School Name: DALEY
Principal: Liam Skinner **School-Site Council Members:** <u>Parents</u>: **Sherri Geoffroy, , Lisa Caten, Kent Luong, Michelle LeBlanc** <u>Teachers</u>: **Aimee Sousa, Lisa Gil, Krista St. Louis, Stephen Daly** <u>Other members</u>: **Hadeel Mousa (paraprofessional and parent), Sithra Lepoer (Guidance Counselor)**

School Mission

We believe in a process of continuous improvement to support student achievement. The process involves repeated iterations of listening and gathering data, followed by discussion, identifying action steps, and goal-setting, then progress monitoring and refinement.

School Vision

By the time Daley Middle School students are promoted from 8th grade, they will perform at or above grade level in reading, writing and math, with appropriate accommodations.

Core Values/Commitments

As adult members of the Daley Middle School Community, we are committed to:
- Maintaining a High Standard of Professional Accountability
- Establishing a respectful, equitable regard for all disciplines
- Cultivating a Pervasive, Collegial, Collaborative Spirit
- Improving Effective Lines of Communication Throughout the School
- Demonstrating the Belief that We Are All Responsible for All Students

As a community of learners, we believe in:
- Providing a Consistently Safe, Positive, and Respectful School Atmosphere
- Sustaining an Environment in which All Students Feel Comfortable Meeting High Expectations
- Encouraging all Students to Make and Achieve Positive Personal and Academic Goals
- Fostering Student Success Through the Use of Effective Effort Strategies

School Strategic Objectives and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration	Intentional Practices for Improving Instruction – Engaged Learning	Student-Specific Supports and Instruction to All Students	School Climate and Culture
The entire Daley School community has established a network of professional collaboration. Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement. Lead teachers and staff present PD, hold technology office hours, and participate on our anti-racism planning team.	Building on several rounds of anti-racism training during the 2020-2021 school year, we will advance the work of becoming a fully inclusive, anti-racist, multicultural school through a series of actions. These include monitoring disproportionalities and taking action to address them, surveying students and families, and implementing structures, policies and practices with inclusive decision-making. Given our anticipated return from remote learning, the school leadership will continue to identify a clear focus and shared expectations for instructional best practices that address student-specific instructional as well as social and emotional needs. Administrative observations lead to constructive, teacher-specific feedback, supports and professional development. Staff are encouraged to visit colleagues to observe and reflect on positive teaching practices. Intentional use digital technology (Remind, Classroom Dojo, Lionbridge and Google Classroom) to better communicate with parents/families as well as engage students.	Given anticipated social and emotional needs of students returning from remote learning DESSA ratings will be used to monitor and support student social/emotional needs. Associated competency-building activities will be run in homeroom and after school programming will be expanded to include homework club, tutoring, and clubs (ie. drama). Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment and support.	We are committed to advancing anti-racism in our work with students through custom-developed curriculum units as well as reviewing and revamping existing curriculum and materials. Continual engagement with parents/families, emphasis on individual parents, home visits. Provide human and financial resources to support high quality, engaged learning, including after school programming. School culture team provides activities to foster a sense of community. *Student Safety* Ensure two-way, respectful communication, with families, and the LPS community. Allocate funds to support tech platforms and staff professional development.

Building-wide distributed leadership and collaboration occurs in a variety of settings:

- School Leadership Team
- 5-8 Subject Area Study Groups meet weekly
- School Site Council
- Weekly Admin and Coaches mtg
- Grade Level/Dept. CPTs
- Early Release Day Collaboration
- Common Planning Time
- TAT and 504 meetings
- Intervention progress monitoring
- Collegial classroom visits
- Staff lead PD

Teacher teams (ELA, math, and science) will analyze MCAS results from the spring and outline instructional priorities and goals.

Principal and assistant principal will conduct a range of classroom observations each week using the TeachPoint tool. Observations to be followed by post conferences with each teacher and provide targeted, written feedback.

- District provided content PD
- Opportunities to attend relevant PD
- Teen mental health and DESSA Training for staff
- Orientation Day focus on goals for the year and on classroom culture, the importance of building a classroom community
- Common school PD goals i.e. Skillful Teacher, Going Green, Anti-Racism
- QIP Process
- Content area study groups
- Observations and teacher feedback linked to individual and team goals
- Growth Mindset/Effective Effort
- Support with Instructional Specialist, Math Coach and ELL Lead Teacher

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We begin the school year by analyzing MCAS data and set goals based on the results. We use a variety of assessments for progress monitoring, regrouping, reteaching, and providing intervention and enrichment to students. These assessments include:

- IReady Reading and Math
- ELA WaRs
- FOSS Assessments
- Common end of module/chapter tests
- ACCESS for ELs
- Common Exit Slips
- Common Type 2s
- Fountas & Pinnell

In addition, attendance monitoring and accountability is ongoing.

Tutoring Center is also available to all students and required of some.

TAT process provides support to teachers and struggling students.

School culture team provides an annual focus around which school climate and bully prevention are addressed. This includes the following initiatives and activities:

- Engage New England
- Deanna's Educational Theatre
- Anti-Bullying Curriculum
- Growth Mindset
- High Expectations
- Tutoring Center
- Visiting Scientists
- Offering mental health workshops for parents

Recognizing student achievement and effort:

- ELE Awards Night
- Star Scholars
- Student of the Month
- Effective Effort, Attendance and Honor Roll Awards
- Student and staff recognitions
- Summer reading and math recognitions

Efforts to engage parents through various means:.

- Connect-Ed Calls/Lionbridge
- School Fair
- Family Literacy Night
- Maintaining school website and updating social media
- PTO meetings
- School Site Council meetings
- Open House and Parent Conferences
- Weekly Home-School Envelopes
- Remind, Dojo, Google Classroom

After School Programs

- UML collaboration
- STEM Club
- Girls Who Code
- Science Club
- Garden Club
- Intramural Sports
- Tutoring Center
- Drama Club
- Summer School
- Vacation Week Camps

School Data Profile

2020 Official Accountability Report - James S Daley Middle School

Organization Information

DISTRICT NAME Lowell (01600000)	**TITLE I STATUS** Title I School
SCHOOL James S Daley Middle School (01600315)	**GRADES SERVED** 05,06,07,08
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information *

Overall classification	Not requiring assistance or intervention

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
80% - Meeting or exceeding targets	53

*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19.

Reflection on Current Practices

1. **What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?**

Staff have embraced the electronic resources and platforms available during this time of remote learning. Several instructional enhancements that have come from the use of these tools (Google Classroom, PearDeck, Kami, iReady instruction, etc.) will easily translate to in-person learning and serve to better engage students and families going forward. Teachers have organized Google Classrooms, for instance, to promote better student organization as well as reduce printing and waste. Staff is encouraged to communicate with students and families using various modes including, phone, email, educational apps (ie. Remind, schoology, etc). Furthermore, we are providing a tutoring center and plans are underway to expand after school offerings to address learning gaps attributed to remote instruction during the COVID-19 pandemic.

In order to address the social and emotional needs of students, particularly following pandemic conditions, we've added a Social and Emotional Learning course as part of our Allied Arts rotation. The course has been constructed from a variety and resources, and is based on CASEL's core competencies: Social Awareness, Relationships, Self-Management, and Responsible Decision Making

All staff have adopted and promote a Growth Mindset model while simultaneously rejecting and refuting a Fixed Mindset Model. All students are taught to accept and believe in a Growth Mindset. This is important given the number of students at all grade levels in ELA who show Very Low or Low Growth (especially Special Education students). Additionally, components of Effective Effort are explicitly taught and modeled.

At the beginning of next school year ELA, math, and science study groups will analyze MCAS results and will write detailed and specific improvement goals in order to target high priority, high leverage curriculum areas. We will also recommit to prior goals where suitable. In ELA, for instance, we had committed to increase student performance on reading assessments with selected-response and vocabulary to meet or exceed state averages. In addition, these plans will target struggling students. Prior low growth students will be identified and closely monitored for growth and we have committed to the goal that current cohorts making very low growth will not exceed 10% of each grade level in ELA and Math.

Our school library is an underused space in our building. In an effort to improve our students' 21st Century Skills, our school library will be converted into a Digital Literacy Center. It will prepare students academically and in relation to new technologies. Redesigning our school library into a place where students and teachers can learn about online research and access public library resources, is important in the growth of our students' literacy. In addition to the printed materials available, this space will include tools such as desktops, 3D printers, coding kits, digital resources, makerspaces and collaborative learning centers. Makerspaces are an important aspect of modern school libraries because they provide a place for students to create and explore STEM concepts.

2. **What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?**

The most recent round of MCAS results (Spring 2019) indicates that the school had been making substantial progress towards academic goals. Almost all subgroups met or exceeded improvement targets in each subject area: ELA, math, and science. In addition, Winter 2020 ACCESS data indicates EL students showed growth in each domain. Our most recent data analysis this spring, however, found gaps in student learning which we had anticipated due to remote learning over the past year.

Nearly all students participated in the i-Ready assessment remotely during Fall, 2020 and Winter, 2021. This data shows student performance has slipped from previous years. In reading, 34% - 36% of students in grades 5 - 8 are performing two or more grade levels below expectations. In mathematics, 21% - 27% of students are performing two or more grade levels below expectations. The 2019-2020 i-Ready reading showed between 20% - 31% and math

showed between 5% - 14% of students performing two or more grade levels below expectations. However, data also indicates an average of 47% of those assessed are making average or above average progress toward meeting their growth goals in both reading and mathematics.

While more detailed goals for the 2021 - 2022 school year will be developed this summer based on MCAS 2021 results, in the meantime previously identified goal areas are still considered valid:

- gr.5 math: Students will exceed the state's average in the area of Number Operations--Fractions
- gr.6 math: Students will exceed the state's average in the area of Ratios and Proportional Relationships
- gr.7 math: Students will exceed the state's average in the area of Statistics and Probability
- gr. 8 math: Students will exceed the state's average in the area of Expressions and Equations
- gr. 5-8 ELA: Close Reading, Writers' Workshop to improve Craft and Structure, Integration of Knowledge and Ideas, Key Ideas and Details
- Improve reading, writing and math skills of all students, especially those performing below grade level
- In science, use online FOSS science assessments for formative and summative assessment
- In science, exceed state average in Physical, Life, Earth Science and Technology Education in grades 5 and 8
- EL students will continue to show progress in each domain

3. **Where are students making the greatest academic gains and why? The least academic gains and why?**

While reliable measures of student progress have been limited during remote learning, based on our most recent state accountability data students are making greatest academic gains in math, attributable in part to consistent curriculum and quality materials. All math staff are following the Eureka curriculum. The results of the Winter 2021 i-Ready assessment for grades 5, 6, and 7 show students making the least academic gains in geometry concepts while 8th grade students show a slightly higher need in algebra and algebraic thinking. An area of strength for ELA is students writing in response to literature and literary analysis. Students are making least academic gains with Informational texts at all grade levels. In general, growth among Special Education students lags growth of non-Special Education students. Factors include less consistent curriculum, insufficient time for ELA instruction, and less Special Education support in our upper grades.

Monitoring Progress - Process Benchmarks *What will be done, when, and by whom*					
Leadership, Shared Responsibility, and Professional Collaboration	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Ongoing analysis of student work and data	All Staff				
Sharing of Best Practices and Reteaching strategies based on results of common formative assessments	Study Groups				
Coordinate curriculums and supplementary materials	Study Groups				
Engage in norming sessions	Study Groups				
Monitor students who are failing to meet standards	All Staff				
Explicitly teach and model components of Effective Effort and Growth Mindset	All Staff				
Participate in peer observations and debriefing sessions	All Teachers				
Study Groups (Math, Sciences, Social Studies, Science)	Lead Teachers				
School Leadership Team (All School)	Principal				
Administrative Leadership Team (Liam, Aimee, Sheila, Rob)	Members				
Grade Level Team Meetings	Team Leaders				
Early Release Days agendas / PD	Principal				
Intentional Practices for Improving Instruction – Engaged Learning	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Continue to create and incorporate at least 3 Bill Atwood Strategies into instruction.	Math and ELA teachers/Coaches				
Post clear learning objectives and use them to ensure students are aware of what they are expected to learn	All Staff				
Continue to teach and reinforce effective writing strategies with appropriate Answer, Evidence, Explanation (AEE) or Introduce, Cite, Explain (ICE) format	ELA and Social Studies teachers				
Ensure student engagement, participation in routines	All Staff				
Provide timely and relevant feedback allowing for retakes and/or corrections	All Staff				
Create and maintain visible word walls and anchor charts related to current content.	All Staff				
Study Group SIPs	Instructional Coaches				
Teachpoint Goals	Principal				
Data to teachers	Instructional Coaches				
Proposed: collaborative observations	Instructional Coaches				

Teachpoint Observations with feedback	Principal and Assistant Principal				
Technology PD and Tech help "office hours"	Principal/Staff				
Student-Specific Supports and Instruction to All Students	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Teachers work with students to set clear and specific goals for classroom and individual students on module and diagnostic assessments	Math and ELA teachers				
Continue to rework intervention groups based on data and teacher recommendations. Communicate with the math intervention teacher regularly	Coaches				
Differentiate instruction to provide opportunities that will engage all learners while monitoring progress and adjusting instruction	Teachers				
Identify prior low growth students and closely monitor their growth	All Staff				
Encourage students to explain their thinking and discuss multiple perspectives	All Staff				
Establish checkpoints throughout math modules to gauge student understanding	Math Teachers and Coach				
Create and monitor Student Success Plans for all ELs not on target for achieving English proficiency	All Teachers				
Use formative assessment such as exit slips and type 2's to identify and reteach struggling students.	All teachers				
Tier 1 Supports (In class)	All teachers				
Tier 2 Supports (intervention)	Interventionist/Instructional Coach				
LEAP Inclusion (AA)	LEAP and AA teachers				
Subgroup Supports (Newcomers, SLIFE, CSA)	ELT, BCBAs				
Accelerated Math	Math coach				
Tutoring Center	Assistant Principal/ Program Staff				
Special Ed Pullouts	Sped teachers				
Special Ed Inclusion	All teachers/paras				
ELL/SLIFE Pullouts	ELL staff				
ELL/SLIFE Inclusion	All teachers				
CSA Pull-out and Inclusion	CSA staff				
Afterschool programs (Elevate, UMass Lowell, Girls Who Code, STEM, Knowledge Bowl…)	Assistant Principal				
TAT Team	TAT members				
504 Team	Social Worker				
Lunch groups and other guidance related groups	Guidance staff				
One-on-one counseling	Guidance staff				
Social worker/guidance counseling	Guidance staff				
DESSA, SEL	Social Worker, All Teachers				
School Climate and Culture	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Promote yearly theme--for ex. "Inspire", "Dream Big", "Change"	All Staff				
Provide After School program offerings (i.e Summer School, School vacation camps, after school)	Principal/Assistant principal				
Plan for End of year School Fair	Principal				
Bully Prevention Program	Assistant principal				
Classroom-based social emotional program	Assistant principal/All Staff				
Going Green, Garden, Sock Drive, Canned Food Drive	Principal/All Staff				
Anti-Racism / Equity in the classroom	Building-based team/All Staff				

Measuring Impact			
Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.			
Leadership, Shared Responsibility, and Professional Collaboration	**Person Responsible**	**Date**	**Status**
Creation and implementation of common assessments	Instructional coaches/staff		
Data-driven decision making	Data team/all staff		
Providing and accepting feedback	All staff		
Collaboration on Anti-racism lessons	Leadership team/all staff		
Study Groups plans and notes	Instructional coaches and staff		
School leadership team notes and action plan	School Leadership members		
Admin team notes and action plan	Principal		
Team meeting notes and action plan	Instructional coaches/ teachers		
Early release day agendas	Principal		
Intentional Practices for Improving Instruction – Engaged Learning	**Person Responsible**	**Date**	**Status**
Students explain their thinking and discuss multiple perspectives	All teachers		
Students pay attention and actively participate in classroom activities	All teachers		
Students and staff operate with a Growth Mindset	All teachers		
Continuing to implement Bill Atwood strategies in instruction.	ELA/math teachers with coaches		
School Improvement Plans	School Site Council		

Student-Specific Supports and Instruction to All Students	Person Responsible	Date	Status
Students exiting interventions/attending enrichment	Data team		
Students demonstrate academic growth, especially low growth students	All teachers		
Teachers set individual goals with students	All teachers		
School Climate and Culture	**Person Responsible**	**Date**	**Status**
Students and staff respect and care about one another	All Staff/students		
Bullying, bystanding, and racism are not tolerated	All Staff/students		
High expectations of student behavior and academic effort are studied and communicated	All Staff		