

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2021-2022
Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

<p style="text-align: center;">School Name: Morey Principal: Kathleen McLaughlin School-Site Council Members: Julie Gillis (teacher), Maggie Nowak (Mill City Grows, Community Partner), Ashley Nanthavong (parent), Angkeara Nem (parent), Sandi Piantaggini (teacher)</p>			
<p style="text-align: center;">School Mission</p>			
<p>The C.W. Morey School empowers all students to embrace learning with active and creative minds, achieve their personal best with effective effort and develop their intellectual, emotional, social and physical well-being.</p>			
<p style="text-align: center;">School Vision</p>			
<p>The C.W. Morey School develops students as thinkers who learn skills and strategies to apply to new situations and build their own agency as learners through our implementation of a standards-based, research-based curriculum and through the workshop model in literacy. We provide our students with voice in order to develop our school community, to develop student thinking and ideas, to develop academic vocabulary, to develop agency, to develop empathy and social skills, and to develop the ability to advocate for themselves. We don't just teach content, rather students learn information, skills, and strategies and most importantly, how to effectively match the best strategy to each novel task. We, students and faculty, value feedback and effort so that we all continuously learn and grow.</p> <p>We want our students to be engaged, resilient, and flexible. We want them to be armed with many strategies and the confidence to tackle challenges. We want them to develop personal traits, such as justice and empathy, to engage with the world around them. We want our students to derive happiness as adults from using their skills, characteristics and reasoning for personal, academic, and work-related pursuits.</p>			
<p style="text-align: center;">Core Values/Commitments</p>			
<ul style="list-style-type: none"> • A high quality education is a fundamental civil right of every child we serve. • Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom. • Parents are our partners. They are our students' first teachers in the home. • Improving learning requires hard and steady work over time. • Every adult in our community is accountable for the success of our students. • We are committed to eliminating achievement and opportunity gaps among all students. • We are committed to using available funding and resources to meet the needs of all of our students. • We are committed to engaging all students and families with courtesy, dignity, respect and cultural understanding. 			
<p style="text-align: center;">School Strategic Objectives and Initiatives</p>			
<p><u>Leadership, Shared Responsibility, and Professional Collaboration</u></p> <p>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.</p>	<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u></p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p><u>Student-Specific Supports and Instruction to All Students</u></p> <p>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 supports.</p>	<p><u>School Climate and Culture</u></p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p style="text-align: center;"><i>Student Safety</i></p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p>
<p>The Morey School faculty will improve team meeting practices (rules, roles, agenda setting, and decision-making) across the school (grade-level, ILT, Literacy Vertical, and Math Vertical) to build trust, build capacity for shared decision-making and responsibility for improving student achievement. We will also continue to provide teacher leadership roles through lead teacher positions and opportunities for teachers to lead professional development.</p>	<p>The Morey School will improve our reading conferences to improve student reading and by providing specific, individualized feedback and promoting speaking skills with every student, and goal setting with students. We will also work on efficient ways to keep conference notes to document student progress and to better plan individualized, small group, and whole class instruction.</p>	<p>The Morey School will use computer-based interventions and/or programs (Lexia, Raz-Kids, and ST Math) to support individualized instruction. Faculty will develop and implement a stronger repertoire of reading and mathematics interventions and create more intervention slots for striving students to eliminate gaps as a result of the school closure and remote learning periods.</p>	<p>The Morey School will continue to learn more about Fair School Funding and engage all parties (staff, parents, SSC) in the planning process. We will also expand our communication methods to include social media apps (Dojo, Smore Newsletters), an improved website, more family events when safe to congregate, and increased translation service use.</p>

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School Data Profile

School Type

Public

Enrollment

479

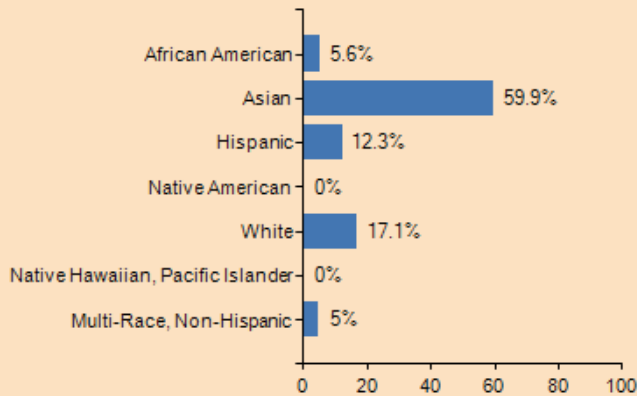
Grades Served

PK - 04

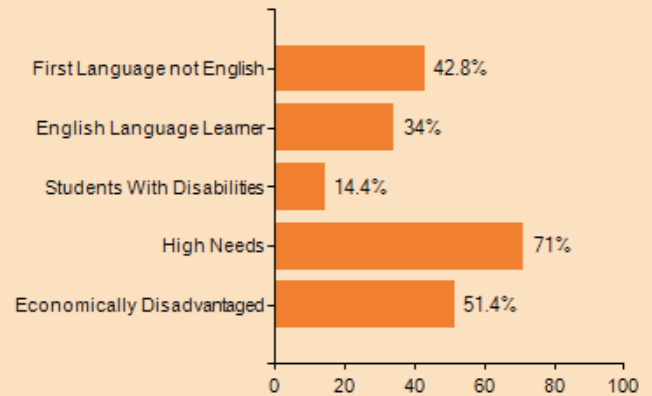
Student / Teacher Ratio

13.1 to 1

Student Race and Ethnicity



Selected Populations



Attendance Data

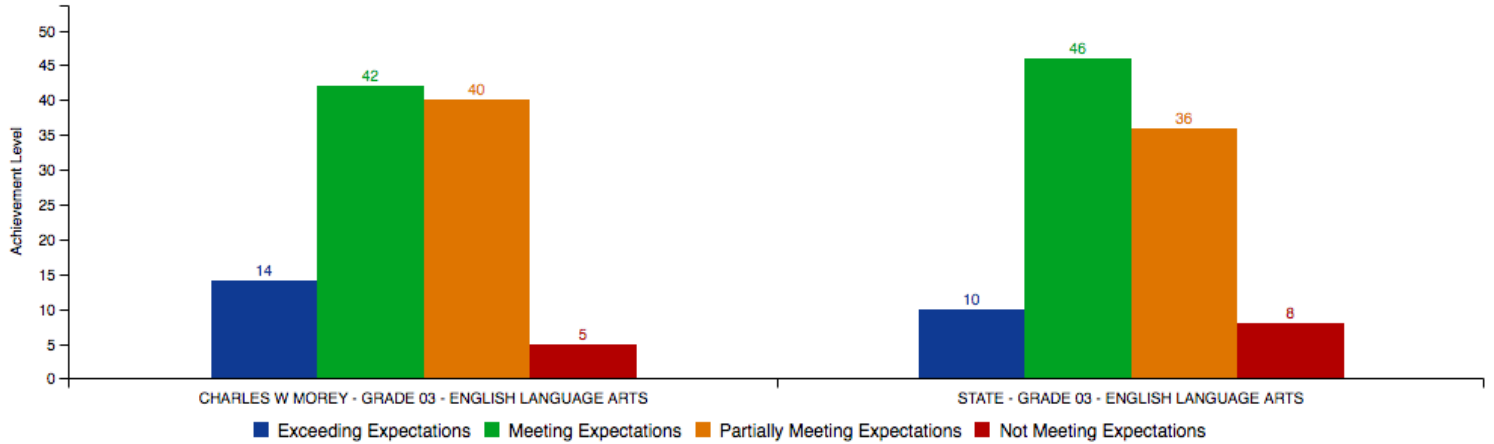
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.7	4.5	11.4	8.4	6.9
Female	95.5	4.7	14.2	9.6	8.8
Male	95.9	4.3	8.9	7.4	5.2
Economically Disadvantaged	94.9	5.3	16.3	11.6	9.2
High Needs	95.5	4.7	13.7	9.9	7.4
LEP English language learner	96.6	3.6	8.6	4.8	3.2
Students with disabilities	94.8	5.3	17.3	14.8	12.3
African American/Black	97.7	2.4	0.0	0.0	0.0
Asian	96.2	4.1	9.8	7.0	5.1
Hispanic or Latino	94.5	5.6	14.3	12.5	12.5
Multi-race, non-Hispanic or Latino	94.7	5.7	33.3	16.7	20.8
White	94.5	5.8	12.4	11.2	7.9

School Accountability Percentile (2020-same determination as 2019): 63



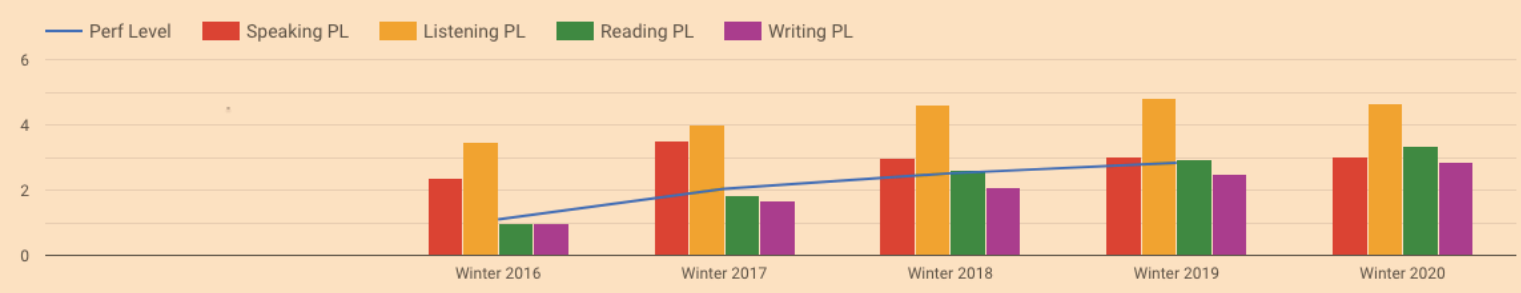
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MCAS 2019 Data



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.SGP	Included in Avg.SGP	Ach.Pctl
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	56	56	14	10	42	46	40	36	5	8	86	504.8	N/A	N/A	52
GRADE 03 - MATHEMATICS	52	49	2	9	50	40	42	38	6	13	86	499.8	N/A	N/A	50
GRADE 04 - ENGLISH LANGUAGE ARTS	52	52	13	9	39	43	41	39	7	9	95	504.9	52.0	92	61
GRADE 04 - MATHEMATICS	57	50	4	8	53	41	36	39	6	12	96	503.9	53.9	93	65
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	54	52	13	10	40	42	40	37	6	11	181	504.8	52.0	92	60
GRADES 03 - 08 - MATHEMATICS	55	49	3	9	52	40	39	39	6	12	182	501.9	53.9	93	59

Access Longitudinal Data



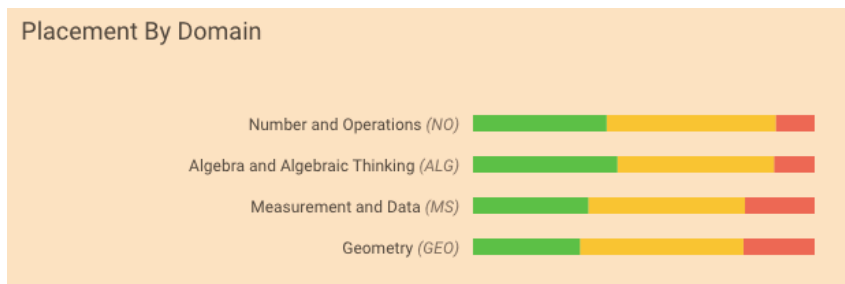
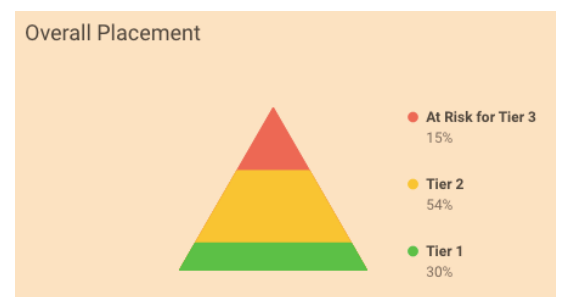
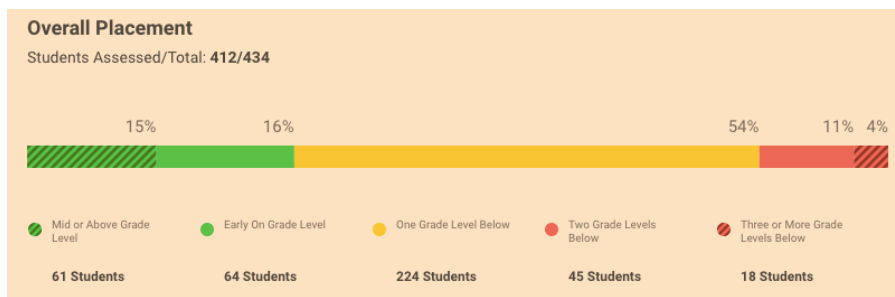
February 2021 iReady ELA (administered remotely)



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Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K		78/85
Grade 1		81/82
Grade 2		88/93
Grade 3		82/85
Grade 4		87/89

February 2021 iReady Mathematics (administered remotely)



Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K		78/85
Grade 1		79/82
Grade 2		88/93
Grade 3		80/85
Grade 4		87/89

Reflection on Current Practices

Morey School Faculty completed a self-assessment survey on literacy practices, interventions, and family communication to supplement the limited student data due to the pandemic. The data below are from this instrument from February 2021.

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

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- Shift to workshop model to provide accelerated, instructional-level literacy instruction to all students (All teachers reported knowledge of the TCRWP units of study, structures and routines and methods for students to self-select texts.)
- Shift to a proficiency model of instructional planning from a deficit model (All teachers stated that they always or often identify what each individual student can do independently and can identify a teaching point for each.)
- ST Math--providing students mathematical reasoning without the language complexity of Eureka (ST Math Usage and Completion Data)
- Increasing speaking proficiency for our ELs, especially our intermediate level students (ACCESS 2020)

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

- We need more intervention slots and programs to eliminate gaps for all students. If we cannot hire more interventionists, we need more paraprofessional support so that the classroom teachers can provide intervention (*All classroom teachers and support personnel placed the highest value of classroom teacher, tutoring, and paraprofessional interventions over any specific computer program or intervention curriculum program.*)
- Although student data is limited due to remote administration or the replacement of assessment tools (such as using Raz-Kids instead of Fountas and Pinnell Benchmark), we feel confident is saying that many of our students will encounter challenges due to gaps in instruction (such as missing a third grade fractions unit during school closure). *Therefore, our intervention blocks will be vital to providing explicit instruction to remedy learning gaps.*

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

Most academic gains: Our ELs in Grade 4

This is evidence that our instruction and supports leads to success in the students' fifth year of English instruction, supporting current research.

Least academic gains: Special Education students (somewhat changes in Grade 4)

- Shift to targeted specialized instruction (Wilson, RAVE-O, Lexia, Up the Ladder, and ST Math) based in neuroscience and language structures and put in intervention or ESL groups as appropriate

EL Speaking Scores

- Our students aren't talking enough. We need to continue to shift to small group/paired discussion opportunities throughout the day for children. Remote learning decreased oral language production due to one person being able to speak at once and the supervision needed in breakout rooms.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person/Team Responsible	Aug 2021	Dec 2021	June 2022	Status
Every CPT and team meeting will utilize a common agenda roles and note-taking document to identify topics, needs, and next steps.	All teams and administrative oversight	X	X	X	
Norms and Roles will be brainstormed and decided upon as a faculty.	Faculty during PD day prior to school	X			
AFT Team Building and Communication Modules	AFT Trained Staff	X			
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person/Team Responsible	Aug 2021	Dec 2021	June 2022	Status
Improve classroom supports for literacy blocks so that teachers can confer	Administration	X	X	X	
Minimize the impact of meetings (TAT, IEP) during literacy blocks	Administration	X	X	X	
Further professional development in specific feedback, text complexity bands, student goal setting, and reading skills and strategies.	Literacy Specialist and Faculty	X	X	X	
Further study groups or professional development in conference note systems and using conference notes to plan instruction	Literacy Specialist and /or Tech Integration Specialist	X	X	X	
Troubleshooting and feedback to each other on holding conferences and conference notes	Literacy Team & Whole Faculty	X	X	X	
<u>Student-Specific Supports and Instruction to All Students</u>	Person/Team Responsible	Aug 2021	Dec 2021	June 2022	Status

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Purchase intervention materials (RAVE-O kits, texts)	Administration	X			
Study groups, professional development and planning for interventions (Raz-Kids, Lexia, and ST Math)	Administration, Faculty, & Tutors	X			
Individual data meetings to assess every student's needs, identify intervention needs, and allocate appropriate resources	Whole Faculty	X	X	X	
Efficient intervention schedules to accommodate students and their schedules	Administration	X	X	X	
<u>School Climate and Culture</u>	Person/Team Responsible	Aug 2021	Dec 2021	June 2022	Status
Improve content and design on school website	Website Manager	X	X	X	
Consolidate messaging to families through Class Dojo, Smore newsletters and school website for translation components	Whole Faculty	X	X	X	
Provide training for families in using the technology, in Fair School Funding, and SSC to elicit more participation	Administration	X			

Measuring Impact			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person/Team Responsible	Date	Status
Deliverables: agendas, meeting notes with roles in Google Drive	Whole Faculty	Consistently	
Feedback from AFT Training Modules (evaluation and work products)	Whole Faculty	Fall 2021	
Teacher-led professional development for technology use and conferences	Whole Faculty	Consistently	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person/Team Responsible	Date	Status
At least 80% of students will make typical or accelerated growth in reading as measured by the triangulation of the Fountas & Pinnell Benchmark, iReady, and conference notes.	Whole Faculty	Triannually	
<u>Student-Specific Supports and Instruction to All Students</u>		Date	Status
We will increase the number of need-specific Tier II reading intervention slots for students not making typical or accelerated growth in reading by 30% and insure systematic Tier III specialized reading instruction in Grades 2-4, in addition to computer-based interventions.	Whole Faculty	Triannually	
Every student will receive ST Math at his/her instructional level and those working below grade level or with stagnant progress will receive intervention from the teacher.	Whole Faculty	Weekly	
<u>School Climate and Culture</u>	Person/Team Responsible	Date	Status
Deliverable: School improvement plan and budget collaboratively developed with staff and approved by the SSC	Administration, ILT, Faculty, SSC	Early Spring 2022	
Increased traffic and translation data from school website	Website Manager	Graphed over time--check in monthly	
At least 95% of families will be connected via Class Dojo.	Whole Faculty	Fall 2021	