

The O'Maley Innovation Middle School Innovation Plan

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Innovation Schools Request For Proposals

The Gloucester Public School District requests proposals for the creation of Innovation Schools in accordance with an *Act Relative to the Achievement Gap* signed into law in January 2010. The proposal has been organized using the format provided by the Department of Elementary and Secondary Education. As specified by state law, there is a two-stage approval process for each Innovation School. A **prospectus** must be approved by a three-person screening committee, and

First Year	6-8	660	90
Second Year	6-8	660	90
Third Year	6-8	660	90
Fourth Year	6-8	660	90
Fifth Year	6-8	660	90
...		660	90
At Full Enrollment		660	90

Will this school serve students from multiple districts? " Yes " **No**

If yes, list the towns/cities in the proposed regions.

_____	_____	_____
_____	_____	_____
_____	_____	_____

If yes, list the school districts (including regional school districts) in the proposed region. (Use additional sheets if necessary):

Innovation School Prospectus Certification Statement

Proposed Innovation School Name:	O'Maley Innovation Middle School
Proposed City/Town Location:	Gloucester, MA 01930

I hereby certify that the information submitted in this prospectus is true to the best of my knowledge and belief.

Signature of Authorized Person _____ **Date** _____

Authorized Person Information	
Print/Type Name:	Debra Lucey
Address:	32 Cherry St. Gloucester, MA 01930
Phone Number:	978-281-9850

Fax Number:	
Email Address:	dlucey@gloucester.k12.ma.us

Innovation Plan Certification Statement

Proposed Innovation School Name:	O'Maley Innovation Middle School
Proposed City/Town Location:	Gloucester, MA

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

Affiliation	Name	Vote to approve innovation plan
Lead applicant member:	Principal Debra Lucey	
Superintendent or designee:	Dr. Richard Safier	
School committee member or designee:	Val Gilman	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Sarah Grow	
Teacher employed by district (selected from among volunteers)	Amy Donnelly	
Teacher employed by district (selected from among nominees submitted by the local teacher's union:	Andrea Pretzler	

Member:	Heidi McGrath	
Member:	Gregg Bach	
Member:	Leslie Sellers	
Member.	Craig Hovey	
Member:	Pat Hand	

I hereby certify that the information submitted in this innovation plan is true to the best of our knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant Member _____ **Date** _____

Public Statement

The O'Maley Innovation Middle School created this school-based initiative with the encouragement and support of the Gloucester Public Schools School Committee. The autonomies with accountability are important tools to implement a design unique to our community, and focused on achievement for every student. The key priorities are:

- Project-based learning within an interdisciplinary/integrated curriculum framework, to prepare students with 21st century skills and knowledge.
- An increased student accountability in the areas of conduct, attendance and citizenship
- A Summer Institute for Remediation and Enrichment for students who require/desire additional time on learning
- A continuation and expansion of STEM initiatives
- A continued remediation for literacy and math within the school day to assist students who have not yet reached grade level proficiency.
- An increased support for English Language learners to improve student achievement per state mandate

- A co-teaching model in math to increase achievement for special education students
- A further enhancement of professional learning communities to build a culture of collaboration
- An expansion of in-house professional development to better suit the educational needs of the staff
- A commitment to meet the individual needs of students in order to achieve their highest level of success

The timeline begins the summer of 2012 through the 2017-18 school year.

I. Mission, Vision, Statement of Need, and Proposed Partner

A. Mission Statement

The O'Maley Innovation Middle School's purpose is to educate all students so that they achieve high standards of academic performance. In partnership with the community, we strive to engage students to become successful through dynamic, differentiated and authentic learning experiences while supporting the transition from childhood to adolescence. O'Maley Innovation Middle School supports educational and social endeavors that cultivate self-awareness, community service, tolerance, and responsibility for one's actions.

B. Vision Statement

The O'Maley Innovation Middle School will meet the individual needs of students in order to achieve their highest level of success by teaching 21st-Century skills and through an increased focus on STEM curriculum (Science, Technology, Engineering, Mathematics). As educators, students, and parents, we seek collaboration in order to create a respectful, safe, and inclusive culture in which all feel empowered to develop their intellectual skills and to think critically. Academically, we will create a culture of high expectations and high quality learning in every classroom. Emotionally, we will provide a culture of respect and acceptance while providing whole child supports to address student needs. In so doing, the school will foster a culture of respect of self, peers, school, and the Gloucester community.

C. Statement of Need (a portion of this section can be used as the Executive Summary, if necessary)

The planning committee strongly believes that the innovations proposed in this document are necessary to improve student learning and achievement. Author Bryan Goodwin, in Simply Better: Doing What Matters Most to Change the Odds for Student Success (2011), distinguishes the difference between schools that "beat the odds" and those with lower performance.

[Successful] schools appeared to have aggregated many smaller influences together to create what we might call a “culture of high expectations”...[successful] schools appear to develop, with input from teachers, a vision of success and a clear focus for their improvement efforts. This vision, in turn, sets high expectations for student performance and behavior. p. 115

If there is one theme that drives this proposal for an innovation school at O’Maley, it is the felt need on the part of faculty, administration, and parents to establish in the minds of their students a strong sense of purpose and engagement, and a high level of expectation toward their own success. Strongly linked to this establishment of a “vision of success” and a culture of high expectations are the calls—listed below under the statement of need—for interdisciplinary/integrated curriculum, project-based experiential learning opportunities, 21st-Century skill development with a focus on the STEM subjects, systematic remediation and enrichment, and civic education—designed to fully engage students while raising the bar. In addition, this prospectus discusses the means for accomplishing the above goals: through professional learning communities, annual measurable goals, building-based professional development, data-driven instruction, a dedication to increasing the technology capability of the school, and increased, student accountability measures.

To accomplish much of this work, the O’Maley Middle School wishes to exercise the requisite autonomy and flexibility necessary to build upon strengths already associated with certain aspects of its program in order to establish those practices as fundamental and consistent throughout its curriculum and instruction. Currently, O’Maley follows a traditional middle school structure within the district’s policies and budget. What is also sought through the innovation school format is an opportunity to increase the decision-making capability of the school for the purpose of addressing student learning, including an enrichment of the curriculum as well as a systematic approach to addressing the deficiencies in and impediments to student achievement.

The reasons for establishing an innovation school at O’Maley include the following:

- The innovation school process is a means for self-assessment, for collectively identifying what progressive steps the school has taken over the last few years, and where to go with them.
- The innovation school process is both a catalyst and a vehicle for figuring out how to institutionalize best practices, and for mobilizing faculty and administrators to work together more closely to become increasingly systematic in their approach to curriculum, instruction, and assessment. This includes new approaches involving interdisciplinary and integrated curricula. This initiative is both consistent and aligned with the newly established performance standards for evaluation (603 CMR 35).
- The innovation school process is an opportunity to capture the moment and to capitalize on a format that is intended to fully focus the work on student learning in a comprehensive and collaborative way.
- The innovation school process has enabled us to receive a planning grant and to apply for a first-year implementation grant. Teachers will receive stipends for any after-school planning done between January and August. The first-year planning grant could be used for purchasing technology, establishing/implementing the first year of the school’s Summer Institute for Remediation/Enrichment, creating additional after school enrichment opportunities for students,

or for additional planning committee priorities. Innovation status could lead to future funding opportunities in the future as well.

- Historically, the O'Maley Middle School has had an image issue that does not reflect its current realities. For the past twenty-five years, O'Maley has followed a middle school model, which recognizes that young adolescence represents a distinct developmental stage with its own set of social and emotional needs. Many of today's parents/guardians attended O'Maley prior to this when it was structured as a junior high model. To some degree, in the minds of some members of the community, such ideas persist. It is important for the school to challenge such negative perceptions, and to do so in ways that are backed up by substantive work.

- Concurrent with the image issue is the fact that we live in a competitive environment. Numbers of enrolled students does translate into the amount of funding support schools receive. And, needless to say that funding is a vital resource.

- Implementation of the innovation plan is going to call for increased involvement on the part of the faculty. The process required a steering committee to coordinate the development of the plans. And, once the plan is in place, a group will be formed to establish a Teacher Leadership Committee. This committee will play an important role in facilitating communication through their grade/subject matter and will advise administration regarding substantive issues facing the school.

This last item speaks to the increased autonomy and flexibility of the innovation school concept. Innovation school design is grounded in the idea that students' needs can best be met by placing more decision-making in the hands of the school and staff, both faculty and administrators. The implementation of the innovation school concept is intended to provide the school and staff with more authority to make decisions on behalf of student learning. There are many great things currently being done at O'Maley, yet there is a considerable amount of work that needs to be done to address the current challenges facing the school. The Innovation School initiative provides the opportunity for the best practices currently taking place at the school to be expanded upon (with annual measurable goals) and for the challenges, which require our full attention to be met systemically, and successfully.

Student Population

The student population at the O'Maley Middle School of 648 (October 1, 2011) is 91.5% White. The largest minority population is Hispanic at 4.6%. All other ethnicities are at 1.6% or less.

Enrollment by Race/Ethnicity (2010-11)			
Race	% of School	% of District	% of State
African American	1.6	1.2	8.2
Asian	1.4	1.4	5.5
Hispanic	4.6	3.4	15.4
Native American	0.1	0.3	0.2
White	91.5	91.9	68.0

Native Hawaiian, Pacific Islander	0.3	0.7	0.1
Multi-Race, Non-Hispanic	0.4	1.2	2.4

The largest gap in overall school performance on standardized testing (MCAS) is in our low-income student group who constitute 42% of the population and Special Education students, which stands at 22%.

The following numbers are offered with the deepest respect for our most vulnerable children; the figures, however, indicate the statistical impact on the schools' Composite Performance Index and on the ability of the O'Maley Middle School to make Adequate Yearly Progress. As we know, this complication is systemic and impacts districts all around the state. The state, however, does disaggregate the data in this fashion. In the template for the prospectus and plan, under measurement, the innovation school is expected to assess, "...progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; [and, the] reduction of achievement gaps among different groups of students.

If we look at Composite Performance Index (CPI) differences between low-income students and non-low income students at O'Maley, we see that there is average disparity of -17.6 percentage points. For Special Education, the difference is -25.1. As stated above, these are our most vulnerable children.

Free and Reduced Lunch vs. Non-Free and Reduced Lunch

O'Maley	6	FRLP	67.3	-17.7
		Non-FRLP	85.0	

	7	FRLP	49.5	-20.5
		Non-FRLP	70.0	
	8	FRLP	58.9	-14.8
		Non-FRLP	73.7	

Average = -17.6 Place in graph

Much work needs to be done to address these gaps in performance.

Specific Issues, Challenges, Needs

- The staff and administration at O'Maley Middle School recognize the need for high expectations, accountability, and responsibility for student work using appropriate incentives. Our work rests on the concept that success is based upon effort, and not simply the result of innate ability.
- The O'Maley Middle School is an institution where curriculum and instruction require more focus on experiential learning opportunities and project-based learning strategies that will allow our students to engage in 21st-Century skills such as critical thinking and the ability to explain, analyze, and apply ideas.
- Consistent with the focus on experiential learning, there is a need to establish an interdisciplinary/integrated curriculum based upon the new Common Core standards.
- There is a need to develop consistency in all classrooms through the use of best practices while ensuring equity of opportunity and common experiences for all children (through such means

as common assessments, Professional Learning Communities, data-driven instruction, peer-led collaboration).

- There is a need to provide a comprehensive, results-oriented means of remediation, where necessary, to enable students to reach their highest level of competency [e.g., through extended learning, Summer Institute].
- There is a need for students to be provided with the requisite enrichment that will enhance their educational experience. This includes opportunities to fully integrate learning with technology.
- The staff and administration at O'Maley Middle School maintain that students must learn to conduct themselves with a level of respect that facilitates their ability to collaborate with peers to solve academic, personal and societal issues.
- There is a further need to promote social responsibility, to build character, and to encourage our students to become civic leaders while learning the importance of helping others through service.

Mathematics

In mathematics, in particular, there is both a school and district-wide need to increase student achievement. The number of students scoring Proficient or above in Grades 6, 7, 8 was below the state average, by as much as 19 percentage points in Grade 7, and 11 percentage points in Grade 8. It is important to point out that scores Grades 3, 4, 5 were below the state average as well. This speaks to the need to strengthen the elementary math program as part of an overall district effort to increase learning in math. Using GMADE math assessment as the indicator, from 2008-2011, the average stanine scores for students scoring below grade level are as follows:

Grade 6 44%
 Grade 7 57%
 Grade 8 55%

Math Percentage of Students Scoring Proficient or Higher—District/State

	3	4	5	6	7	8	10
District	59%	40%	55%	53%	32%	41%	74%

State	66%	47%	59%	58%	51%	52%	75%
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In math, in the aggregate, the O'Maley Middle School had a CPI of 69.8. The middle school did not meet the state Performance Target nor its Improvement Target. Both the Special Education and Low Income subgroups did raise their CPI over the 2010 scores (+4.4 for Special Education; .6 for Low Income). However, in math, the aggregate as well as all subgroups did not make Adequate Yearly Progress.

A three-year comparison of MCAS Math scores, Proficient or above, shows similar concerns.

MCAS Math Scores: Three-Year Comparison

Year	6	7	8
2009	49	42	53
2010	28	47	31
2011	53	32	41

There is a desire on the part of the faculty and administration to support math instruction through the STEM subjects, an interdisciplinary/integrated curriculum, systematic remediation, and community partnerships. This constitutes a clear area where autonomy and flexibility with respect to curriculum development and alignment with the common core standards would play a

significant role.

English Language Arts

In English Language Arts, the O'Maley Middle School staff remains focused on the development of students' literacy while striving to achieve the district's literacy goal that 90% of students read with comprehension and write at or above grade level. A literacy block was established in 2005. In 2006, the intensive intervention model was established for students with identified literacy weaknesses. Using GRADE reading assessment as the indicator, from 2006-2010, the average stanine scores for students reading below grade level are as follows:

Grade 6 34%
Grade 7 39%
Grade 8 39%

On the ELA MCAS exam, from 2009-2011, the O'Maley Middle School has shown a modest increase in the number of students scoring Proficient or above.

Year	6	7	8
2009	63%	55%	68%
2010	62%	75%	73%
2011	74%	65%	77%

Comparisons between the district and state on the 2011 MCAS ELA exams are below.

ELA Percentage of Students Scoring Proficient or Higher—District/State

	3	4	5	6	7	8	10
District	62%	43%	66%	74%	65%	78%	82%
State	61%	53%	67%	68%	73%	79%	84%

Writing across the curriculum constitutes an important area for improvement in the school's overall performance. The average scores on the open response questions on the 2011 MCAS exam are as follows:

Grade 6 2.51
Grade 7 2.00
Grade 8 2.56

The average percentage of possible points earned across Grades 6, 7, and 8 were below the state average by an average of 6 percentage points.

An increased focus needs to be given to writing instruction. Reading and writing are operations that need to be developed simultaneously. When readers apply reading comprehension skills and strategies to their writing, they make connections and have more opportunities to put those skills and strategies into practice.

D. Primary Proposed Partnership(s), if applicable

O'Maley Innovation School will build upon prior partnerships and develop new community collaborations that will be vital for the school's success.

Partnerships will include, but are not limited to:

- Gloucester Education Foundation
- GFAA
- Massachusetts Institute of Technology
- YMCA

Maritime Gloucester
Cape Ann Museum
Project Adventure
Local Non profits

The Open Door, Cape Ann Animal Aid, Gloucester Senior Center, and local elementary schools.

II. Autonomy and Flexibility To Improve School Performance and Student Achievement

A. Curriculum, Instruction, and Assessment

An Interdisciplinary/Integrated Curriculum

The new innovation initiative seeks to unite student learning through an interdisciplinary and integrated curriculum based upon the Common Core Standards, with an increased focus on STEM curriculum. The benefits to middle school learners from a curricular structure that incorporates interdisciplinary and integrated instruction include the potential for increased student engagement and the ability to make connections in their work. Engagement and the making of connections often determine what adolescent learners will understand and retain. Seeing lessons applied in more than one discipline and as related to one another deepens understanding. The more ways that understanding can be reinforced, the more likely students will both learn and retain that learning.

We agree “that instruction in reading, writing, speaking, listening and language be a shared responsibility in the school.” (Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011).

Tony Wagner, in his most recent book, The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It (New York, N.Y.: Basic Books, 2010) summarizes what all students will need to succeed as learners, workers, and citizens in today's global knowledge economy. He refers to those needs as the Seven Survival Skills. Listed, those skills include:

1. Critical thinking—asking the right questions
2. Collaboration—working across networks and leading by influence (peers)
3. Agility and adaptability in one's work
4. Initiative and entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

An interdisciplinary/integrated curriculum, combined with what is described below, would be designed to prepare students with these types of skills, for that type of future.

In his book, Wagner references Virginia Beach Schools as a sample district putting these principles into practice. See:

<http://www.vbschools.com/compass>

Project-Based Learning Within an Interdisciplinary/Integrated Curriculum Framework

Project-based learning opportunities that draw upon students' prior knowledge can provide powerful incentives for becoming a better, more attentive student. Once a student sees his/her mathematical skills at work in science, for example, she/he sees how learning from other classes has relevance and application. That type of learning then becomes a steppingstone for further inquiry. Individuals in the process of "making things" hone both tactile and critical thinking skills. Through using tools and techniques to manipulate raw material (physical and electronic) into finished form, students develop an eye for identifying the details within complex systems and how they interrelate. Project-based teaching strategies focusing on group work also necessitate communication through discussion, drawing, modeling, and listening such that the skills each individual brings to the group offer a positive contribution to a shared end product.

During the summer of 2012, grade level teams will meet to develop the following interdisciplinary units:

GRADE SIX

Theme : Adaptations

Essential Question: What adaptations do all populations make to succeed?

Theme: Change

Essential Question: How is change over time observed and measured?

GRADE SEVEN

Theme: discovery/invention

Essential question: How does discovery change and influence society?

Theme: Structure

Essential question: What does a great structure look like?

GRADE EIGHT

Theme: Paper

Essential Question: How has paper impacted the history of human communication?

Theme: Perspective

Essential Question: How is understanding deepened when subjects are examined from opposite views?

Integration of the Massachusetts Curriculum Frameworks (the Common Core Standards) and Partnership for 21st Century Skills

Subject mastery in English Language Arts, Math, Social Studies, Science, Health, World Languages, and Visual & Performing Arts will not only encompass interdisciplinary curriculum, but will include teaching and learning outcomes that are commonly referred to as 21st Century Skills. These

include:

- Learning and Innovation Skills (creativity, innovation, critical thinking, problem solving, communication and collaboration)
- Information, Media and Technology Skills (access, evaluate, use and manage information, analyze media, create media products, apply technology effectively)
- Life and Career Skills (adapt to change, be flexible, manage goals and time, work independently, be self-directed learners, interact effectively with others, work in diverse teams, manage projects, produce results, guide, lead and be responsible to others)

Source: pp. 37-41, P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills, from www.p21.org accessed 10/21/11

Units will be revised to incorporate common core standards including those standards that target 21st century skills.

Curiosity and imagination, part of Wagner's integral survival skills, are priorities that are supported by a project-based, interdisciplinary, 21st Century focus. Jonah Lehrer writes in *Imagine:How Creativity Works* (Kindle edition, 2012): "The benefit of such horizontal interactions --people sharing knowledge across fields -- is that it encourages conceptual blending, which is an extremely important part of the insight process." As Lehrer relays, "the ability to make separate ideas coexist in the mind is a crucial creative tool."

Remediation for Literacy and Math Within the School Day

The O'Maley Middle School has documented needs among its student population (this is particularly the case in mathematics). To systematically address the academic needs of students, it is necessary that the school examine its capacity to provide increased opportunities for intervention and remediation. To address these needs in a comprehensive manner, O'Maley will be seeking to provide remediation for literacy and math within the school day. Students not yet reaching proficiency on state testing in math and reading will be scheduled for intervention throughout the school year. The intervention class will be scheduled during the specialist block. The school will also be considering the viability of developing a summer institute-type model for remediation and enrichment. This is a high priority initiative.

Professional Learning Community

The core principles of a professional learning community include: ensuring that all students learn; creating a strong collaborative culture; and, focusing on results. As the O'Maley School strengthens its collaborative structures and moves towards an effective learning community, we must ask ourselves the following questions: What do we want each student to learn; how will we know when each student has learned it; how will we respond when a student experiences difficulty in learning; and, how will we fully provide enrichment opportunities for our academically strongest students?

These four questions speak to a guaranteed and viable curriculum, measuring student progress,

remediation and intervention, and enrichment. First, a guaranteed and viable curriculum refers to consistency across classrooms with respect to what is being taught, based upon the Massachusetts Curriculum Standards. Second, measuring student progress requires a fully coordinated system of assessments. This includes measuring 21st-Century skills. Third, to address students' needs, the school must develop timely, systematic, and directive support when students experience difficulty. Fourth, opportunities must be in place that regularly provide enrichment offerings for students who are succeeding in the regular curriculum. |

All teachers involved in a professional learning community participate in the systematic process of working together to analyze and improve classroom practice. Attention is paid to not only the intended curriculum, but also to the implemented and attained curriculum. Effectiveness is judged on the basis of student results. Data, not the least of which is student work, is used consistently to inform instruction with a focus on continued improvement. There exists a commitment to and a persistent focus on learning rather than teaching.

At O'Maley school, teachers will continue to have two forty minute grade level curriculum meetings per six day cycle. Teachers meet to review student work and construct/revise common assessments and instruction based on common core standards. Grade level meetings will be scheduled into the cycle.

Data Driven Instruction

There are a number of key outcomes associated with data-driven instruction focused on student work. Teachers and administrators will:

- use a variety of data – pre-assessments, checking for understanding, ongoing formative assessments and student work – to inform planning, teaching and reflecting on lessons.
- formulate clear objectives and criteria for student success
- learn how to collect and analyze data and how to respond to data by drawing on research-based instructional strategies.
- develop systems for providing ongoing feedback to students on their performance.
- design opportunities for students to revisit or extend learning based on formative assessment data.

Students will be actively involved in self and peer assessment in the classroom based on clear criteria. Teachers will strengthen their courage and conviction to make a difference in the life and learning of each and every child by providing personalized instructional opportunities. A vision for establishing systems to sustain a culture of continuous improvement will be articulated to build broad support and understanding. Teachers will understand, accurately interpret, and respond appropriately to multiple data sources, including formative and summative student learning assessments, student work, and quantitative and qualitative data related to programs, practices and policies.

Professional learning communities will continue to review student work, analyze student performance and make revisions to curriculum and /or common assessments. These groups will

meet in the aforementioned common planning time.

Technology

All students and staff currently have accounts through Google Docs for Education. Students have access to 3 computer labs and are able to create documents, spreadsheets, presentations and websites through these accounts. They are able to access their information from any internet connection and are able to collaborate in real time. Our vision is to bring these technologies, as well as providing guidance in digital citizenship and research skills, to each student individually through the use of iPads in the classrooms. To ensure success, all staff will need professional development and support in many of these areas.

O'Maley Innovation School will build upon the successful O'Maley Birdseye Hammond STEM lab that currently holds state of the art STEM equipment where teachers and collaborators are able to bring innovative hands-on STEM programs to middle school students both during and after school. The 1800s q.ft. lab has digital microscopes, a seismograph, a wind tunnel, mapping systems, lasers, digital publishing center, telescope, robotics and a wind turbine.

Through frequent, purposeful use of current technologies, we will empower students with a different kind of voice, and one that is more aligned to the way we communicate, socialize, and earn a living in the 21st century.

To achieve these goals, the school will need to employ dedicated technology integration staff, engage in ongoing training opportunities and embedded coaching, and secure funds to equip each grade level with mobile computing resources to support daily use by every student. These staff members will have a weekly time dedicated to assist colleagues with implementation.

In addition to after school professional development for staff, O'Maley Institute will be established. Staff members will offer courses on the implementation of technology to colleagues Tuesday afternoons, not reserved for staff meetings. Participants will receive PDP's for their participation.

Civic Education

"The O'Maley Innovation Middle School strives to promote the educational frameworks of social/emotional learning by integrating civic education into our school. We believe that a mixture of civic education integrated into our core curriculum, blending a requirement of community service and civic engagement into our common core subjects will provide our middle school students with life experiences needed in order to become responsible leaders in our school, community and business community. Through the S.A.I.L.S. (Service, Acceptance, Integrity, Leadership, Success) program, our school collaboratively embraced the importance of these core civic and citizenship values. The proposed real-life service opportunities will teach our students the importance of behaving in a law abiding way, respecting basic societal norms and values. It will also allow them to give back to their community and help those in need. We want our middle school students to become good role models for underclassman and future generations. We continue to develop and expand our community service opportunities; some proposed include: school and community clean-ups, afterschool community building events and motivational SAILS artwork.

http://findarticles.com/p/articles/mi_m0MJG/is_2_4/ai_114479059/pg_8/

With a partnership with the YMCA, the SAILS program has encouraged students to participate in giving back to their community, (food drives, community service, mentoring). Students are encouraged and recognized for these efforts. The SAILS committees, adult and student, meet weekly to generate ideas for further expansion of the program. The BRC or Building Respectful Community committee, comprised of school and community members meet monthly to share and brainstorm possible school goals.

B. Schedule and Calendar

At present, there are considered to be a number of “inefficiencies” in the School Calendar. Early Release Days, conferencing, and assorted interruptions to the weekly schedule often prevent full weeks from being dedicated to instruction. The school continues to examine its schedule for the purpose of streamlining it so that a greater and consistent focus on instruction can occur over a greater number of weeks and has made, and will continue to make, recommendations to the district.

C. Staffing

The goal for this school is to retain current staff as well as to increase the total number of staff to meet the individual needs of our students and our educational priorities described above.

D. Professional Development

O’Maley Middle School needs to develop its own professional development responding to the goals of the Innovation School student outcomes. Currently, project-based, experiential learning opportunities as well as access to and maximum use of available technology are present to varying degrees within the school. There is a wealth of teachers and administrators who are capable of developing and providing workshops to address these specific needs including sharing best practices in technology, social and emotional wellbeing, and literacy. The innovation school’s curriculum and instruction will be explicitly augmented for all subjects in all grades to meet standards outlined by the Partnership for 21st Century Skills, which emphasize the relevance of interpersonal, project-based experiential learning (balanced with direct instruction) and the integration of technology.

This summer, teams will work with a consultant on project based learning. This individual will guide teams through the interdisciplinary project based units of study scheduled for the 2012-2013 school year. Other professional development will pertain to behavior management, student social/emotional development and technology.

E. District Policies and Procedures

With respect to governance, what is being proposed is the formation of a Teacher Leadership Committee, composed of one representative from:

- 6th grade core
- 7th grade core
- 8th grade core
- special education specialist
- student services
- assistant principal
- principal

This committee would work with administration in an advisory capacity, on a regular basis. The term for the position would be for one school year, and would be rotated, unless a vote deemed otherwise. Committee members will be nominated, either by themselves or others within their grade/subject matter. A vote will be taken by ballot, with the oversight of an administrator, if requested. Committee members would receive a stipend from the implementation grant.

The Teacher Leadership Committee, acting in an advisory capacity, would serve as facilitators of communication and representatives of their grade level and/ or departments. They will assist in the implementation of the innovation school initiative, and advise the administration regarding substantive issues facing the school.

This team will consist of a member from each grade level, a special education staff member, a specialist staff member, a member of student services and the administration team. Members will meet on a regular basis.

Any substantial changes to this Innovation Plan will require a $\frac{2}{3}$ approval vote by the voting faculty members.

Student Accountability

Student learning begins the moment students arrive within the school building. The first minutes of the day are essential to assess the day, organize materials, and plan appropriately. During the first few minutes of each class teachers outline the agenda and provide key instruction. When a student is tardy to school, this critical organizational and instructional time is missed. These losses are compounded for students with organizational and anxiety difficulties. Missing an entire day or more can create gaps in learning and anxiety about falling behind for many students. Make-up work and after school help can help reduce these problems, but are not a substitute for classroom group work, discussion, and direct instruction.

The current attendance policy does not provide adequate incentive for parents and students to make attending school on time on a regular basis a priority. The practice of social promotion allows students to pass from grade to grade regardless of attendance or effort. These factors have led to a large number of students who appear to feel that they will start trying and attending regularly when they get to high school, because that is when it will count. Through the conversion to an

Innovation school, O'Maley seeks to increase student accountability through the use of a revised attendance policy , code of conduct, the discontinuation of the social promotion policy, and the establishment of a Summer Institute for remediation and enrichment.

IPASS Attendance Data 2011-2012 School Year (through 4/27/12 - 157 school days)*

Grade Level	0-9 Absences	10-19 Absences	20+ Absences
6	165	35	12
7	150	46	15
8	145	61	30

Grade Level	0-9 Tardies	10-19 Tardies	20+ Tardies
6	172	21	19

7	169	14	28
8	156	38	42

IPASS Attendance Data 2010-2011 School Year (180 days)*

Grade Level	0-9 Absences	10-19 Absences	20+ Absences
6	145	50	14
7	139	64	36
8	163	61	25

Grade Level	0-9 Tardies	10-19 Tardies	20+ Tardies
6	177	17	15
7	184	21	34
8	183	29	37

*Data includes all categories of absences (excused/unexcused/medical/suspension etc.)

MA Department of Education Indicators - O'Maley Middle School (2009-2010)			
	School	District	State

Grade 9-12 Dropout Rate	0.0	2.4	2.9
Attendance Rate	94.1	93.1	94.6
Average # Days Absent	10.4	12	9.3
Out-of -School Suspension Rate	7.2	7.5	6.0
Retention Rate	0.0	3.1	2.1

O'Maley Middle School Attendance (2010-2011)*		
Grade Level	Number of Students with 10 or More Absences*	Percentage of Students with 10 or More Absences*

Grade 6	67	32%
Grade 7	109	44%
Grade 8	91	36%

*IPASS data includes all categories of absence (medical excused, suspension, etc.)

Accountability Goals for School Year 2012-13

In an effort to meet increased academic goals and the goals of our SAILS Initiative, strong attendance, academic and conduct policies will be instated. These will be a shared contract between teachers, students, parents/guardians, and administration.

Students are expected to attend school 180 days. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session. Parents are **strongly** urged **not** to schedule family vacations during school days and not to extend scheduled vacations. All work missed because of absence will be made up following the guideline of one makeup day per absent day. Teachers will provide the normal range of assistance upon the student's return to school; however, it is the student's responsibility to identify and make up missed work.

Examples of excused absences are absences for illness of the student (a doctor's certificate is required for absence of 5 or more days), a medical appointment (a doctor or dentist certificate should be provided), death in the student's family, religious holiday observance, or court appointments.

An unexcused absence occurs when children are absent, (with or without parental approval) for **any** other reasons including family vacations, or errands.

Students with chronic offenses of attendance or code of conduct, or, who do not meet academic standards will be withheld from school activities including sports, dances and field trips.

Specific Guidelines for Attendance

Excused absences must be documented with a parent or guardian note within 3 days of

returning to school.

3 times tardy (excluding bus related issues) requires one after school, administrative detention.

Students with an excused appointment must be in school by 11:00am or will be marked absent.

Students must stay in school until 11:00am or they will be marked absent (with the exception of being sent home sick). Students arriving after 11:00, without an excused tardy, will not be eligible to participate in any after school activities or sporting events.

After 10 ten days of absence the parents / guardian will attend an administrative conference to discuss student's absenteeism. (excused or unexcused)

After 14 days of absences (unexcused) a student may be required to repeat the grade or to attend summer school.

This Policy is based on the State statute that students attend school 92% of the time in order to make AYP.

Specific Guidelines for Academics

Students who do not regularly complete homework assignments will be required to stay for homework club and may not be eligible for the Honor Roll.

Students who fail 2 or more subjects for the year will be required to attend summer school or to repeat the grade.

F. Budget

In order to provide for funding for our educational priorities, and in addition to our normal budgeting procedures, the O'Maley Innovation School is seeking autonomy and flexibility in the budgeting process in the following ways:

Per staff member allotment of district professional development funds

Per staff member/pupil allotment of district technology funds

III. Capacity of Applicant Group

The composition of the applicant group is an eclectic mix of a parent, staff, school and district leadership. The applicants' unifying mission is to continue to encourage innovative teaching practices and 21st century skills.

The applicant group is comprised primarily from the O'Maley Site Base Committee. Members were added to present a fair representation of staff input, as well as the addition of mandated members.

The applicant group is proposing that the O'Maley Middle School gain innovation status. They recognize that every member of the current staff is a highly qualified teacher, at varying stages in their career, who make unique contributions to our vibrant learning environment.

The group will be lead by Debra Lucey, second year Principal at O'Maley Middle School.

IV. Timetable for Development and Establishment

- Prospectus Team presents need assessment for faculty input
November 8, 2011
- Prospectus Team reviews and incorporates faculty input
November 9, 2011
- Prospectus Team develops mission/vision/finalizes needs
assessment
November 16, 2011
- Prospectus Team finalizes application and reviews draft #1
November 30, 2011
- Prospectus draft is shared with faculty for input
November 30 to December 5, 2011
- Prospectus draft is finalized and delivered to Superintendent
December 7, 2011
- Superintendent convenes screening team (Superintendent,
Union Representative or designee, and School Committee
Member or designee)
December 7 to 16, 2011
- Screening Committee has maximum of 30 days to review
prospectus and vote. Requires two-third vote for approval
 - If rejected, Screening Committee submits a detailed
explanation. Prospectus can be revised by applicant for
subsequent consideration
 - If approved within 30 days the applicant convenes the
Innovation Plan Committee
- Superintendent brings results of vote back to prospectus team
December 16, 2011
 - If rejected, recommends modifications to plan
- Superintendent submits prospectus to DESE for planning
grant approval
January 10, 2012
- In accordance with the state law, lead applicant solicits
maximum of 11 volunteers to participate in the O'Maley

Innovation Planning Committee
January 16, 2012

- Consisting of school (selected by nominees submitted by local teachers' union) district, School Committee Member or designee, and parent/community representatives
- Innovation Plan Committee begins to develop the Innovation Plan
 - Unlimited timeframe, however, June 29, 2012, is deadline for implementation of grant eligibility
- Draft of progress is reviewed at Professional Development Day for faculty input
February 7, 2012
- Draft of Innovation Plan is emailed to Innovation Committee and Faculty for review and feedback
- April 2, 2012
- Faculty meeting: draft plan presented to faculty for input
April 3, 2012
- Innovation Plan Committee reviews faculty feedback and revises plan
April 11, 2012
- Faculty meeting: teachers review cumulative changes
- May 1, 2012
-
- Innovation Plan Committee submits plan to teachers for two-thirds vote via secret ballot
May 15, 2012
- If teachers support the plan, the School Committee schedules a Public Hearing on the plan
May 9, 2012
- School Committee discusses public hearing votes on plan and requires majority vote
May 23 Or June 6 2012
- Innovation School Plan is presented to DESE for grant Eligibility
June 13 -29, 2012

V. Measurable Annual Goals for the O'Maley Innovation School

1. Focus on Improved Academic Outcomes

GOAL: Our school will use scheduled common planning time for the purpose of writing and revising units that are aligned with the common core and designed to incorporate 21st century skills and interdisciplinary project based learning in order to make meaningful improvement to the quality of instruction and to increase student achievement.

Objective 1: All students will make continual progress toward proficiency in the areas of mathematics and reading.

Measure 1 (MCAS):

By Spring 2014, at least 60% of students who have been enrolled since October 1, 2012 will achieve a performance rating of proficiency or advanced on the mathematics MCAS and of those students not achieving proficiency or higher, will show a typical or higher growth toward proficiency.

Measure 2:

By Spring 2014, 90 percent of the students scoring in the warning or needs improvement category will participate in a co-taught mathematics class and/or an MCAS math remediation class.

Measure 3:

By Spring 2014, at least 60% of students will score 5 or better in their GMADE scores.

Measure 4:

Students participating in the literacy intervention program will increase their GRADE scores by at least one stanine annually.

2. Serving English Language Learners and Students with Special Needs

Goal: Our school will continue to expand ELL training as directed by the Commonwealth and will continue to refine instructional approaches to meet the needs of students with special needs.

Objective 1: Our school will increase the number of teachers trained to teach English Language Learners.

Measure 1:

By 2013 - 2014, 30 % of teachers will be trained in primary ELL category categories.

Measure 2:

By 2014, English Language Learners will participate in the WIDA assessments.

Objective 2: Our school will refine instructional approaches in order to meet the needs of students with special needs.

Measure 1:

Within the first month of each year, all staff will participate in training sessions addressing the needs of special needs students in their inclusion classrooms.

Measure 2:

Students with special needs will participate in a least restrictive classroom setting.

3. Expansion of Professional Learning Communities

Goal: Our school will continue to effectively use common planning time to build a professional culture of collaboration focused on strengthening instructional practice and meeting school wide achievement goals.

Objective 1: Teacher teams will continue to meet regularly to discuss and analyze student work and data for the purpose of setting high standards, assessing student learning and strengthening the use of school wide instructional practice.

Measure 1:

Grade level curriculum teams will continue to meet during their designated weekly curriculum times to analyze student work and assess student achievement. Notes of analysis and outcomes will be documented.

Measure 2:

Staff will collaborate on interdisciplinary projects in grade level meetings scheduled into the cycle.

Measure 3:

For mathematics, ELA and science teachers, each year, during the first month of school, one or more of curriculum times will be dedicated for the analysis of MCAS results. From this data analysis, each grade level will develop written action plans for the areas in need of improvement. These action plans will serve as a tool to guide and inform instructional practice at each grade level.

Measure 4:

Teachers will revise units of study and common assessments to align with the new common core.

Objective 2: Our school embraces a community where faculty, staff and administrators regularly participate in professional development, data driven analysis and planning to improve student

learning.

Measure 1:

Each year, 50% of scheduled curriculum development time will be dedicated to refining instructional practices based in part on common assessments.

Measure 2:

By Fall 2012, O'Maley Institute or OMI will be offered to all staff for the purpose of enhancing knowledge of technology used to help student achievement.

Objective 3: The O'Maley school will continue to support increased access to technology for all students and will focus staff professional development on the use of new technologies as well as increased knowledge in current technologies.

Measure 1:

Fall 2012, the technology subcommittee will inventory what technologies and resources are available at O'Maley.

Measure 2:

By Fall 2012, the technology subcommittee will survey staff on technology use and what professional development technology workshops they would be interested in.

4. Establishing Student Accountability

Goal: Increased attendance and accountability

Objective: The revised code of conduct and attendance policy will increase student achievement by reducing tardies and absences and setting clear expectations for a productive learning environment.

Measure 1:

A new code of conduct, agreed upon by the student accountability sub-committee will be submitted to the Superintendent and the School Committee by Spring 2012.

Measure 2:

A new attendance policy drafted by the student accountability sub-committee will be submitted to the Superintendent and School Committee by Spring 2012.

5. Maintaining and enhancing social, emotional, and civic education

Objective: To provide emotional and social supports that allows our students to mature as strong leaders and devote life long learners.

Measure 1:

Continue to support and expand the SAILS initiative by devoting time for at least one school

wide assembly per quarter.

Measure 2:

Continue weekly SAILS committees and monthly BRC meeting to develop and share goals with members of the Gloucester community and solicit more community involvement by increasing publicity in newspapers, websites, cable television and partnerships.

Measure 3:

SAILS committee will track community service hours, attendance, leadership and academic excellence and acknowledge and reward participants.

VI. Attachments

Conduct

O'Maley Code of Conduct

Current School Improvement Plan

Statements of commitment and resumes from each applicant group member.

Attachment 1

Conduct

All student behavior in the Gloucester Public Schools is based on respect and consideration for the rights of others. Further conduct expectations can be found in the **Code of Conduct**.

You are expected to be respectful and courteous at all times while you are on school grounds, on the buses, and during school related activities. Below you will find a general listing of expectations for students. Please note: more specific information follows in the **Code of Conduct**.

- Maintain respect for teachers, staff and fellow students at all times.
- Be on time for school and all classes.
- Walk to the right of halls during passing time.
- No running in the building.
- Maintain quiet and orderly conduct during fire drills and all hazards drills, and follow the directions of staff members at all times.
- Food and beverages are not allowed in the classrooms or in the hallways.
- Fighting and roughhousing are not allowed on school grounds.
- Never leave the building without authorization.
- Respect all school property. Writing on or defacing furniture, walls, displays, etc. is prohibited.
- Profanity is prohibited on school grounds and at all school activities.
- Harassment/bullying of fellow students is not permitted.
- Throwing any objects including ice, snow, acorns, rocks, etc. during school time or at bus stops is not allowed.

- Each student must respect the property of his/her peers and teachers. Students are not allowed to enter lockers or desks of teachers or other students without permission.
- Help maintain your school's appearance by picking up discarded papers and other debris.
- Alcoholic beverages/drugs are strictly prohibited.
- Smoking and chewing tobacco are strictly prohibited.

Attachment 2

Dear Parents and Guardians:

The faculty of the Gloucester Middle School expects that your child is coming to school to learn. Therefore, anything that disrupts the educational environment is not tolerated. Although we recognize that students make mistakes from time to time, we must insist that they are held accountable for their actions. All offenses against the Code of Conduct will be entered in a discipline database.

Our Code of Conduct reflects today's norms. Incidents that were previously dismissed as adolescent teasing or the like can now be seen as criminal. We encourage all parents to sit down with their child and read the Code of Conduct as well as the expectations outlined in our student handbook.

STUDENT BEHAVIOR STANDARD

We recognize that students do not surrender their rights of citizenship as they pass through the schoolhouse door. We further recognize that students within the school setting are not entitled to any special rights, privileges, or immunities not enjoyed by citizens in the larger community. It is expected student behavior will be such that there are no detractions from instruction, that positive and constructive interpersonal transactions exist, and that the freedom for intellectual and personal growth is enhanced by mutual respect among all individuals in the school. We insist that the educational welfare of the individual pupil and of the larger school community be a determinate. Therefore, all disciplinary actions and procedures must be directed toward serving educational needs.

Student discipline procedures are to be progressive, except those instances cited elsewhere within this policy. The disciplinary actions are not necessarily sequential; that is, the inappropriate behavior has varying consequences depending on the seriousness of the event, the circumstances of the occurrence, and the number of repeat offenses. It is expected that disruptive student behavior will be first the responsibility of the classroom teacher and, if continued, the responsibility of the building administrator. Progressive discipline procedures shall lead to a definitive conclusion within a reasonable

period of time. The progression of discipline need not relate to the same or similar incidents, but the accumulation of incidents. It is not intended there be endless opportunity for a student to demonstrate defiance within the reasonable rules and regulations of the school.

This policy shall outline the guidelines for the school. Included shall be the minimum response procedure and delegated authority for response. There exist three levels of misconduct with incremental degrees of seriousness of offense and punishment. At each progressive level, the student shall be made aware of the level of the offense and consequences of repeated offenses.

The staff or principal will determine the severity of an incident. On occasion a level one offense may be reprimanded as a level two or level three offense.

The administration reserves the right to invoke any other consequences deemed appropriate.

Step One

Student engages in misbehavior that interferes with classroom order, or with the orderly operations of the school.

Student Behaviors

- Frequent tardiness
- Deceiving or lying to a staff member
- Cheating
- Use of profanity, cruel or abusive language
- Aggressive behavior such as pushing or shoving
- Failure to follow school or classroom rules of conduct
- Inappropriate use of cell phones
- Leaving class without permission
- Inappropriate display of affection
- Damaging or misusing school property
- Possession of demeaning publication or material including, but not limited to race, color, ethnic origin, religion, sex, sexual orientation or disability status
- Forgery
- Inappropriate dress (please refer to the section on appropriate dress in the student handbook)
- Inappropriate behavior in the hall

Possible Disciplinary Actions for Step One Behaviors

This misbehavior can usually be handled by the staff members observing them, but sometimes require supervision of other school personnel.

- Verbal reprimand
- Special assignment related to the misbehavior
- Behavior contract
- Detained after school
- Withdrawal of privileges
- Written or oral communication to parents

Step Two

Student engages in frequent misbehavior that disrupts the learning climate of the school or classroom. These problems usually result from a continuation of level one misbehavior which now requires the intervention of a school administrator.

Student Behaviors

- Continuation of unmodified level one misbehavior
- Chronic school tardiness
- Abusive or profane language to any individual
- Insults about, or directed at, any faculty, staff and or student
- Fighting, including but not limited to, punching and kicking
- Aggressive or threatening behavior
- Bullying behavior
- Defacing or vandalizing school property or the personal property of others
- Harassment of an ethnic, racial, sexual or religious nature, including but not limited to: conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gesture or physical contact, including unsolicited propositions to engage in sexual acts; and verbal abuse or insults about, or directed at any faculty, staff, or student
- Leaving school grounds without permission; being in a restricted area
- Stealing
- Any other violation which the school principal considers reasonable to fall within the category due to its severity

Possible Disciplinary Actions for Step Two Behaviors

- Special assignment related to the misbehavior
- Behavior contract or behavior modification program
- Withdrawal of privileges: including field trips and extra-curricular activities.
- In school suspension
- Out of school suspension
- Restitution for damages to school property
- Parent conference

Step Three

Student's behavior is directed toward persons or property that could pose a direct threat to the safety of others in the school. Some of these acts might be considered criminal. They are serious enough that they require administrative actions that result in the immediate removal of a student from school, and possible police action.

Student Behaviors

- Continuation of unmodified level two misbehavior
- Possession/use of unauthorized substances
- Extortion
- Bomb threat
- False fire alarm
- Possession/use/transfer of dangerous weapons
- Assault / battery
- Starting a fire in a school building or on school grounds
- Furnishing / selling / possession of drugs, alcohol or drug facsimiles
- Major vandalism
- Stealing
- Any other violation which the school principal considers reasonable to fall within the category due to its severity

Possible Disciplinary Actions for Step Three Behaviors

- Suspension
- Expulsion
- Alternative schooling
- Contact law enforcement officials

Attachment 3

Omaley Middle School Improvement Plan