

DR. ROBERT G. O'DONNELL MIDDLE SCHOOL



School Improvement Plan
2019 – 2020 School year

School Council Members

Parent Representatives: Marguerite Mitchell, Elizabeth Malkin, Sarah Shane

Community Representatives: Stephanie Patton (SYC/OASIS), Jeffrey Pickette (SMAC), Lindsay Bonda (SPD)

Teacher Representatives: Daniel Block, David Fanning

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.**
Responsibility Effort Spirit Pride Excellence Compassion Teamwork

Overview of Performance Indicators and Staffing

MCAS Spring 2018

Participation Rates

| Assessment participation | | | | | | | | | | | | | | | |
|----------------------------|-----------------------|----------|-----|-------------|---------------|-------------|----------|-----|-------------|---------------|----------|----------|-----|-------------|---------------|
| About the Data | | | | | | | | | | | | | | | |
| Group | English language arts | | | | | Mathematics | | | | | Science | | | | |
| | Enrolled | Assessed | % | Met Target? | Years in Rate | Enrolled | Assessed | % | Met Target? | Years in Rate | Enrolled | Assessed | % | Met Target? | Years in Rate |
| All Students | 811 | 811 | 100 | Yes | 1 | 811 | 804 | 99 | Yes | 1 | 236 | 236 | 100 | Yes | 1 |
| Lowest Performing | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| High needs | 378 | 378 | 100 | Yes | 1 | 378 | 375 | 99 | Yes | 1 | 107 | 107 | 100 | Yes | 1 |
| Econ. Disadvantaged | 253 | 253 | 100 | Yes | 1 | 253 | 252 | 100 | Yes | 1 | 71 | 71 | 100 | Yes | 1 |
| EL and Former EL | 113 | 113 | 100 | Yes | 1 | 113 | 112 | 99 | Yes | 1 | 27 | 27 | 100 | Yes | 1 |
| Students w/ disabilities | 130 | 130 | 100 | Yes | 1 | 130 | 128 | 98 | Yes | 1 | 32 | 32 | 100 | Yes | 1 |
| Amer. Ind. or Alaska Nat. | 2 | - | - | - | - | 2 | - | - | - | - | 0 | - | - | - | - |
| Asian | 61 | 61 | 100 | Yes | 1 | 61 | 61 | 100 | Yes | 1 | 13 | - | - | - | - |
| Afr. Amer./Black | 178 | 178 | 100 | Yes | 1 | 178 | 178 | 100 | Yes | 1 | 51 | 51 | 100 | Yes | 1 |
| Hispanic/Latino | 81 | 81 | 100 | Yes | 1 | 81 | 78 | 96 | Yes | 1 | 19 | - | - | - | - |
| Multi-race, Non-Hisp./Lat. | 43 | 43 | 100 | Yes | 1 | 43 | 43 | 100 | Yes | 1 | 17 | - | - | - | - |
| Nat. Haw. or Pacif. Isl. | 3 | - | - | - | - | 3 | - | - | - | - | 1 | - | - | - | - |
| White | 443 | 443 | 100 | Yes | 1 | 443 | 439 | 99 | Yes | 1 | 135 | 135 | 100 | Yes | 1 |

MCAS Spring 2018

Percent of Students at Each Achievement Level -- Mathematics and English Language Arts

| Grade and Subject | Meeting or Exceeding Expectations | | Exceeding Expectations | | Meeting Expectations | | Partially Meeting Expectations | | Not Meeting Expectations | | No. of Students Included | Avg. Scaled Score | Avg.SG P | Include d in Avg.SG P | Ach.Pc tl |
|--|-----------------------------------|-------|------------------------|-------|----------------------|-------|--------------------------------|-------|--------------------------|-------|--------------------------|-------------------|----------|-----------------------|-----------|
| | School | State | School | State | School | State | School | State | School | State | | | | | |
| GRADE 06 - ENGLISH LANGUAGE ARTS | 53 | 51 | 8 | 10 | 45 | 40 | 40 | 37 | 7 | 12 | 310 | 501.3 | 49.2 | 304 | 51 |
| GRADE 06 - MATHEMATICS | 46 | 47 | 5 | 7 | 41 | 41 | 44 | 42 | 10 | 11 | 303 | 497.7 | 52.6 | 296 | 47 |
| GRADE 07 - ENGLISH LANGUAGE ARTS | 39 | 46 | 2 | 8 | 37 | 38 | 44 | 39 | 17 | 15 | 251 | 492.9 | 39.2 | 244 | 38 |
| GRADE 07 - MATHEMATICS | 44 | 46 | 5 | 7 | 39 | 39 | 48 | 40 | 8 | 14 | 251 | 497.3 | 50.6 | 246 | 54 |
| GRADE 08 - ENGLISH LANGUAGE ARTS | 55 | 51 | 8 | 10 | 46 | 41 | 36 | 34 | 9 | 15 | 228 | 501.2 | 51.4 | 224 | 59 |
| GRADE 08 - MATHEMATICS | 61 | 50 | 4 | 8 | 58 | 41 | 32 | 38 | 6 | 12 | 228 | 501.6 | 58.3 | 225 | 63 |
| GRADES 03 - 08 - ENGLISH LANGUAGE ARTS | 49 | 51 | 6 | 9 | 43 | 42 | 40 | 38 | 11 | 11 | 789 | 498.6 | 46.7 | 772 | 37 |
| GRADES 03 - 08 - MATHEMATICS | 50 | 48 | 4 | 7 | 46 | 40 | 42 | 40 | 8 | 12 | 782 | 498.7 | 53.6 | 767 | 48 |

Percent of Students at Each Achievement Level -- Science Technology and Engineering

| Grade and Subject | Proficient or Higher | | Advanced | | Proficient | | Needs Improvement | | Warning/ Failing | | No. of Students Included | CPI | Avg.SG P | Included in Avg.SG P |
|---------------------------------|----------------------|-------|----------|-------|------------|-------|-------------------|-------|------------------|-------|--------------------------|------|----------|----------------------|
| | School | State | School | State | School | State | School | State | School | State | | | | |
| GRADE 08 - SCIENCE AND TECH/ENG | 36 | 35 | 4 | 4 | 32 | 31 | 49 | 44 | 15 | 21 | 228 | 70.8 | N/A | N/A |

Overview of Performance Indicators and Staffing

Accountability Information

| | |
|--|--|
| Overall classification | Not requiring assistance or intervention |
| Reason for classification | Partially meeting targets |
| Progress toward improvement targets | Accountability percentile |
| 42% - Partially meeting targets | 36 |

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, math, and/or executive functioning skills.

The average class size is approximately 20 students.

There are more than 80 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 12 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 May 2019, there are 854 students enrolled in grades six through eight. There are approximately 74 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 (2018-19) | | | |
|--|-------------|---------------|------------|
| Race | % of School | % of District | % of State |
| African American | 22.2 | 23.2 | 9.2 |
| Asian | 6.4 | 6.2 | 7.0 |
| Hispanic | 11.1 | 11.7 | 20.8 |
| Native American | 0.2 | 0.1 | 0.2 |
| White | 53.8 | 53.4 | 59.0 |
| Native Hawaiian, Pacific Islander | 0.7 | 0.3 | 0.1 |
| Multi-Race, Non-Hispanic | 5.7 | 5.1 | 3.8 |

| Enrollment by Gender (2018-19) | | | |
|--------------------------------|--------|----------|---------|
| | School | District | State |
| Male | 437 | 1,803 | 487,594 |
| Female | 411 | 1,697 | 463,816 |
| Total | 848 | 3,500 | 951,631 |

STUDENT INFORMATION

Selected Populations (2018-19)

| Title | % of School | % of District | % of State |
|----------------------------|-------------|---------------|------------|
| First Language not English | 15.4 | 15.6 | 21.9 |
| English Language Learner | 4.5 | 6.3 | 10.5 |
| Students With Disabilities | 16.9 | 16.2 | 18.1 |
| High Needs | 44.3 | 44.7 | 47.6 |
| Economically Disadvantaged | 27.5 | 28.5 | 31.2 |

ACADEMIC INFORMATION

The O'Donnell Middle School has a 7 period day on a 6-day cycle. Classes meet for approximately 49 minutes.

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, Art, and S.T.E.M.

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.

Advanced Classes are offered in ELA and Mathematics for Grades 7 & 8 and Social Studies for Grade 8.

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

STUDENT ACTIVITIES

The following School Activities are offered: Cultural Explorers Club, 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, Creative Writing Club, Science Club, Yearbook, Digital Art Club, Art Club, Homework Program, Intramural Sports, Movie Club, Robotics, Tennis Club, Video Game Club, Boys and Girls Interscholastic Basketball & Spring Track, Field Hockey, SHS Color Guard, SHS Marching Band, Spectrum, Jiu Jitsu

SOME NOTABLE ACCOMPLISHMENTS FROM the 2018-2019 SCHOOL IMPROVEMENT PLAN

Joined the BRYT Network of Massachusetts schools and added the BRYT Knight Program for students who need assistance transitioning back to school after an extended absence

Redesigned the Library Media Center into a 21st-century Learning Commons

A Group of 22 Teachers piloted Responsive Classroom Middle School Program in their Classrooms.

2019 – 2020 ACTION PLANS

Action Plan 1: Student Academic Performance

Student Academic Performance Self-Assessment Results

Spring 2018 MCAS

Areas of Strength: Math, Science Technology Engineering

- Math Achievement (All Students *Improved Below Target*; Lowest Performing *Met Target*; High Needs *Improved Below Target*)
- Math Growth (All Student Groups either *Met* or *Exceeded Target* -- 11 out of 11 students groups)
- Science Technology and Engineering Achievement (All Students *Improved Below Target*; Students with Disabilities *Met Target*; EI and Former EL *Exceeded Target*; African American/Black *Exceeded Target*)

Math and science have been targeted areas for improvement for many years at OMS. The positive indicators in achievement and growth in these subjects for some student groups are encouraging. The 2018-2019 School Improvement Plan includes a student learning goal focused on increasing the level in math. The addition of our STEM classes and the spiraling science curriculum will help to maintain this momentum.

Focus Areas: English Language Arts -- Grade 7 (All Domains); Grades 6,7,8 (Writing Domain)

- ELA Achievement (All Students *Declined*; High Needs *Declined*; Lowest Performing *Declined*)
- ELA Growth (All Students Groups were *Below Target*)
- Grade 7 Results By Standards School/State Difference (Language -4; Reading -1; Writing -5)
- All Grades Results By Standards, School/State Difference in the Writing Domain (Grade 6 No Difference; Grade 7 -5; Grade 8 +1)

An analysis of the data indicates a need to focus on ELA, particularly in Grade 7 and in the Writing Domain. Using common assessments that have been designed to match the rigor of first PARCC and now the next-generation MCAS and focusing on our own data analysis and MCAS Action planning, we will target achievement and student growth in ELA and across the curriculum.

Student Academic Performance SMART Goal: Students in all grades will outperform the state in possible points earned in the Writing Domain of the Spring 2020 ELA MCAS. At least 65% of all Grade 7 students will show moderate to very high growth (as evidenced on the MCAS Growth Distribution Chart).

| Action Steps | Supports/Resources from School/District | Responsible Parties | Timeline |
|---|--|--|---|
| Analyze student and standard data and released test items from the Spring MCAS to draft and implement Data Action Plan for ELA with a focus on writing. | Data, Released Items, Common Planning Time/Collaboration | Curriculum Coordinator Head Teacher Teachers OMS Administration | September/October |
| Four ELA teachers will pilot the Lucy Calkins Writers Workshop model in their classrooms. | Professional Development Program Materials Common planning time | Curriculum Coordinator Head Teacher Teachers | One trimester |
| Content Area Teachers (Science, Social Studies, ELA) will use NEWSELA to improve writing and close reading skills this school year. | NEWSELA Accounts and Materials ; Training; Time for PD and Collaboration | Curriculum Coordinator Head Teacher Teachers | Daily; common planning time once every six days |
| Use Tier 2 & 3 supports to improve student performance (Reading Lab, Homework Program, After-school MCAS Prep.) | Stipends where applicable; Data and PD for Reading Labs | OMS Administration Guidance Counselors Program Staff | Throughout the school year |

Action Plan 2: Professional Practice/School Environment

Professional Practice/School Environment Self-Assessment Results

Areas of Strength: Established Programs and Recent Additions

It is impossible to separate social emotional learning from academics for students at the middle level. A number of programs and professional development initiatives over the past several years at the district and school level have been helpful in this key area, including :

- the Second Step Program
- Trauma Informed Classrooms
- Social Emotional Learning
- Responsive Classroom for Middle School
- the BRYT Knight Program

The number of students dealing with significant emotional issues has increased steadily each year over the past several school years, including those requiring hospitalization. In a data review of the BRYT Knight Program last year, twenty (20) students required this temporary program to stay in school and succeed. Yearly attendance and discipline reviews, along with the most recent student responses on the OASIS survey, underscore the need for effective systems and programs in place to assist students dealing with significant emotional issues here at school, decrease the number of students with chronic attendance issues, office referrals, and/or significant discipline. More than 60% of students reported having an adult they can trust at school on the most recent OASIS survey. While this number is encouraging, it is an area that could improve with Responsive Classroom.

Focus Areas: Program Development & Improvement

- Continue with Responsive Classroom Adoption, piloting an advisory program
- Add an Emotional Support Program for students
- Consider physical safety and social emotional learning support in scheduling and student offerings

Student Academic Performance SMART Goal: By June of 2020, we will expand and improve our Social Emotional programming for all students in three (3) significant ways.

| Action Steps | Supports/Resources from School/District | Responsible Parties | Timeline |
|--|--|--|---|
| Continue adoption of Responsive Classroom for Middle School Offer full course and training for staff; pilot a school-wide Responsive Classroom Advisory program on early Thursdays | Responsive Classroom Middle School Course (30 seats) and materials | OMS Administration All Faculty and Staff | Summer 2019 (8/19-8/22) September 3, 2019 Early Thursdays |
| Add Emotional Support Program to assist our most emotionally at-risk students | Full time teaching position; teaching assistant position | ESP Teaching Staff; OMS Administration; Special Education Department | Fall 2019 |
| Expand counseling services for students. BRYT Knight Program Coordinator will also provide adjustment counseling for selected special education and regular education students. Guidance Counselors will have class during enrichment block, providing identified students with academic, social, emotional support using Second Step and other materials. | Student data for class lists; paraprofessional support for BRYT Program; Second Step materials | OMS Administration BRYT Teacher Counseling Staff | Fall 2019 Throughout the year Spring Review |
| Add structure and supervision to the school schedule and building for physical safety to support social emotional growth and development, including additional School Security Monitor and hallway supervisory | New School Security Monitor position; hallway supervisory scheduling and training | Superintendent OMS Administration | Fall 2019 Throughout the year |