

STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: Dr. Robert G. O'Donnell Middle School

School Year: 2013-2014

Grade / Department: 6, 7, and 8 ELA Department

Subject / Area: English Language Arts and Reading

Data Team Members: Matthew Colantonio, Hallie Burak,
Allison Mezzetti, English Department
Teachers, and Reading Department
Teachers

Date Completed: October, 2013

Assessment(s) / Data Utilized: MCAS Scores, AIMSWeb, teacher observation, common assessments

Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for the identified group of students. Cite evidence such as results from available assessments.

As a whole school, 75% of students scored advanced or proficient on the 2013 MCAS Test. Out of 905 students, 91 students scored advanced and 584 students scored proficient. 25% failed or received a needs improvement on the 2013 MCAS Test. 177 students scored a needs improvement and 53 students failed the MCAS test. In the sixth grade, 73% of students scored advanced or proficient. In the seventh grade, 70% of students scored advanced or proficient. In the eighth grade, 80% of students scored advance or proficient.

As a whole school, students scored below the state in open response MCAS questions on twelve out of fourteen categories. Sixth grade students did score above the state on one open response question by 0.01 percentage points and even with the state on a second open response question.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: O'Donnell Middle School students will score above the state on at least half of the open-response questions on the 2014 MCAS.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will be able to dissect questions, identify types of questions, and identify a common vocabulary.	Head Teacher Department Teachers ELA Department Word Wall	Head Teacher Department Teachers	March 2014
Assign non-fiction writing pieces throughout the year (not just during the nonfiction genre unit).	Head Teacher ELA Department Teachers Reading Department Teachers Social Students Department Teachers	Head Teacher ELA Department Teachers Reading Department Teachers Social Students Department Teachers	March 2014
Use multiple sources when teaching one topic.	Head Teacher ELA Department Teachers Reading Department Teachers Social Students Department Teachers	Head Teacher ELA Department Teachers Reading Department Teachers Social Students Department Teachers	March 2014
Focus on word choice to make writing more detailed and descriptive.	Head Teacher ELA and Reading Department Teachers	Head Teacher ELA and Reading Department Teachers	March 2014
Define, recognize, write, and read figurative language. Emphasize literary terms and examples.	Head Teacher ELA Department Teachers Reading Department Teachers	Head Teacher ELA Department Teachers Reading Department	March 2014

		Teachers	
Expand student vocabulary and use context clues to define vocabulary and difficult words.	Head Teacher ELA Department Teachers Reading Department Teachers Vocabulary for Achievement	Head Teacher ELA Department Teachers Reading Department Teachers	March 2014
Use more specific rubrics (actual charts) for grading writing assignments that are connected to the FCAs identified for each assignment.	Head Teacher ELA Department Teachers Reading Department Teachers	Head Teacher ELA Department Teachers Reading Department Teachers	March 2014
Increase focus on going back to the text after first reading: <ul style="list-style-type: none"> • Reading selected passages and discussing main idea • Using support from the text to support theme • Identifying facts that lead to main idea in nonfiction texts • Compiling research as a form of understanding important ideas of nonfiction text • Using support from text to support character analysis • Compare and contrast characters using support from text 	Head Teacher ELA Department Teachers Reading Department Teachers	Head Teacher ELA Department Teachers Reading Department Teachers	2013-2014 School Year
Review for the MCAS Test. Starting in January, students will take a minimum of one practice assignment/test per week. Students will be able to familiarize themselves with the test and acquire and utilize test taking strategies on a regular basis.	Head Teacher ELA Department Teachers MCAS Test Released Items	Head Teacher ELA Department Teachers Administration	March 2014
Teacher will model highlighting of text to show support/evidence for answers. This will be	Head Teacher ELA Department Teachers	Head Teacher Department Teachers	2013-2014 School Year

done for multiple choice answers and open responses.	Reading Department Teachers	Matthew Colantonio	
Students will be able to create a graphic organizer for open response questions. Students will be required to create a graphic organizer for practice open response questions.	Head Teacher ELA Department Teachers Reading Department Teachers	Head Teacher ELA Department Teachers Reading Department Teachers	2013-2014 School Year

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal:

During the 2013-2014 school year, teachers will engage in concentrated professional development and data team training, specifically working with MCAS ELA data and common formative/summative assessment data. They will use this information to revise instruction that aligns to the Common Core State Standards. By the end of the 2013-2014 school year, all ELA curricula will be revised to reflect these changes in assessments and instruction.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
The ELA and Reading Department will have Data Team Training.	Curriculum Coordinators	Head Teacher ELA Department Teachers Reading Department Teachers	November 5, 2013
Teachers will review the ELA 2013 MCAS data.	Head Teacher ELA Department Teachers Reading Department Teachers Linda Feeney	Head Teacher ELA Department Teachers Reading Department Teachers	November 5, 2013
Teachers will develop more specific rubrics (actual charts) for grading writing assignments that are connected to the FCAs identified for each assignment.	Head Teacher ELA Department Teachers Reading Department Teachers Release Time	Head Teacher ELA Department Teachers Reading Department Teachers	March 2014
Format common assessments and classroom assessments, whenever possible, to look like an MCAS/PARCC Test.	Head Teacher ELA Department Teachers Reading Department Teachers	Head Teacher ELA Department Teachers Reading Department	March 2014

		Teachers	
Teachers will review and practice for the MCAS test starting in January. There will be at least one MCAS review per week so that students are comfortable with the design of the test and are able to use test strategies on a regular basis.	Head Teacher ELA Department Teachers MCAS Test Released Items	Head Teacher ELA Department Teachers Reading Department Teachers Administration	March 2014
Matthew Colantonio will train the ELA and Reading Department. He will teach at least one lesson that will be geared toward open response questions. Teachers will then bring that lesson back to their classrooms.	Matthew Colantonio, Principal Contractual Time	Head Teacher ELA Department Teachers Reading Department Teachers Matthew Colantonio	January 2014
Teacher will model highlighting of text to show support/evidence for answering questions. This will be done for multiple choice answers as well as open responses.	Head Teacher ELA Department Teachers Reading Department Teachers Matthew Colantonio, Principal	Head Teacher ELA Department Teachers Reading Department Teachers Matthew Colantonio	2013-2014 School Year
Teachers will administer the MAZE test three times per year to progress monitor students' reading abilities. This will also help to identify struggling readers. Currently, the MAZE helps to determine smaller reading groups for sixth and seventh grade students. Reading will be offered in each grade level during the 2014-2015 school year.	Head Teacher ELA Department Teachers Reading Department Teachers Russ Clough AIMSWeb	Head Teacher ELA Department Teachers Reading Department Teachers Administration	2013-2014 School Year
ELA and reading teachers will implement the Writing Toolkits in their classrooms.	Head Teacher Department Teachers Professional Development Time High School English Teachers Curriculum Coordinators	Head Teacher Department Teachers	2013-2014 School Year
Teachers will create and implement common embedded performance assessments into their	Head Teacher Department Teachers	Head Teacher ELA Department	2013-2014 School Year

curriculum.	Release Time Guidance Counselors Curriculum Coordinators ELA UBD	Teachers Reading Department Teachers	
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STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: Dr. Robert G. O'Donnell Middle School

School Year: 2013-2014

Grade / Department: 6th-8th Math

Subject / Area: Math

Data Team Members: Administration, Staff

Date Completed: October, 2013

Assessment(s) / Data Utilized: MCAS Scores, AIMSWeb, teacher observation, common assessments

Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for the identified group of students. Cite evidence such as results from available assessments.

Areas of Strength: The Ratio & Proportion strands (7.RP.A.1,3) of the MCAS results for the incoming 8th graders were the highest % of passing results with 90-91%. Overall the results of the 8th grade MCAS showed strength in the Geometry Strand with the school being between 1% and 14% higher than the state average on standards 8.G.A.2,4 & 8.G.C.9, incoming 7th graders reflected similar strengths in the Geometry Strand 7.G.A.1,3 & 7.G.B.4,5,6. Incoming 5th graders scored higher than the state average on open responses questions and in the strands of Expressions and Equations as well as Statistics and Probability.

High Priority Concerns: After the first weeks of school there is a noticeable concern of number operations from 6th and 7th grade standards. Two primary examples are fraction fluency and solving one step equations. As 8th grade standards build on both of these they are vital to student success in the future. The AIMS Web Assessment is not itemized at this date but the high concern students reflected weaknesses in both of the above categories. 6th grade students appear to need improvement on both Number Sense, and Statistics and Probability directly related to fraction problems. 7th Grade needs to focus on the Number System as well, in relation to extending previous understanding of operations with fractions and rational numbers. They will also focus on the Statistics and Probability Strand, 7.SP.C.5 as noted below. Based on the MCAS data, the 8th grade group (2013 7th grade results) needs more exposure to Number Sense problems involving fractions (7.NS.A.2) Statistics and Probability problems involving evaluating probability using models (7.SP.C.5). As an overall 8th grade concern 8.NS.A.1 working with Rational Numbers was low, as was Function (8.F.A.2,3 & 8.F.B.4) knowledge at up to 24% below the state and between only 35-40% pass rate, probably from the advanced classes who receive more extensive exposure to functions. On all grade levels, there is a need to continue to fine tune the content that is taught so that ample exposure to new concepts can occur as well as having enough time to master concepts that are expected at the next level.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Focusing on student achievement pertaining to MCAS short answer/open response questions, advanced and proficient scores will increase by 5% on the 2014 MCAS in these areas (from 59% in 2013 to 64% in 2014).

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
All grade levels will include more open response questions as part of every unit test, with the goal to establish PARCC like feel/look to these questions.	Access to PARCC examples, online research	All Math teachers	Through June 2014 (and ongoing)
All grade levels to include writing toolkit materials in the classroom, including identifying use in lesson plans and having student work available for analysis.	Professional Development days to include training on the tool kits and time to strategize implementation at each level.	All Math teachers	Through June 2014 (and ongoing)
All grade levels to give the AIMS Web Computation Assessment 3 times per year, with analysis following and intervention as needed to include: change in schedule for additional support (Pathways, Ac Lab, Add'l Math class)	Curriculum resources, availability to laptops, potential staff additions or reassigning as needs arise	All Math teachers Teri Fleming - Dept. Head Bill Donovan – Intervention Lead	Sept. 2013, Jan. 2014, late May 2014
6 th Grade – increase the amount of modeling (both teacher and peer) of how to answer higher level, critical thinking word problems, specific to		6 th grade math teachers	Through June 2014

Number Sense questions.			
6 th Grade – increase the exposure to fractions across strands, specifically using fractions for Statistics & Probability questions.	Access to manipulatives, Apps on iPads®	6 th grade math teachers	Through June 2014
7 th Grade – include weekly focus on math test-taking strategies and preparing/studying for math assessments		7 th grade math teachers	Through June 2014
7 th Grade – increase the use of fractions across strands, specifically questions designed around using models (fraction tiles, circles, etc)	Access to manipulatives, Apps on iPads® for additional practice	7 th grade math teachers	Through June 2014
8 th Grade – increase the amount of time spent on basic functions from 10 days to 17 days for regular class and advanced functions from 15 to 24 days for Algebra class		8 th grade math teachers	Oct 2013 & Feb 2014
8 th Grade – increase use of fractions and modeling solving problems using fractions instead of always trying to convert to a decimal as a strategy		8 th grade math teachers	Through June 2014
8 th Grade – include more peer interactions to increase the perseverance and initiative to reason and problem solve at higher levels	Access to manipulatives, Apps on iPads® for additional practice	8 th grade math teachers	Through June 2014

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

During the 2013-2014 school year, O'Donnell Middle School Mathematics teachers will engage in concentrated professional development, specifically working on developing students' mathematical writing skills. In addition, teachers will work on grade-level curriculum teams throughout the year, analyzing common formative and summative assessments, AIMSWEB data and MCAS data. The results of each analysis will be used to revise instruction during the school year and reteach the assessed areas of weakness.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
All grade levels will include more open response questions as part of every unit test, with the goal to establish PARCC like feel/look to these questions.	Continued release time during Second Step	All Math teachers	Through June 2014 (and ongoing)
All grade levels to include writing toolkit materials in the classroom, including identifying use in lesson plans and having student work available for analysis.	Professional Development days to include training on the tool kits and time to strategize implementation at each level.	All Math teachers	Through June 2014 (and ongoing)
All grade level staff will administer the AIMS Web exam 3 times (fall, winter, spring) and work with both team teachers and dept head to analyze and brainstorm activities for L1 –L4 students.	Curriculum resources, availability to laptops, potential staff additions or reassigning as needs arise	All Math teachers Dept Head Administration	Sept. 2013, Jan. 2014, late May 2014

All grade level staff has participated in primary analysis of AIMS Web scores and MCAS data, identifying areas of concern for both incoming students and prior year students for teaching improvement and focus areas	Administration – Staff Meeting time and access to results	Administration Dept Head All Math teachers	September 2013
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STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: Dr. Robert G. O'Donnell Middle School **School Year:** 2013 – 2014

Grade / Department: 6, 7, and 8 Science Department/ Study Skills **Subject / Area:** Science and Study Skills

Data Team Members: Matthew Colantonio, David Guglia, Alan Bontya, Science Department Teachers, and Study Skills Teachers **Date Completed:** October, 2013

Assessment(s) / Data Utilized: MCAS Scores, Grade-Level Common Assessments

Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for the identified group of students. Cite evidence such as results from available assessments.

As a whole school, 35% of students scored advanced or proficient on the 2013 MCAS Test. Out of the 290 8th grade students taking the test, 3 students scored advanced and 99 students scored proficient. 65% of 8th grade students taking the test received needs improvement or warning/failing on the 2013 MCAS Test. 153 students scored needs improvement and 35 students scored warning/failing.

As a whole school, students scored below the state in open response MCAS questions on 2 of the 4 questions assessed on the 2013 Science and Technology/Engineering MCAS. Students did score above the state on 2 of the open response questions by 0.02 and .001 percentage points.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: 55% of the O'Donnell Middle School students taking the 2014 Science and Technology/Engineering MCAS will score advanced and proficient. This will be a 20% improvement from the 2013 MCAS results.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will be able to dissect MCAS style questions. Students will practice a minimum of one practice question per week throughout the school year.	Head Teacher Department Teachers	Head Teacher Department Teachers	May 2014
Students will identify approaches to answering open response questions. Students will utilize graphic organizers for open response questions.	Head Teacher Department Teachers	Head Teacher Department Teachers	2013-2014 School Year
Students will focus on increasing their writing ability throughout the year; incorporating essays, descriptions, formal lab reports, research papers, and letters in relationship to the science and technology/engineering frameworks	Head Teacher Department Teachers	Head Teacher Department Teachers	2013-2014 School Year
Use more specific rubrics (actual charts) for grading writing assignments that are connected to the focus correction areas identified for each assignment	Head Teacher Department Teachers	Head Teacher Department Teachers	May 2014

Students will work on weekly MCAS review questions utilizing the software of science study island	Head Teacher Department Teachers	Head Teacher Department Teachers	May 2014
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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal: During the 2013-2014 school year, science and study skills teachers will engage in concentrated professional development, specifically working on developing, implementing, and analyzing formal lab reports utilizing the writing tool kits. In addition, teachers will work on grade-level curriculum teams throughout the year, analyzing common formative and summative assessments and MCAS science and technology/engineering data. The results of each analysis will be used to revise instruction and reteach the assessed areas of weakness. By May 2014 and the start of the 2014 MCAS, all assessed standards for science and technology/engineering will be weighed for strengths and weaknesses and instruction adjusted to reflect this analysis.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Science teachers will review the 2013 Science and Technology/Engineering MCAS data to look for areas of weakness and trend over time	Head Teacher Department Teachers	Head Teacher Department Teachers	October 2013
Teachers will develop more specific rubrics (actual charts) for grading writing assignments that are connect to the focus correction areas identified for each assignment	Head Teacher Department Teachers Curriculum/Data Days	Head Teacher Department Teachers	2013-2014 School Year
Develop common assessments by grade-level to emphasis writing (writing tool kit – Formal lab reports)	Head Teacher Department Teachers Curriculum/Data Days	Head Teacher Department Teachers	2013-2014 School Year
Science Teachers will implement the writing tool	Head Teacher	Head Teacher	2013-2014 School year

kits (formal lab reports) in their classrooms and analyze the common data with their grade-level colleagues	Department Teachers	Department Teachers	
Teachers will incorporate review questions within the classroom to emphasize standards learned in the previous year – 7th grade teachers reviewing 6th grade standards and 8th grade teachers reviewing 6th and 7th grade standards	Head Teacher Department Teachers	Head Teacher Department Teachers	2013-2014 School Year
Science teachers will participate in a professional development emphasizing science study island and how to maximize the benefits from the program	Head Teacher Department Teachers Curriculum Coordinator	Head Teacher Department Teachers	December 2013
8 th grade science teachers will review and practice for the MCAS test prior to the May test date. This will consist of a comprehensive review of previous years questions and strategies to being successful on open response questions	Head Teacher 8 th Grade Science Teachers	Head Teacher 8 th Grade Science Teachers	May 2014