

# DR. ROBERT G. O'DONNELL MIDDLE SCHOOL



## School Improvement Plan *2017 – 2018 School year*

### School Council Members

#### *Parent Representatives*

Tamela Bailey  
Christine Iacobucci  
Ellise LaMotte  
Barbara McDonnell  
Barbara Shockley  
Marlene Silva  
Linda Whitman  
Randy Yanoff

#### *Faculty Representatives*

Karen Corey  
David Fanning  
Kelli Jarasitis  
Anthony Pirri

#### *Community Representatives*

Karen MacDonald  
Jeffrey Pickette  
Sheanna Isabel

### **The O'Donnell Middle School Mission Statement**

The O'Donnell Middle School, in partnership with families and the community, will maintain a safe environment that fosters the intellectual growth and social development of each student.

We will empower students to be active participants in their school community by demonstrating the values of **R.E.S.P.E.C.T.**

**R**esponsibility

**E**ffort

**S**pirit

**P**ride

**E**xcellence

**C**ompassion

**T**eamwork



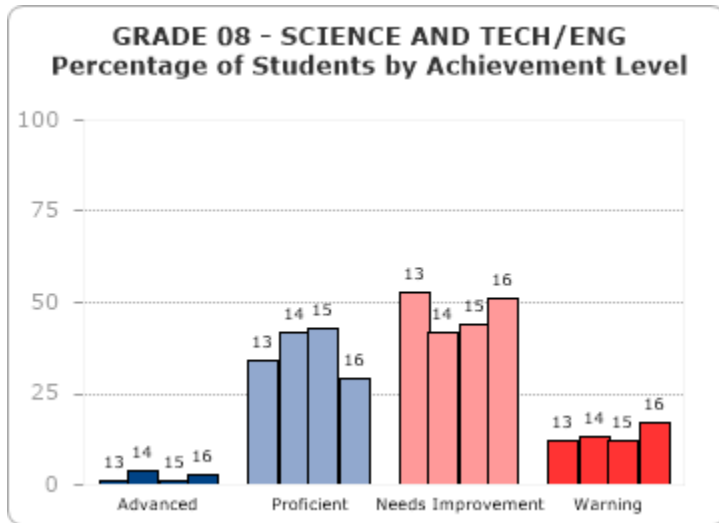
**PARCC – English Language Arts & Mathematics (2016)**

During the spring of 2016, O’Donnell Middle School participated in the paper-based version of the PARCC assessment in both Mathematics and in English Language Arts. The state did not release any state-level scores to compare our school’s performance against. However, when we compare our 2016 scores to our scores from the previous school year, our students made tremendous gains in every grade and subject test for Mathematics and English Language Arts. Grade students took one of two available Mathematics assessments, Grade 8 Math or Grade 8 Algebra I. A full 100% of students who took the Algebra I assessment achieved Level 4 or Level 5 rating.

O’Donnell Middle School	2015	2016
Overall School Percentile	32	51
	Level 4/5 %	Level 4/5 %
Grade 6 ELA	42	69
Grade 6 Math	34	53
Grade 7 ELA	48	65
Grade 7 Math	33	41
Grade 8 ELA	57	63
Grade 8 Math	39	43
Grade 8 Algebra I	99	100
All Grades ELA	49	65
All Grades Math	40	49

**MCAS – Grade 8 Science & Technology/Engineering (2016)**

Grade 8 students took the MCAS in this subject in 2016. Our percentage of students performing at proficient or higher on this exam was 32.



Grade and Subject	Proficient or Higher %		Advanced %		Proficient%		Needs Improvement%		Warning/ Failing%		Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
<b>GRADE 08 - SCIENCE AND TECH/ENG</b>	<b>32</b>	<b>44</b>	<b>3</b>	<b>8</b>	<b>29</b>	<b>36</b>	<b>51</b>	<b>40</b>	<b>17</b>	<b>17</b>	<b>306</b>	<b>68.7</b>	<b>N/A</b>	<b>N/A</b>

### **Class Size & Staffing**

The O'Donnell Middle School has interdisciplinary teams at each grade level. On top of their core academic classes in Math, ELA, Social Studies, Science, OMS students take a series of exploratory, enrichment, and support offerings as a way to enhance and enrich their overall academic experience. Our World Language offerings include Spanish, French, and Mandarin Chinese. All grade levels have support services for students in ELL, Special Education, and regular education students who have been identified as needing remediation in reading and/or math.

The average class size is approximately 20 students.

There are 74 educators on the OMS faculty. A full 100% of our core academic classes are taught by teachers who are considered highly qualified by the state. Counting all staff and support we have a 13 to 1 teacher to student ratio.

### **School Profile**

#### **SCHOOL INFORMATION**

O'Donnell Middle School is a member of the New England League of Middle Schools.

As of October of 2016, there are 797 students enrolled in grades six through eight. There are approximately 70 full-time teachers, three guidance counselors, two adjustment counselors, two assistant principals, two school psychologist/team chairs, one nurse, a part-time nurse's aide, and a part-time library aide on staff, along with several other paraprofessionals.

## STUDENT INFORMATION

Enrollment by Race/Ethnicity (2016-17)			
Race	% of School	% of District	% of State
African American	22.8	21.4	8.9
Asian	6.6	6.2	6.7
Hispanic	8.9	8.8	19.4
Native American	0.1	0.1	0.2
White	57.2	58.9	61.3
Native Hawaiian, Pacific Islander	0.1	0.4	0.1
Multi-Race, Non-Hispanic	4.1	4.2	3.4

Enrollment by Gender (2016-17)			
	School	District	State
Male	408	1,845	488,985
Female	389	1,710	464,716
Total	797	3,555	953,748

Enrollment Selected Populations (2016-2017)	% of School	% of District	% of State
First Language not English	15.6	14.2	20.1
English Language Learner	3.3	4.4	9.5
Students With Disabilities	13.4	15.3	17.4
High Needs	41.5	41.0	45.2
Economically Disadvantaged	28.7	26.7	30.2

## **SCHEDULE INFORMATION**

The O'Donnell Middle School has a 7 period day on a 2 day cycle. Classes meet for approximately 50 minutes.

## **CURRICULUM INFORMATION**

**Core Academic** courses are offered in English Language Arts, Mathematics, Science, and Social Studies.

**World Languages** courses are offered in Mandarin Chinese, French, and Spanish.

**Math and Reading Lab** classes are offered as academic support in these fundamental subjects.

**Academic Support** classes are offered to support special education students in the curriculum.

**Exploratory Classes** are offered in Physical Education/Health, Introduction to Technology/Engineering, and Art.

**English Language Learner** (ELL) classes are offered as needed according to the guidelines set out by the Mass Department of Elementary and Secondary Education. Students speaking several different languages are currently enrolled at OMS.

**Challenge Classes** are advanced offerings in ELA and Mathematics for Grades 7 & 8.

**Enrichment Classes** are offered as enrichment in Fine Arts (including General Music, Band and Chorus), S.T.E.M., and the Humanities.

**The Extended School Day Program** is a mandatory after-school program for students in danger of not meeting the promotion criteria to the next grade.

## **STUDENT ACTIVITIES**

The following School Activities are offered: Student Council, National Junior Honor Society, Band, Jazz Band, Drum Club, Drama/Spring Musical, Chorus, Math Team, School Newspaper (OMS Scoop), Morning Announcements (OMS Knightly News), Peer Leadership, Recycling Club, Science Club, Yearbook, Digital Art Club, Art Club, MCAS Prep, Intramural Sports, Movie Club, Robotics, Destination Imagination, Tennis Club, Volleyball Club, Wrestling Club, Boys and Girls Interscholastic Basketball, Field Hockey, SHS Field Hockey, SHS Color Guard, SHS Marching Band, Spectrum

**SOME NOTABLE ACCOMPLISHMENTS FROM the 2016-2017 SCHOOL IMPROVEMENT PLAN**

- **The 1-to-1 program was launched in October of 2016. Chromebooks were individually assigned to all students for use in all classes. Students got their Chromebooks at the start of each day and returned them at the end of each day in their Chrome Rooms.**
- **The overall school percentile improved 23 points from 2015 to 2016.**
- **Mindfulness and movement was added to the school day.**
- **Teachers received professional development in Sheltered English Immersion, utilizing 1-to-1 technology, and trauma sensitive classrooms.**



## 2017 – 2018 ACTION PLANS

### Action Plan 1: Student Academic Performance

#### Student Academic Performance Self-Assessment Results

In 2015 and 2016, O'Donnell Middle School students participated in the PARCC assessments in English Language Arts and Mathematics. On those two years, students achieved significant growth on these two subject tests. From 2015 to 2016, the number of students performing at proficient or better in Math and ELA increased significantly, as did our overall school percentile (see table on page 3). Opting to take the more rigorous PARCC in paper-based and computer-based will better prepare our students for MCAS 2.0, starting in 2017. The 8<sup>th</sup> Grade MCAS in Science Technology and Engineering, however, is an area where our students have demonstrated a need to improve. The number of students performing at proficient or higher on this assessment decreased in 2016 (32%) from 2015 (44%).

**Student Academic Performance SMART Goal: By June of 2018, the number of eighth grade students achieving proficient or higher on the Science Technology and Engineering MCAS will increase by 23 points, from 32 (2016) to 55 (2018).**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Revise the Science curriculum to align with the new Massachusetts State Frameworks in Science Technology and Engineering	Professional Development Time and Materials	SPS Curriculum Coordinator; OMS Science Head Teacher; OMS Administration	Summer/Fall 2017
Implement a spiraling science curriculum in all three grade levels	Teaching Materials; Collaboration Time	SPS Curriculum Coordinator; OMS Science Head Teacher; OMS Administration	Fall 2017
Use the new STEM enrichment course to enhance the understanding of technology and engineering from Science classes	Teaching Materials; Professional Development Time and Materials	SPS Curriculum Coordinator; OMS Science Head Teacher; OMS Administration	Fall 2017
Identify students for targeted improvement and growth in the area of STE and offer practice programs beyond the regular school day	Student Performance Data; Stipends for after-school MCAS Prep Program	SPS Curriculum Coordinator; SPS Data Specialist; OMS Science Head Teacher; OMS Administration	Winter/Spring 2017

*S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked*

## Action Plan 2: Professional Practice

### Professional Practice Self-Assessment Results

Over the past several school years, the O'Donnell Middle School has developed a three-tiered system of student support based on the Massachusetts model. For students who require academic intervention beyond the high-quality instruction and support provided in the regular classroom setting (Tier 1), we have had two departments/budgets to offer Tier 2 and Tier 3 assistance (Extended School Day and Remediation). Though these programs have met with some success on their own, program reviews continue to show a basic disconnect between a struggling student's grade-level core academic team and that student's remedial programming. We are skipping over the teachers who know the students best. The Knights of Honor Roll was added as a way to recognize positive student behavior in the school. This was a nice addition to our academic honor roll, but it falls short of functioning as a true Positive Behavior Incentive System. Giving our academic teams the ownership for this and other incentives that would function as a more of a comprehensive PBIS is the logical next step in the development of a more complete (and effective) system.

**Professional Practice SMART Goal: By June of 2018, grade-level, interdisciplinary TEAMS will be given the common planning time and resources necessary to improve student learning, instructional practices, and remedial support for students in their core academic classes.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Add TEAM common planning time to the schedule	Scheduling/Common Planning Time	OMS Administration	Fall 2017
Add "TEAM Leader" positions	Postings; Stipends	SPS Administration; OMS Administration	Fall 2017
Facilitate regular TEAM meetings to identify student strengths and weaknesses and develop a plan to assist those students who are struggling in the core academic classroom setting	Pre-Referral Intervention Manual; TEAM Meeting Norms and Forms	Team Leaders; Guidance Counselors; OMS Administration	Once Every Six School Days
Use TEAM TIME as a Tier 2 level of student support beyond the core academic classroom setting	Time; TEAM Meeting Materials	Team Leaders; team Teachers, Support Personnel	Daily
Hold TEAM celebrations and incentive programs for positive student behavior and academic success (PBIS)	Scheduling; Materials; Public Relations	Team Leaders; OMS Faculty; OMS Administration	Monthly/Quarterly

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### Action Plan 3: School Environment

#### School Environment Self-Assessment Results

Based on discussions from several OMS School Council meetings during the 2016-2017 school year, a tool was developed for students and staff to self-assess their cultural competence. The results of the assessment tool revealed some strengths and some areas of need in this important area. 92.5% of staff had a working definition of cultural competence. And many teacher report that they try to use the cultural backgrounds of their students as a resource for instructional activities (83%). Many teachers reported having activities in class to get to know the background of their students (88%). Most students reported that teachers value diversity and that teacher at their school respect all races and cultures (more than 80% strongly agree or agree for both). Students reported a slightly lower number when asked the same questions about students (around 70%). Only 43% of students agree or strongly agree that teachers know about their culture. Only 17% of students agree or strongly agree that teachers know about their life outside of school. Approximately 70% of student knew what “cultural identity” means.

**School Environment SMART Goal: A program to improve the cultural competence of students and staff at OMS will be administered by June of 2018.**

Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Social Studies and ELA teachers to work with Facing History Organization to teach lessons centered on cultural competence, diversity, and mutual respect. Guidance counselors will use Second Step lessons that support these topics along with Social Studies teachers.	Time; Curriculum Materials; Stipend for CEC Advisors; Professional Development Funding	OMS Administration; Guidance Counselors; Humanities Curriculum Coordinator; Head Teacher, Social Studies; Social Studies Teachers	Fall 2017, Monthly
Create an after-school club to celebrate the many cultures of our students	Stipends for club advisor(s); materials	OMS Administration	Fall 2017, Monthly
Use monthly meetings to improve the cultural competence of our faculty	Scheduling; Materials	OMS Administration; Students	Monthly
Incorporate cultural competence into schoolwide events and assemblies	Scheduling; Materials	OMS Administration, Faculty, and Students	Quarterly
Communicate with stakeholders (families, school community, larger community) the work we are doing to increase cultural competence at OMS	Materials; Technology	OMS Administration; SPS Community Relations; Parent Engagement Liaison	Monthly
Participate as an active member of the Massachusetts Partnership for Diversity in Education	Membership Fee; Attendance at Monthly Meetings	SPS & OMS Administration	Fall 2017
Administer Cultural Competence Survey to students and staff	Survey Materials; Time	OMS Administration	June 2018

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