O'Donnell School

SCHOOL IMPROVEMENT PLAN

November 16, 2026



EAST AURORA SCHOOL DISTRICT 131

SIP TEAM

Tonetta Davis, Principal
Paul Mutschler, Assistant Principal
Brian Valek, Assistant Principal
Theresa Stellman, Teacher
Christopher Hayes, Social Worker
Kathleen Driessen, Math Interventionist
Jennifer Schlaiss, Teacher
Mary Otto, Teacher
Madeley Rubio, Parent Liaison
Darren McArdle, Teacher
Kathryn Herbert, Reading Interventionist

Our Mission:

O'Donnell students, parents, staff, and community will partner to create a safe and nurturing environment that promotes a culture of high academic and social-emotional expectations for all learners using an engaging curriculum and purposeful assessments that are reflective to provide differentiated learning opportunities for student success.

Our Vision:

O'Donnell School encourages independent thinkers and problem solvers who are adaptable to an ever-changing world.



OUR CURRENT REALITY

Academic Data	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Proficiency IAR	12%	3%	7%	N/A	8%	N/A	N/A	N/A	N/A	16%	N/A
Math Growth IAR	38%	37%	34%	N/A	37%	N/A	N/A	N/A	N/A	38%	39%
iReady Math (K-8)	53%	31%	47%	57%	51%	60%	80%	55%	N/A	54%	53%
Literacy Proficiency (IAR)	13%	6%	5%	N/A	10%	N/A	N/A	N/A	N/A	N/A	15%
Literacy Growth (IAR)	41%	39%	40%	N/A	40%	N/A	N/A	N/A	N/A	39%	43%
iReady Reading (K-8)	E-47% S-35%	E-31% S-14%	E-24% S-41%	E-56 % S-8%	E-39% S-40%	E-74% S-14%	E-80% S-0%	E-77% S-20%	N/A	E-42% S-27%	E-51% S-45%

OUR CURRENT REALITY

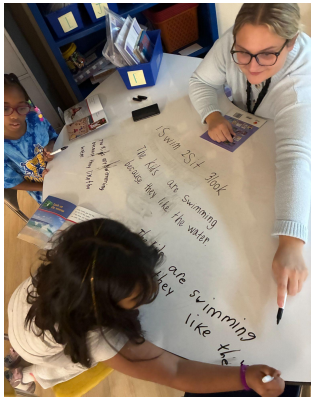
Culture Data	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA)	94%	94%	94%	94%	94%	94%	98%	95%	93%	93%	94%
Chronic Absenteeism	15%	14%	15%	16%	15%	16%	0%	22%	18%	18%	12%
Consistent Attendance	85%	86%	85%	84%	85%	84%	100%	78%	82%	82%	88%
Referrals (%)	13%	27%	6%	21%	50%	23%	0%	0%	N/A	51%	11%
School Belonging (Panorama)	54%	50%	58%	57%	53%	59%	N/A	N/A	N/A	50%	59%

OUR FOCUS ON NUMERACY:

EAST AURORA SCHOOL DISTRICT 131

SMART GOAL:

By the end of the 2026-2027 school year, O'Donnell School will increase the percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics.



Priority Teaching Practice:

Teachers will implement data-driven small-group instruction using culturally relevant engagement strategies to increase mathematics proficiency for all students.



Key Actions:

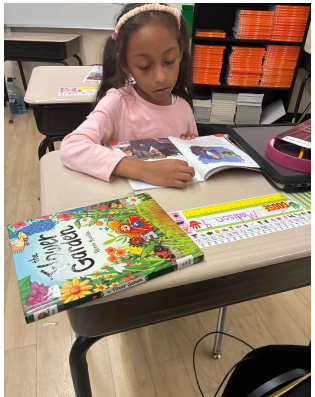
- **Student Documentation Access:** Update physical and digital student folders with current tools, accommodations, modifications, and goals.
- **GenEd/SpEd PLC Collaboration:** Reserve dedicated PLC time for General and Special Education teachers to co-plan support for students with disabilities.
- **iReady Language Integration:** Embed iReady Unit Language Expectations in lesson plans for targeted EL differentiation.
- **Pacing & Standard Unpacking:** Track pacing, align standards, and plan data-driven small-group instruction during PLCs.

OUR FOCUS ON LITERACY:

EAST AURORA SCHOOL DISTRICT 131

SMART GOAL:

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Priority Teaching Practice:

Teachers will implement data-driven small-group instruction using culturally relevant engagement strategies to increase mathematics proficiency for all students.



Key Actions:

- **Mini-Lessons:** Embed HMH Weekly Differentiation and Practice Tabletop Mini-Lessons into plans for English language growth.
- **Student Folder Sharing:** Maintain current accommodations, tools, and goals in both physical and digital files.
- **PLC Data Monitoring:** Evaluate reading fluency and writing CFA data to tailor instruction for SpEd students across all settings.
- **Flexible Small Groups:** Adjust small-group configurations continuously using real-time student performance data.

OUR FOCUS ON A CULTURE OF BELONGING:

SMART GOAL:

By May 2027, the percentage of all stakeholders reporting a strong sense of belonging at O'Donnell School will increase by 6%, as measured by climate surveys.



Priority Teaching Practice:

Staff will intentionally implement relationship-building strategies through SEL and MTSS to foster positive student-teacher and peer relationships.



Key Actions:

- **EL Peer Pairing:** Pair English Learners with English-dominant peers for dialogue and belonging.
- **Inclusive Encore Grouping:** Integrate students with disabilities with general education peers in Encore classes.
- **Student Leadership Team:** Launch a Grades 3–5 team to elevate student voice and school culture.
- **Kid-Friendly SEL Slideshow:** Share daily slides with a "Focus of the Week" to reinforce SEL topics.
- **Staff Recognition:** Implement a weekly administrative acknowledgment program for staff members.

OUR FOCUS ON FAMILY BELONGING:

SMART GOAL:

By May 2027, the percentage of all stakeholders reporting a strong sense of belonging at O'Donnell School will increase by 6%, as measured by climate surveys.

Key Actions:

- Admin will create and host an intro to Kindergarten meet and greet with parents.
- Teachers will engage parents in student-led, grade-level "Parent Days" throughout the school year to strengthen home-school partnerships.






Thank
You