.	Increase to a monthly distribution of a calendar of events and newsletter highlighting important events and parent information. Increase the amount of family relevant information in the newsletter. Assess the possibility of having the newsletter translated for non-English speaking Asian families.	September 2009 (ongoing)	Principal Assistant Principal ELL Guidance Counselor
i.	Provide parents with resources on issues such as adolescent development, health and safety, substance abuse, internet safety, etc.	September 2009 (ongoing)	Principal Assistant Principal Guidance Counselors
j.	PTO/School Council meetings will include participation incentives such as presentations on topics such as health issues, internet use and homework strategies. Refreshments will also be provided as an incentive to increase attendance.	September 2009 (ongoing)	Principal Assistant Principal Guidance Counselors School Nurse
k.	A parent survey will be distributed assessing opinions pertaining to academics, safety and school climate. The questionnaire will be translated into Chinese, English and Vietnamese.	January 2010	Principal Assistant Principal
l.	Continue to hold a One World Week celebration. A pot luck dinner and student performance will highlight the week of events.	November 2010	Principal Assistant Principal Guidance and Teaching Staff
m.	The Quincy Police Department will give an evening presentation on Internet Safety. Attendance incentives will be provided.	February 2010	Principal Assistant Principal Guidance Counselors QPD School Resource Officers
n.	Asian New Year Celebration – February 11, 2010 The entire Atlantic Middle School community will be invited.	February 2010	Principal Assistant Principal Guidance and Teaching Staff
o.	Atlantic parents/guardians will be invited to assist in the Holiday Food Drive and Giving Tree Project.	November and December 2009	Principal Assistant Principal Guidance and Teaching Staff
p.	Continue to raise money for the Thomas Gilmartin Scholarship program which provides yearly academic intended scholarship money to NQHS seniors who attended Atlantic Middle School. (Thomas Gilmartin 3 v. 3 Basketball Tournaments)	November 2009 and May 2010	Principal Assistant Principal Guidance and Teaching Staff

q.	The handicap accessibility of Atlantic Middle School will allow greater access to school sponsored events by family and community members.	September 2009	Principal Assistant Principal Guidance and Teaching Staff
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E. Related Professional Development

Staff Development Tuesdays

Date	Topic Description	Grade	Time	Location	Facilitator	Goal
9-8-09	<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	12:30-2:30	Music Room and Classroom	Principal Assistant Principal Nurse Guidance Trained Mediators	#1 #2
9-15-09	<ul style="list-style-type: none"> Assessment Day 1 *Test Wiz Data Review *Present MCAS results by grade and special populations. * Item and open response analysis by discipline and grade. *Review implementation of electronic ISSPs. 	ALL	12:30-2:30	Music Room Classroom	Principal Assistant Principal Assessment Team Academic Facilitators Teachers and Guidance Staff	#1
9-29-09	<ul style="list-style-type: none"> Assessment Day 2 *Overview of SIP including review of 2009-2010 MCAS/SIP goals. *Academic facilitators review pre and post MCAS assessment by discipline, present findings and establish format to chart progress. 	ALL	12:30-4:30	Music Room Classroom	Principal Assistant Principal Assessment Team Academic Facilitators Teachers and Guidance Staff	#1 #2
10-13-09	<ul style="list-style-type: none"> *Present an overview of MCAS Challenge Days (format, scheduling, procedures). *Teachers meet by discipline and grade level to select an open response pre-assessment utilizing sections of past MCAS exams. Review and standardize rubric for pre-assessment. *Teachers review pacing guide by discipline and grade level. 	ALL	12:30-4:30	Music Room and Classroom	Principal Assistant Principal Academic Facilitators Teachers	#1

11-10-09	Content Area Teams *Share open response question pre-assessment results. Choose post assessment model. Develop post assessment method to monitor progress. Use data to group students by academic need for MCAS Challenge Days. Develop MCAS Challenge Day curriculum and schedule.	ALL	12:30-2:30	Music Room And Classrooms	Principal Assistant Principal Assessment Team Academic Facilitators Teachers and Guidance Staff	#1
2-9-10	Content Area Teams *Continue to develop MCAS Challenge Day Curriculum. Use curriculum map, MCAS pre and post assessments and open response questions to monitor progress.	ALL	12:30-4:30	Music Room Classroom	Principal Assistant Principal Academic Facilitators Teachers and Guidance Staff	#1
3-9-10	Content Area Teams *Assess MCAS Challenge Day monitoring criteria to determine progress on individual student's academic needs. *Create student survey regarding MCAS Challenge Day participation.	ALL	12:30-2:30	Music Room Classroom	Principal Assistant Principal Academic Facilitators Teachers and Guidance Staff	#1
5-11-09	Content Area Teams *Review MCAS Challenge Day student survey. *Create subject and grade specific action steps to be included in the 2010-2011 SIP.	ALL	12:30-2:30	Music Room and Classroom	Principal Assistant Principal Academic Facilitators Teachers and Guidance Staff	#1 #2
5-25-10	Assessment Day 3 *Evaluate progress of 09-10 SIP goals. * Review MCAS and MEPA data to formulate 2010/2011 SIP. *Complete drafting of Action Steps, Monitoring Criteria and Professional Development Plan pertaining to SIP goals for 2010-2011	ALL	12:30-4:30	Music Room Classroom	Principal Assistant Principal Assessment Team Academic Facilitators Teachers and Guidance Staff	#1

Compensatory Date (s)

12/22/09, 4/13/10, 6/8/10

Report Card Conference Date (s)

1/12/10 & 1/26/10

IV. 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 and Technology Teacher
4. Lauren Riggs, Guidance Counselor

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

V. 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: Grace Bryson
140 Lansdowne Street
Quincy, MA 02171

Teachers: Karen Moran
Atlantic Middle School
617-984-8727

Alyse Olivieri
Atlantic Middle School
617-984-8727

Parents: Deborah Riley
9 Landgrane Street
Quincy, MA 02171

Cecilia Green
30 Edgeworth Road
Quincy, MA 02171

Staff: Adam Wolf
Atlantic Middle School
617-984-8727

Lauren Riggs
Atlantic Middle School
617-984-8727

Debbie Cheung
Atlantic Middle School
617-984-8727

Community: Maryanne Morgan
23 Milton Road
Quincy, MA 02171

Appendix Section A

Middle School Class Size

Under 20	20-24	25-26
8	15	0

Appendix Section B

Support Services

FTE

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

Appendix Section C

Budget – Middle Schools

	Amount available in 2009-2010
<u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)	\$12,705.00
<u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$10,626.00
<u>TWENTY-FIRST CENTURY FUNDS</u>	\$ 46,785
Other	
Art Supply	\$1,614.00
Science Supply	\$1,617.00
<u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u>	
PTO (approximate)	\$1,000.00
Mini Grants	\$ 350.00

Appendix Section D

Facilities

1. Improvements

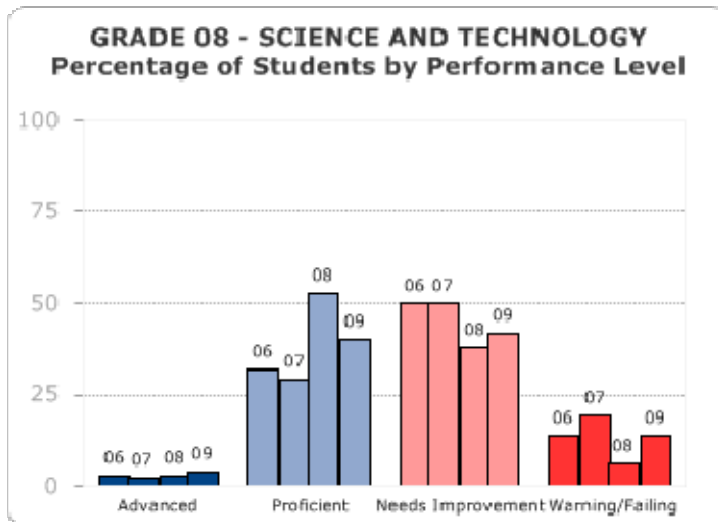
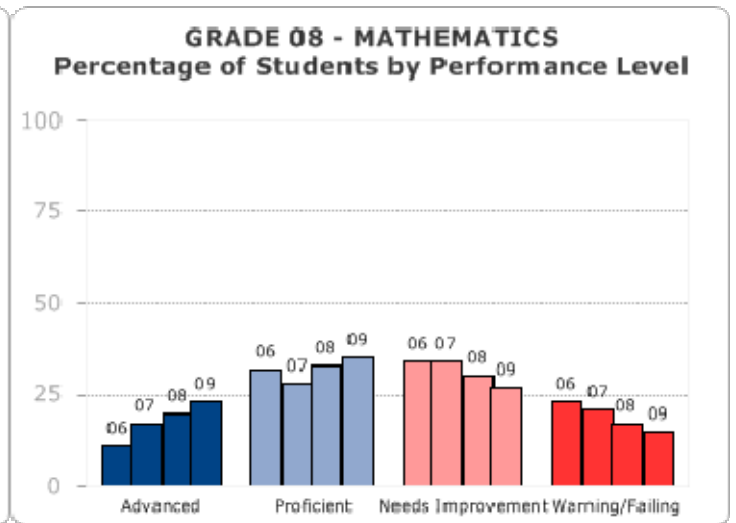
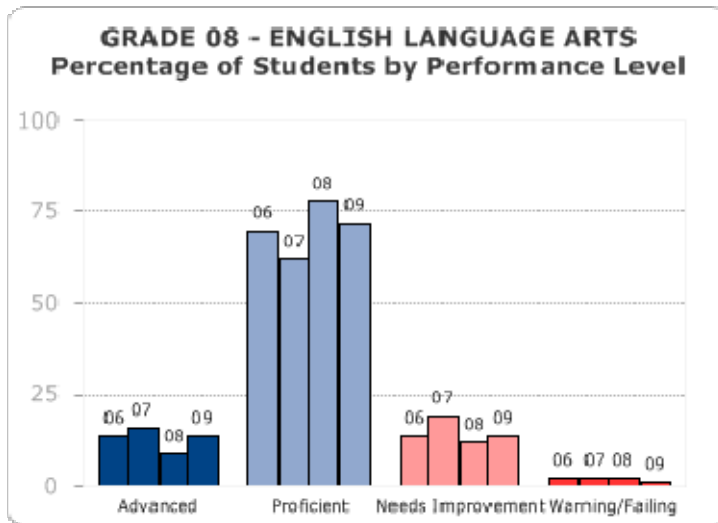
- 2 Boilers recently replaced.
- Numerous Handicap Accessibility Upgrades –Automatic Door, Parking, Ramp, Restrooms.
- Most exhaust fans replaced.
- New roofing on middle section of second floor, front canopy, and loading dock canopy.

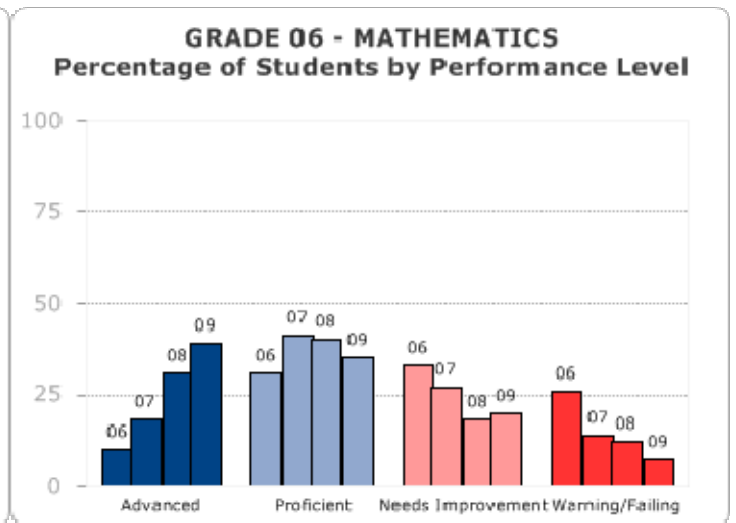
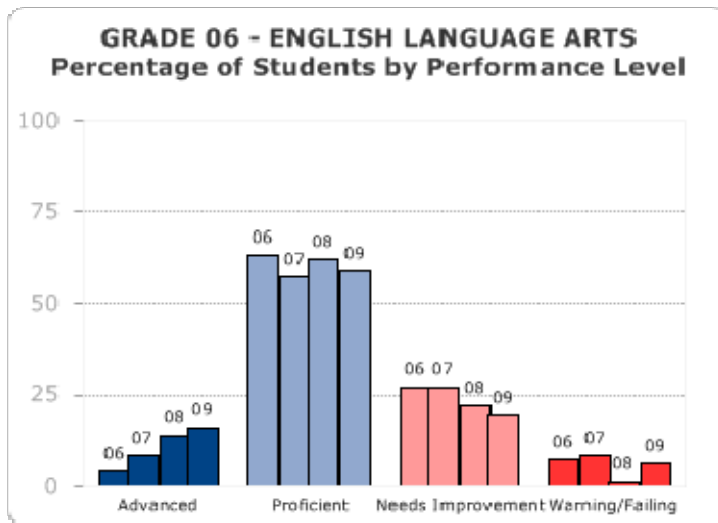
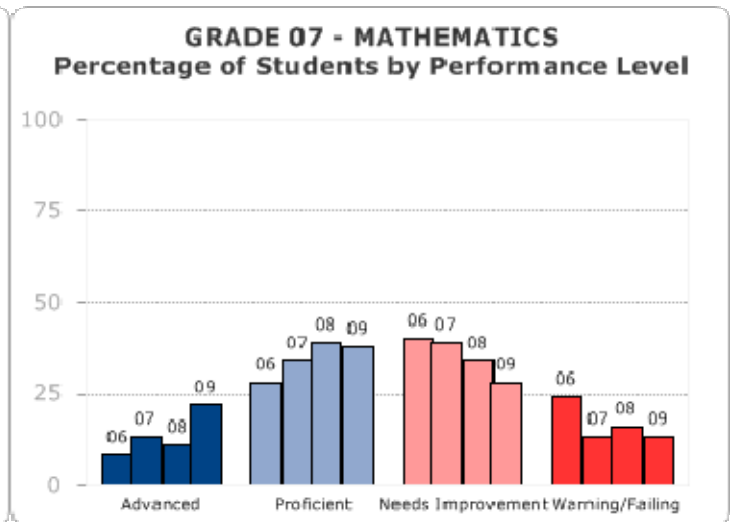
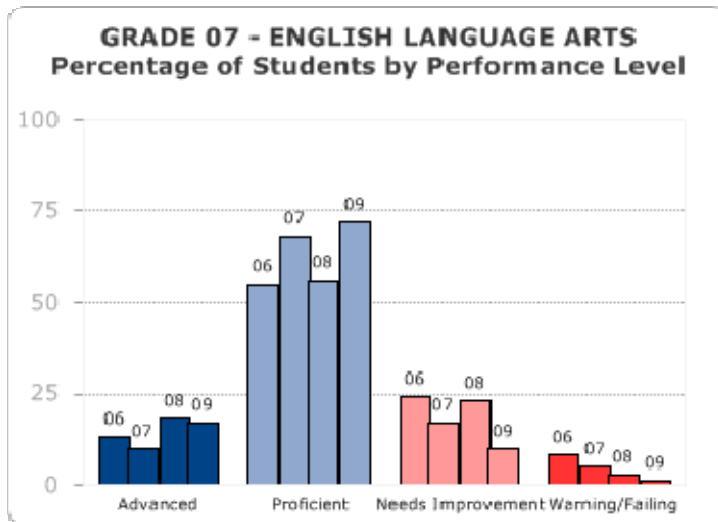
2. Areas of Need

- a. 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.
- b. Need new air compressor for boiler room.
- c. Ceiling repairs needed in office areas, Room 216, 217, 209, 212, 6th grade corridor, gym locker rooms, lower shop corridor, and auditorium, and loading dock area.
- d. Some clocks need to be repaired or fixed.
- e. Some flashing around building needs to be scraped and painted.
- f. Outside flood lights need repair and/or replacement.
- g. Parking lot needs to be repaved in order to maximize available space.
- h. Tile work needed for stairwell B entrance and stairs.
- i. Steps outside stairwells B and C need extra step installed.

Appendix Section E

Data Charts and Trends





2009 AYP Data - Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	Restructuring Year 1 - Subgroups	High	On Target

Adequate Yearly Progress History											NCLB Accountability Status
	2001	2002	2003	2004	2005	2006	2007	2008	2009		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	Yes	Yes	Yes	Yes	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups
	All Subgroups	-	-	No	No	No	No	Yes	No	Yes	

Appendix Section F

School Safety and Security Plan

All incidents will be reported to the Coordinator of Safety and Security and the Superintendent.

Each year the Safety and Security Plan will be reviewed and explained to staff and students. All parties, including the parents will have the opportunity to change or update the plan through their representative bodies.

Table of Contents

1. School Security _____ Page 46

(Doors, Video Cameras, Visitors, Attendance, Contact Cards, Classroom Call Buttons, Intercom, Personal Radio, Verizon Phones, Fire Alarm, Smoke Detectors, Fire Drills, Classroom Coverage, Lavatory Use, School Office, After Hours Policy, Bus Policy, Walkers)

2. Emergency Procedures _____ Page 48

(Lockdown, Evacuation, Reverse Evacuation, Drugs/Alcohol Influence, Weapons/Hostage, Fights, Group Violence, Fire/Explosions, Physical Restraint, Hazardous Materials)

3. Contingency Plan _____ Page 53

4. Emergency Telephone Bomb Threat Procedures _____ Page 55

5. Emergency Letter/Package Bomb Procedures _____ Page 56

SAFETY AND SECURITY PLAN

2009 – 20010

SCHOOL SECURITY

1. **DOORS:** All doors are kept locked with the exception of the front door which remains open until 8:20 a.m. and is monitored by adults. Anyone wishing to enter the building after 8:20 a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera or access window, a visual and/or audio check is made by our general office aide or office personnel before entry into the building is allowed.

After dismissal at 2:30 p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended.

2. **VIDEO CAMERAS** – Each school is equipped with a video camera directed at the front door of the school and an intercom. In general, the school secretary or office aide allows visitors to enter the school after answering the intercom and visually identifying the visitor. Visitors are asked to state their name and reason for the visit.

3. **VISITORS AND ANCILLARY PERSONNEL:** A sign is posted on the window near the front door instructing all visitors to report to the office. Periodically throughout the school year parents are reminded by written notice of the importance of the office staff knowing who is in the school building at all times. We remind parents to sign in at the school office whether it is to bring a child in late, volunteer, drop off a forgotten lunch, and/or pick up a sick child. Volunteers/visitors are asked to wear a badge so that when students see an adult wearing this badge, they know the adult belongs in the school.

All school personnel are asked to inform the office of any unauthorized person in the building. Also, they have been instructed to question any person appearing at a classroom door for any purpose as to whether he or she reported to the school office.

Lunch attendants and other ancillary personnel enter the building through the front door where the procedures outlined above are followed.

During the school day, all deliveries to the school are dropped off at the front door and signed for by the office staff. Vendor addresses are checked for verification prior to opening. After school deliveries may be signed for by available staff, but not opened unless vendor address is verified.

Note: Students are instructed not to answer the door under any circumstances

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:25a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

Parents are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parents are asked to give prior notification to the school regarding an early dismissal and are required to come into the school to sign out a student.

5. **CONTACT CARDS:** Contact cards for all children are maintained in the office. The information includes the names of parents, guardians and contacts. In cases where a parent is legally prohibited from taking a child as a result of a restraining order, special notation is placed on the contact card and a copy of the order is placed in the cumulative record. We also request a photograph of the individual whose name is on the restraining order. If the school receives a note from a parent with instructions that a different person from those on the contact card is going to pick up a child, a license or picture identification is required to verify the identity of that person.
6. **CLASSROOM CALL BUTTON:** Each classroom is equipped with a call button to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the intercom indicates which teacher needs assistance.
7. **INTERCOM:** The intercom is the usual means of sending a general message throughout the building and/or contacting a particular classroom teacher.
8. **PERSONAL RADIO:** The Walkie-Talkie and chargers are kept in the custodian's office. The senior custodian checks it for service on a weekly basis.
9. **VERIZON PHONES:** Building principals and assistant principals have been equipped with Verizon phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Coordinator of Security in the case of emergencies. All QPS school buses are equipped with Verizon phones.
10. **FIRE ALARM SYSTEM, SMOKE DETECTORS, FIRE DRILLS:** The fire alarm system and smoke detector system is regularly inspected and maintained. The fire safety officer from the QFD or the building principal conducts evacuation drills on a regular basis. The school's occupancy permit is current and fire extinguishers meet requirements.
11. **CLASSROOM COVERAGE:** If a teacher must leave his/her classroom, the general office aide is sent for coverage; however, under emergency situations, the teacher in the adjacent room will supervise both classes until coverage arrives.
12. **LAVATORY USE:** Students use the lavatory on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.
13. **SCHOOL OFFICE:** No students are utilized to cover the school office. In the unlikely event that the secretary, general office aide or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.
14. **STAFF WORKING AFTER HOURS:** It has been requested that staff members utilize the staff room as a work area when no one else is working near his/her room. The staff room is in close proximity to the principal's office. Any staff member remaining after 4:30 p.m. is required to inform the principal or custodian of his/her presence.
15. **STUDENTS WALKING TO SCHOOL:** Throughout the year, students are reminded to cross streets only at designated walkways and to look carefully before proceeding. Students are advised not to approach unfamiliar vehicles or their drivers, and not to interact with strangers. If such an event occurs and causes concern, the Coordinator of Safety and Security will be notified and a Principal's telephone chain may be initiated to disseminate relevant safety information to the academic community. If peer problems arise before or after school, students are asked to report them to school personnel immediately, either in person or by telephone. Students and families are continually reminded that all school rules concerning appropriate

behavior and safety are in effect from the moment a child leaves his her home in the morning until he/she returns home in the afternoon.

16. STUDENTS BEING DROPPED OFF AT SCHOOL: Families are asked to drop off students as near to the front of the school as possible. Signs are posted, reminding individuals not to enter or block the Fire Lane with their vehicle. In order to promote pedestrian safety and limit congestion, signs are posted near the building, turning Hollis Avenue into a One Way street during the beginning and end of the school day.

EMERGENCY PROCEDURES

One or more of the following procedures will be initiated by a call over the public address system and will be referred to by the phrase “building management check.” In the absence of a working public address system or during other extenuating circumstances, the Principal, Assistant Principal, Counselors and other assigned staff will be responsible for notifying specified floor and sections of the school.

Either the Principal or the Assistant Principal will inform the Superintendent immediately of any emergency situation.

LOCKDOWN

- 1) An announcement signaling the start of the drill will be made over the loud speaker (“**Building Management Check**”).
- 2) **All staff not assigned to students should report to the office to assist. These staff members will be assigned tasks, as necessary, including the critical job of positioning themselves at specific doorways throughout the building, to assist people in exiting and entering through the nearest doorway, in the event of an actual emergency. ALL staff will need to guide students in or out of the nearest and/or least congested available exit safely and quickly.**
- 3) During the lockdown, all students should remain in their classrooms.
- 4) Any student in the hallway or bathroom should return to his/her class if nearby or report immediately to the nearest classroom.
- 5) **Teachers should turn off lights, close windows, pull shades, lock doors, and gather students quietly in a part of the room away from windows and doors. Be aware to avoid a direct line of sight between your classroom door and your students.**
- 6) Try to be aware of classrooms adjacent to yours that may be empty. If this is the case, please close and lock those doors whenever possible.
- 7) Attendance will be taken by all teachers.
- 8) If classroom attendance is perfect, simply display the GREEN paper in the window of your classroom door. If students in your class are either absent from school, present in school but missing from your class (bathroom, etc.) or if extra students have entered your classroom

- 9) from the hallway, record those names in the appropriate columns on the RED paper and slide it under your classroom door.
- 10) Student information recorded on RED papers will be gathered quickly from throughout the building and checked carefully against attendance information in the main office, in order to account for all students.
- 11) Please keep students together and quiet.

EVACUATION

- 1) An alarm will indicate the start of the evacuation.
- 2) Teachers will hurry/direct students out of the building **VERY QUICKLY**, through routes and exits designated by room number (please review attached). Move students away from the building, and stay together outside as a class. Remember, we are trying to simulate exiting the building during a REAL crisis. Please remember... you may need to use your best judgment in determining how best to quickly exit the building. *If your primary designated exit appears too crowded, you may need to leave through the next nearest exit, if this is reasonable.* (Keep the main stairway in mind if you are nearby. It has been underutilized during previous drills.)
- 3) Please be sure to take your class lists with you since attendance needs to be taken once outside. After taking class attendance, hold up either the GREEN or COMPLETED RED paper. A staff member will collect this information in order to determine that all individuals have safely exited the building.
- 4) The evacuation part of the drill will resemble the standard fire drills with which we are all familiar.

REVERSE EVACUATION

- 1) The reverse evacuation will begin with a cue (probably an air-horn and verbal cues) to re-enter the building.
- 2) Teachers will hurry students back into the building as **QUICKLY** as possible, through the nearest available entrance, opened and manned by a designated staff member. (Remember... the purpose of this part of the drill is to secure students inside the building as quickly as possible in order to protect them from a real outside danger.) Attendance will be taken once students have arrived at their designated area. ALL 6th GRADERS and their HOMEBASE TEACHERS will report to the AUDITORIUM and sit by division during a reverse evacuation, while ALL 7th AND 8th GRADERS will report to the GYM with their HOMEBASE TEACHERS and line up by division, unless otherwise instructed. Eighth grade divisions will assemble on the boys' side of the gym, while the seventh grade divisions will assemble on the girls' side of the gym. All ELL and Special Education students should be assisted by staff, if necessary, in reporting to their home bases.
- 3) Once everyone is back in the building, all doors will be locked and checked.

- 4) No doorways leading directly in/out of the building (neither hallway exits nor classroom doors) should be propped open during drills or actual scenarios, as this could compromise building safety.

It is important to stress that students should be **QUIET, QUICK, and ORDERLY** throughout these procedures.

In order to ensure that all staff members become familiarized with these emergency procedures, please refrain from signing out of the building during scheduled drills.

Available staff members will be assigned to the following doorways during drills and certain actual emergency situations, as appropriate, to facilitate evacuation and re-entry:

- *Main lobby entrance/exit
- *Exit A (near room 104)
- *Exit B (across from main office)
- *Rear exit near custodial office and boys' locker room
- *Rear cafeteria exit leading to parking lot
- *Exit C (Side exit near girls' locker room)
- *Exit D (Cafeteria exit leading directly out to front of building)

EVACUATION EXITS

Evacuation Drills are so important – we all need to be reminded of this fact. From the time the alarm sounds until the pupils are back in the building, there must be absolute silence and the teacher is in charge and responsible. Follow directions. If you should find a stairway or entrance blocked, you will have to use your judgement in directing the pupils to another exit.

<u>Rooms</u>	<u>Evacuation Exits</u>	<u>Alternate Evacuation Exits</u>
101-103	File down right side of corridor - exit by the main lobby doors to front of building.	File down right side of corridor - Exit A by 103.
104-105A	Use Exit A to outside sidewalk.	File down right side of corridor - Exit B or through main lobby doors.
106-108	File down left side of	Use Exit A by 104.

corridor - exit by main lobby doors to front of building.

109	Exit through main lobby doors to front of building.	Exit by girls' gym door or Stairway C.
110-111	Use corridor along gymnasium - exit near custodian's office.	Exit by Stairway C.
112	Use corridor outside room 113 and follow to exit near custodian's office.	Exit by Stairway C.
113-115	Use individual exits.	File along corridor towards Exit D.
Library	Use Stairway C or exit B to front of building and head to the left along sidewalk.	Use Stairway to Exit D at bottom of stairway.

Rooms

Evacuation Exits

Alternate Evacuation Exits

Cafeteria	Use Exit D and back Cafeteria exit.	
200-203	File down right side of corridor - use Exit B to back of building.	Use Stairway A.
204-208	Exit Stairway A to outside sidewalk.	File along right side of corridor to Stairway B.
209-211	File along left side of corridor - use Exit B - leave building at bottom of stairs through back of building.	File along right side of corridor to Stairway A.

212-217 Exit by Stairway C to back of building.

File along right side of corridor to Stairway B.

Fire/Explosions

All fire escape routes are updated, posted, and reviewed annually according to the school floor plans. All fire and explosion incidents should immediately be reported to the office. If smoke or fire is present, pull fire alarm. The evacuation procedure should then be followed.

Drugs/Alcohol Influence

Look for symptoms, which may include: slurred speech, erratic behavior, sleepiness, odor of alcohol, glassy eyes etc..

Notify office immediately by intercom, note, or messenger and request immediate medical assistance. Continue to observe the student until help arrives. If possible, confiscate any visible contraband and give it to administrator. Teacher should keep the students calm, reassure them and refer any related information to the office.

Use physical restraint only to the extent needed to protect persons.

Weapons/Hostage

Report situation immediately to the office. A lock down procedure will be instituted. Move students to a safe area.

If taken hostage:

If possible, get word to the office. If possible, remove students from the area. Do not try to disarm the intruder. Keep calm and follow the intruder's instructions. Direct the students to be quiet and to sit away from intruder, windows, and exits. Be aware police may be able to hear what is taking place and may enter the room at any time. Follow the instructions of police.

Fights

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

Group Violence

Report gang identifiers (clothing, signs, colors, street names, pagers) to the main office. Report strangers to the office. Report all rumors of violence /threats to the main office. If a lockdown procedure is implemented, follow the steps outlined under this plan.

Physical Restraint

Notify the office and/or administration immediately. The administrator will determine if calling the police is necessary. The administrator will assemble the physical restraint team. The Coordinator of Safety and Security will be called. Assure the safety of all other students and staff. Move all the uninvolved students from the location if possible. Keep a safe distance between you and the involved student. Remain calm and speak in a low, calm voice. Use physical restraint only to the extent needed to protect yourself and other students.

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

For out of control adults: Explain appropriate behavior Request that the adult calm down Report the incident to the office Call 911 if the adult does not comply Never engage in physical contact unless it is to protect yourself or students.

Hazardous Materials

Report materials leak/odors to the main office. Be prepared to describe the type of material (odor, color, amount, etc.). Administrator will notify the Quincy Fire Department. Avoid contact Remove the students from the area. Stay upwind from the affected areas.

If evacuation is necessary, follow the evacuation procedure.

Contingency Plan for Short Term Closing of Atlantic Middle School

In the event that circumstances necessitate the closing of the building and parents can not be notified through Instant Alert or Atlantic can not be re-entered, the following actions will take place:

- The Principal will contact the Superintendent and the Coordinator of Security.
- The Superintendent's Office will contact the principals of the feeder schools to make them aware of the situation.
- The Superintendent's Office will also arrange for transportation to transport students to and from the other schools, if necessary.
- Every effort will be made to notify parents/guardians of the situation.

The following arrangements will be made in conjunction with the Coordinator of Security:

- Students will be accompanied by staff members and moved to nearby schools
 1. North Quincy High School
 2. Parker Elementary School
 3. Montclair Elementary School
- Cavanaugh Field may also be utilized in an emergency, if appropriate.

If students need to be temporarily housed at the above mentioned schools, and it is safe to be on Atlantic Middle School property, students will be picked up and dropped off at Atlantic. Upon the arrival of students and staff in the morning, homerooms will line up with their teachers outside while waiting for transportation or to walk as a class to the nearby school. All specialists and non-teaching personnel will be assigned accordingly.

If the weather is inclement or if Atlantic's grounds can not be used as the drop-off or pick-up site, a new site will be reviewed, chosen and announced.

At the conclusion of the day, students will walk back to Atlantic or transportation will be provided, if appropriate. Long term plans will be drafted in the event they are needed.

If there is an emergency in the Atlantic district, the Principal or her designee will start the Principals' phone chain by calling the Principal of Broad Meadows Middle School. If the emergency concerned neighboring schools, Atlantic would notify Montclair Elementary School, North Quincy High School, and Parker Elementary School.

EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

Directions for caller I.D. (**9*57**) and a checklist of directions are kept in a red folder in the top drawer of the secretary and office aide's desk. Procedures are reviewed periodically with office staff. All staff members are provided with a copy of the procedures.

1. Allow all incoming phone calls to ring at least twice.
2. Upon completion of the call. Hang up; pick up, dial (**9*57**) listen for instruction.
3. Check the caller I.D. unit
4. Inform the principal immediately

5. Stay calm and do not get excited or excite others.
6. Record the time of the call and the time of its conclusion.
7. Record the exact words of the caller.
8. If you can, ask the caller to repeat information to delay the conversation.

9. Ask the caller "What time is the bomb set to explode?"
 "Where is the bomb located?"
 "What kind of bomb is it?"
 "What does it look like?"
 "Why do you want to kill or injure innocent people?"

10. See if you can determine:

sex of the caller	accent
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11. What can you determine about the caller's voice?

excited	slow	rapid	calm	loud
raspy	nasal	slurred	soft	lisp
laughter	crying	normal	stutter	whisper
familiar	deep breathing	deep voice	clearing throat	
disguised cracking voice				

12. Any Background Noise:

music	traffic	horns	static	motor
PA system	machines	voices	house noises	animals
long distance cellular	tape recorder			

13. Report the call to the principal immediately.
14. Call the police (911) and state " I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

LETTER/PACKAGE BOMBS

If a letter or package appears suspicious, isolate it and call 911.

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage	Protruding Wires or Tinfoil
Incorrect Titles	Visual Distractions
Titles but No Names	Foreign Mail
Misspelling of Common Words	Air Mail and Special Delivery
Oily Stains or Discoloration	Restrictive Markings such as Confidential, Personal, etc.
No Return Address	Hand Written or Poorly Typed Addresses
Excessive Weight	Excessive Securing Material such as Masking Tape, String, etc.
Rigid Envelope	
Lopsided or Uneven Envelopes	

VI. Submission Page

Submitted By:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature

