

LOWELL PUBLIC SCHOOLS – Quality IMPROVEMENT PLAN - 2023-2024
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

C.W. Morey School

Principal: Kathleen McLaughlin

School-Site Council Members:

Parents: Ester Hernandez Lan & Ashley Nanthavong; **Teachers:** Julie Gillis & Sandi Piantaggini; **Community Member:** Courtney McSparron, MCG

QIP Focus Groups: 26 teachers, paraprofessionals, parents and administrators over 10 hours of data analysis

School Mission

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.

School Vision

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.

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.

Core Values/Commitments

- 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.

School Strategic Objectives and Initiatives

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	<u>Student-Specific Supports and Instruction to All Students</u>	<u>School Climate and Culture</u>
We will use available collaboration time (common planning, early release, vertical teams) to develop instructional tools/scaffolds (anchor charts, resource materials, exemplar work) that will be co-constructed with students to maximize access to knowledge.	We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources across the curriculum to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds.	We will continue to provide targeted, data-based Tier 2 intervention and Tier 3 specialized instruction in reading while also seeking to maximize the number of seats in the intervention and specialized instruction tiers.	To further develop our two-way communication with families about grade-level learning expectations and vital information about their children's learning, we will collaboratively redesign our open house and parent conference process to ensure equitable access and native language support.

Culturally and Linguistically Sustaining Practices Objectives

1. We will continue to analyze the texts in the classroom libraries, the book room, and the book nooks for bias using the Washington Models for the Evaluation of Bias Content in Instructional Materials.
2. We will continue to purchase high quality texts that represent our school population.
3. We will ensure that our student agency goals as written above celebrate the voice of every student at the Morey School.

School Data Profile

General Demographic Data (February 9, 2023)

Overall Enrollment	ESL	Students with IEPs	Students with 504	Economically Disadvantaged
490	35%	19%	5 students	96%

Enrollment by Grade Level

EC/PK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4
54	83	85	87	83	98

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Enrollment by Race

Asian	Latino	White	Multi	Black
284 (58%)	105 (21%)	57 (12%) (25 (5%) <i>Brazilian</i>)	24 (5%)	20 (4%)

Attendance Rates (Whole School=92.6%)

EC/PK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4
82.1%/90.3%	90.1%	92.4%	91.9%	94%	94.3%

Chronic Absence Rates (Whole School=26.5%)

EC/PK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4
58.3%/44.2%	44.6%	16.5%	25.3%	18.1%	16.2%

DESE School Accountability Percentile (COVID-Impacted 2022): 55

ELA iReady Data:

ELA iReady 2022-2023																		
Grade	PA Tier 1	PA Tier 2	PA Tier 3	PH Tier 1	PH Tier 2	PH Tier 3	HFW Tier 1	HFW Tier 2	HFW Tier 3	VOC Tier 1	VOC Tier 2	VOC Tier 3	LIT Tier 1	LIT Tier 2	LIT Tier 3	INFO Tier 1	INFO Tier 2	INFO Tier 3
1 Fall	33.75%	67.50%	12.50%	25.00%	63.75%	12.50%	30.00%	52.50%	18.75%	18.75%	60.00%	22.50%	13.75%	72.50%	15.00%	22.50%	60.00%	18.75%
1 Winter	46.99%	50.60%	2.41%	56.63%	36.14%	7.23%	49.40%	43.37%	7.23%	38.55%	53.01%	8.43%	42.17%	46.99%	10.84%	40.96%	45.78%	13.25%
Difference	13.24%	-16.90%	-10.09%	31.63%	-27.61%	-5.27%	19.40%	-9.13%	-11.52%	19.80%	-6.99%	-14.07%	28.42%	-25.51%	-4.16%	18.46%	-14.22%	-5.50%
2 Fall	58.67%	9.33%	32.00%	20.00%	29.33%	50.67%	40.00%	32.00%	28.00%	12.00%	38.67%	49.33%	18.67%	32.00%	49.33%	13.33%	42.67%	44.00%
2 Winter	87.01%	3.90%	9.09%	46.75%	37.66%	15.58%	63.64%	22.08%	14.29%	25.97%	54.55%	19.48%	36.36%	37.66%	25.97%	27.27%	49.35%	23.38%
Difference	28.35%	-5.44%	-22.91%	26.75%	8.33%	-35.08%	23.64%	-9.92%	-13.71%	13.97%	15.88%	-29.85%	17.70%	5.66%	-23.36%	13.94%	6.68%	-20.62%
3 Fall				52.00%	5.33%	42.67%	93.33%	4.00%	2.67%	36.00%	26.67%	37.33%	41.33%	24.00%	34.67%	28.00%	28.00%	37.33%
3 Winter				80.77%	3.85%	15.38%	93.59%	1.28%	5.13%	50.00%	32.05%	17.95%	57.69%	25.64%	16.67%	52.56%	33.33%	14.10%
Difference				28.77%	-1.49%	-27.28%	0.26%	-2.72%	2.46%	14.00%	5.38%	-19.38%	16.36%	1.64%	-18.00%	24.56%	5.33%	-23.23%
4 Fall				67.03%	2.20%	30.77%	93.41%	0.00%	6.59%	26.37%	47.25%	26.37%	34.07%	37.36%	28.57%	27.47%	39.56%	32.97%
4 Winter				77.17%	2.17%	20.65%	95.65%	0.00%	4.35%	36.96%	44.57%	18.48%	48.91%	34.78%	16.30%	46.74%	33.70%	21.74%
Difference				10.14%	-0.02%	-10.12%	2.25%	0.00%	-2.25%	10.58%	-2.69%	-7.90%	14.85%	-2.58%	-12.27%	19.27%	-5.86%	-11.23%
Fall - Gr. 1-4	46.21%	38.42%	22.25%	41.01%	25.15%	34.15%	64.18%	22.13%	14.00%	23.28%	43.15%	33.89%	26.95%	41.47%	31.89%	22.83%	42.56%	33.26%
Winter - Gr. 1-4	67.00%	27.25%	5.75%	65.33%	19.96%	14.71%	75.57%	16.68%	7.75%	37.87%	46.04%	16.09%	46.28%	36.27%	17.45%	41.88%	40.54%	18.12%
Difference	20.79%	-11.17%	-16.50%	24.32%	-5.20%	-19.44%	11.38%	-5.44%	-6.25%	14.59%	2.90%	-17.80%	19.33%	-5.20%	-14.45%	19.06%	-2.02%	-15.14%

ELA	Tier 1	Tier 2	Tier 3	ELA	Tier 1	Tier 2	Tier 3
Fall 2019 (PrePandemic)	34%	49%	16%	Winter 2019	48%	44%	8%
Fall 2020 (Following School Closure Term)	37%	43%	19%	Winter 2021	46%	39%	15%
Fall 2021 (Following Remote Learning Year)	24%	42%	35%	Winter 2022	42%	44%	15%
Fall 2022	25%	47%	29%	Winter 2023	46%	43%	11%

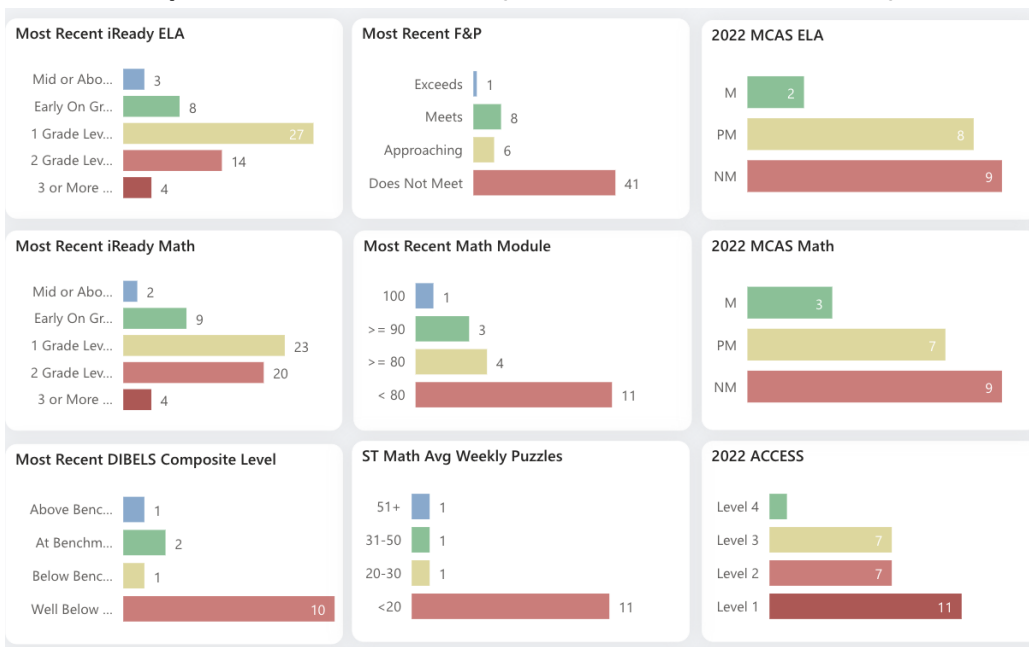
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Math iReady Data:

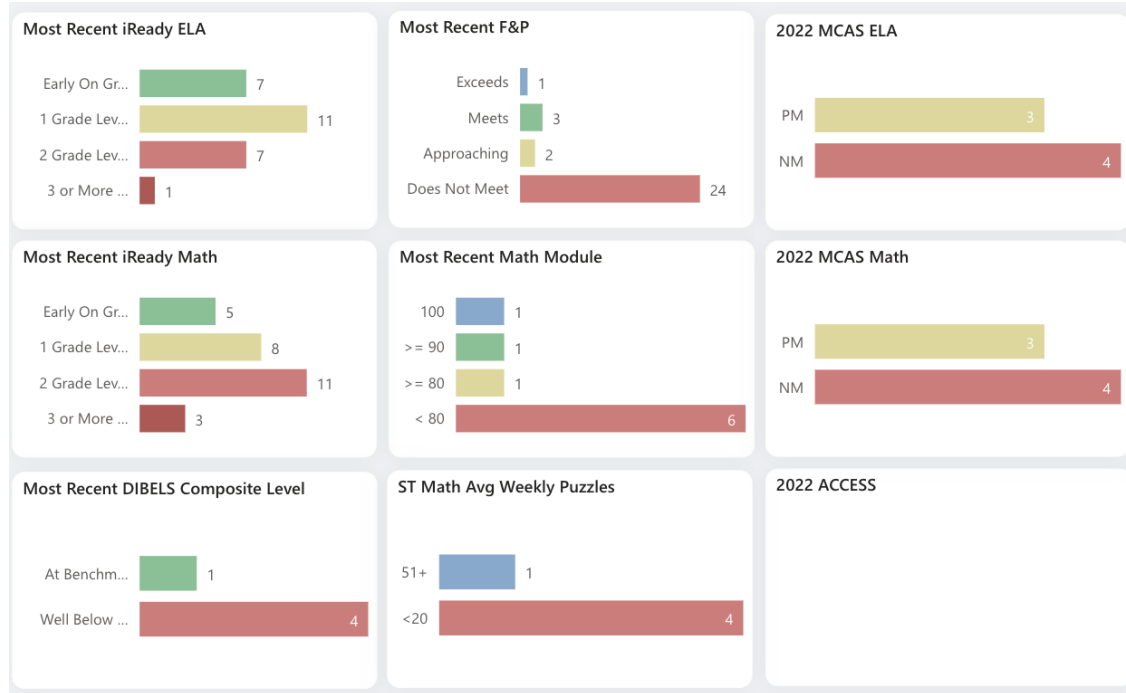
Grade	Number & Operations Tier 1	Number & Operations Tier 2	Number & Operations Tier 3	Algebra & Algebraic Thinking Tier 1	Algebra & Algebraic Thinking Tier 2	Algebra & Algebraic Thinking Tier 3
1	33.77%	59.74%	6.49%	44.16%	46.75%	9.09%
2	43.66%	39.44%	16.90%	32.39%	53.52%	14.08%
3	50.00%	45.71%	4.29%	71.43%	21.43%	7.14%
4	54.55%	36.36%	9.09%	56.82%	30.68%	12.50%
Feb 2023	49.40%	40.50%	10.09%	53.55%	35.21%	11.24%
Fall 2022	20.98%	49.41%	29.61%	23.18%	48.21%	28.61%
Difference	28.42%	-8.91%	-19.51%	30.37%	-13.00%	-17.37%
Feb 2020 Pre-Pandemic	48.45%	46.60%	5.28%	32.41%	61.84%	5.42%
Difference	0.95%	-6.10%	4.81%	21.14%	-26.63%	5.82%

Math	Tier 1	Tier 2	Tier 3	Math	Tier 1	Tier 2	Tier 3
Fall 2019 (PrePandemic)	22%	62%	17%	Winter 2020	48%	44%	8%
Fall 2020 (Following School Closure Term)	24%	53%	24%	Winter 2021	46%	39%	15%
Fall 2021 (Following Remote Learning Year)	10%	50%	40%	Winter 2022	28%	56%	15%
Fall 2022	9%	60%	31%	Winter 2023	36%	51%	13%

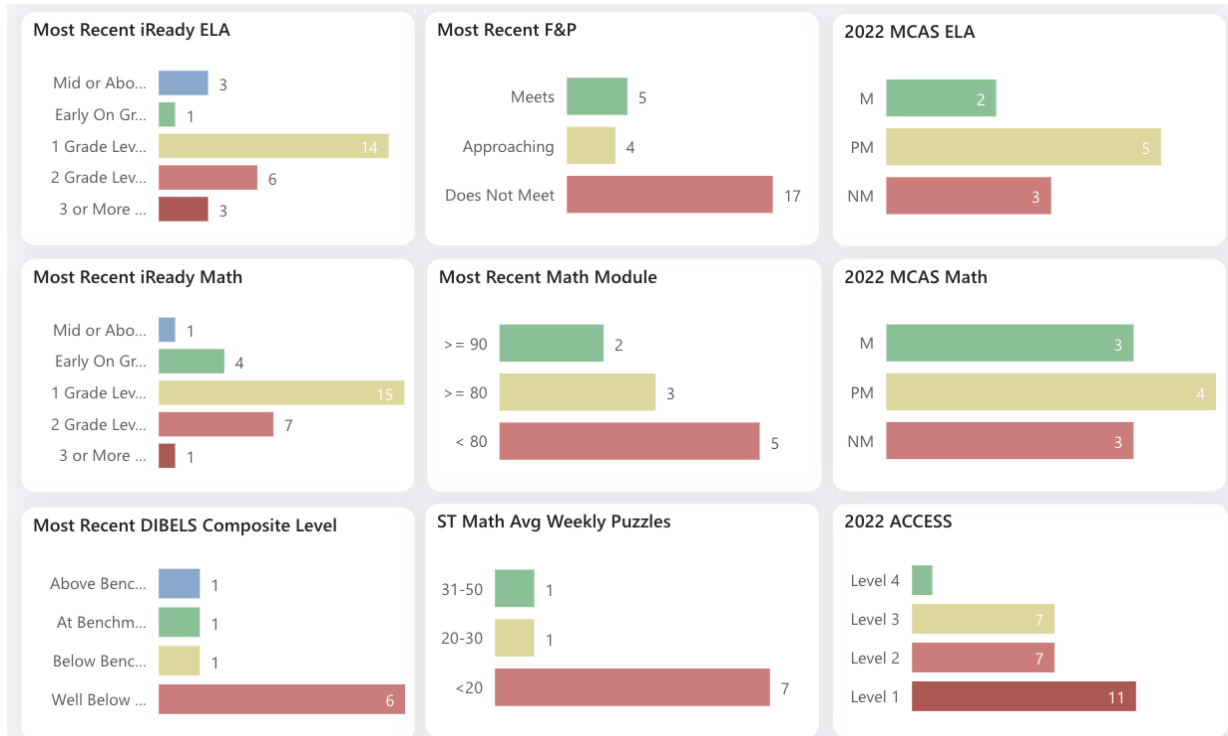
Special Education Data (K-4 Mainstream Students)



Special Education Data (K-4 Mainstream Students with IEPs & Non-EL)



Special Education Data (K-4 Mainstream Students–SPELLs)



MCAS Data (Most Recent: Spring 2022)

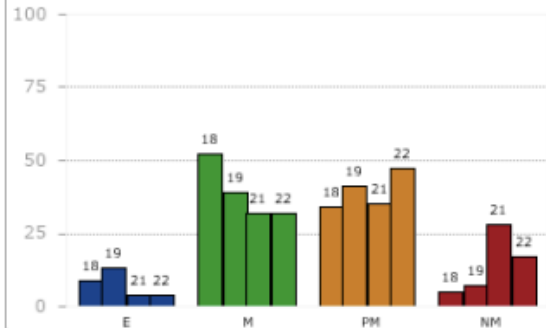
GRADE 04 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL 2018 2019 2021 2022

Exceeding Expectations (E)	9	13	4	4
Meeting Expectations (M)	52	39	32	32
Partially Meeting Expectations (PM)	34	41	35	47
Not Meeting Expectations (NM)	5	7	28	17

2022 Participation Rate = 98%

GRADE 04 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level



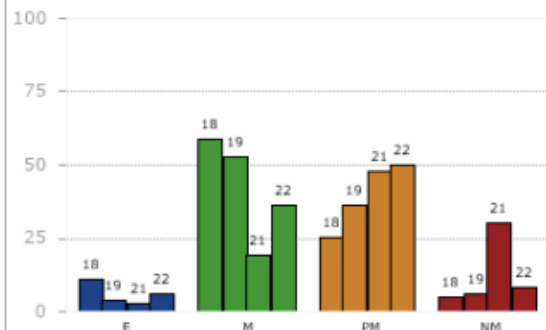
GRADE 04 - MATHEMATICS

ACHIEVEMENT LEVEL 2018 2019 2021 2022

Exceeding Expectations (E)	11	4	3	6
Meeting Expectations (M)	59	53	19	36
Partially Meeting Expectations (PM)	25	36	48	50
Not Meeting Expectations (NM)	5	6	30	8

2022 Participation Rate = 98%

GRADE 04 - MATHEMATICS
Percentage of Students by Achievement Level



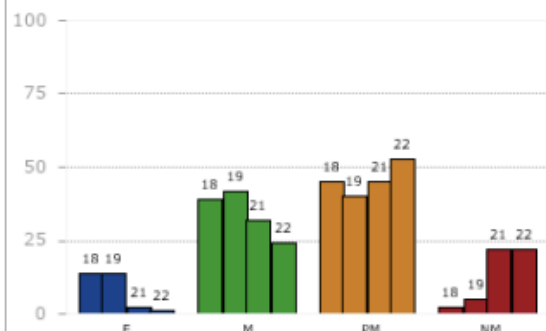
GRADE 03 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL 2018 2019 2021 2022

Exceeding Expectations (E)	14	14	2	1
Meeting Expectations (M)	39	42	32	24
Partially Meeting Expectations (PM)	45	40	45	53
Not Meeting Expectations (NM)	2	5	22	22

2022 Participation Rate = 99%

GRADE 03 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level



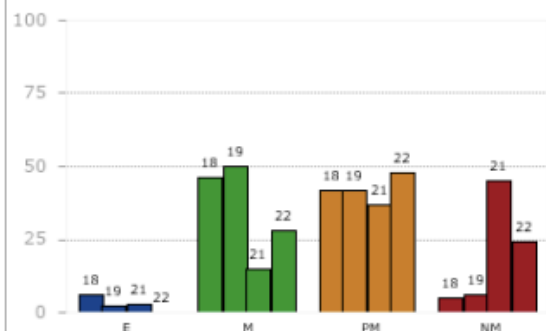
GRADE 03 - MATHEMATICS

ACHIEVEMENT LEVEL 2018 2019 2021 2022

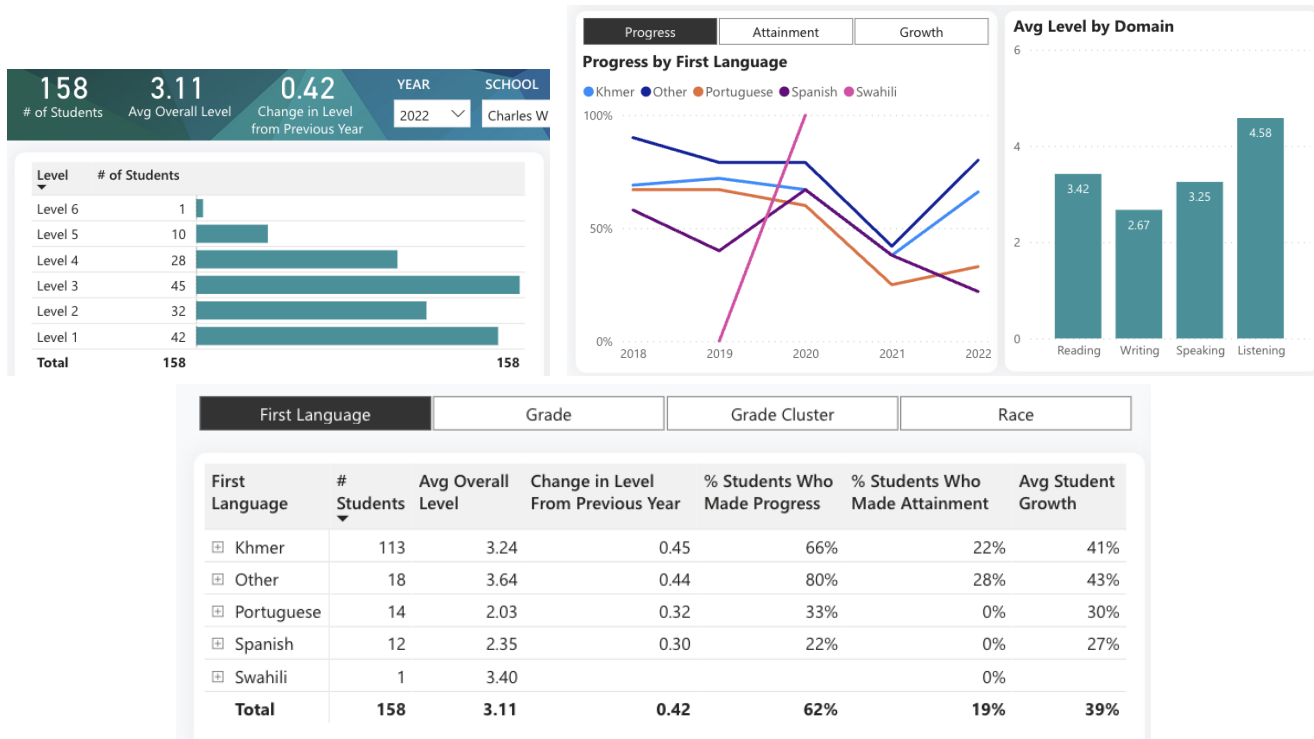
Exceeding Expectations (E)	6	2	3	0
Meeting Expectations (M)	46	50	15	28
Partially Meeting Expectations (PM)	42	42	37	48
Not Meeting Expectations (NM)	5	6	45	24

2022 Participation Rate = 99%

GRADE 03 - MATHEMATICS
Percentage of Students by Achievement Level



ACCESS Data (Most Recent: Winter 2022)



Reflection on Current Practices

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

At this time, we have a multi-pronged approach to school improvement. One effort continues to be to improve attendance for all students so that all students can fully experience the curricular improvements that we have been working on. This is specifically crucial for our students who receive Tier 2 intervention and/or Tier 3 specialized instruction. Systematic instruction can be disrupted by intermittent attendance. Another effort has been to maximize reading intervention opportunities based on the diagnosis of student data. By improving our data collection techniques, our use of new data platforms, and increasing the number of intervention spots by adding personnel, we are able to provide reading intervention to 30-40% of each grade level outside of Tier 1 differentiated instruction. Finally, we have been working diligently to increase student agency and engagement through accountable talk (which was very difficult to do during pandemic instruction). We know that increases in student discourse improves student language, comprehension, and ownership.

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?

Through our observations of classrooms and students, we notice that students are responding to direct instruction in accountable talk expectations to improve student engagement. This is evidenced during individual conferences with students, during turn and talks in whole group discussions, and during group work during lesson exploration. One area that we are noticing that impacts student ownership of learning (a prerequisite for accountable talk) is limited use of accessibility instructional tools by many students. This impacts the maximization of instructional time, the gradual release of responsibility, and the ability of students to engage in student-directed instruction and application of learned strategies.

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

In our overall analysis of multiple sources of student data, Morey School students are making academic gains (iReady, DIBELS, Fountas and Pinnell BAS, etc.) Our students are currently performing similarly to where they were pre pandemic (Winter 2020 iReady Data vs. Winter 2023 iReady data). This is particularly

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heartening as this cohort began the year at a lower achievement level according to both the ELA and Math iReady. In terms of iReady growth, our students grew 91% in a half-year according to the ELA iReady and 78% in a half-year according to the Math iReady.

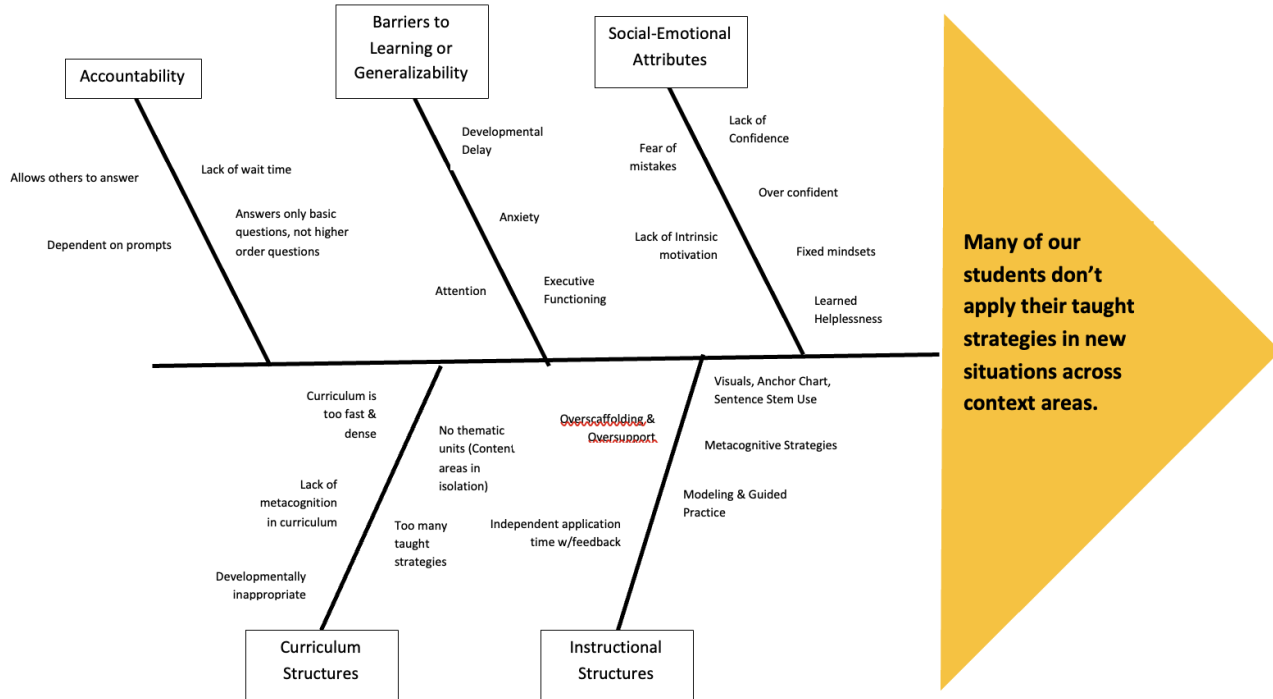
In looking at specific groups of students, we noticed that our Tier 2 and 3 students are making growth as measured by iReady, Lexia, BAS, and DIBELS. Many of our intervention needs shifted from phonemic awareness and phonics to vocabulary and comprehension because of accelerated learning. We conclude that the growth could be even higher if there were more personnel for special education and intervention to provide targeted and/or specialized instruction. Although many of our students with IEPs have made significant progress, they remain below grade level and need all of their services. This is also true of our English learners who have experienced interrupted or no schooling. It is often difficult to measure their progress using the mainstream assessments. Finally, we concluded that our students' lack of agency, which can manifest as a lack of independence or problem solving abilities, can interfere with instructional time which in turn impedes accelerated growth.

Problem of Practice

Maximizing Student Agency. Our data show that most students are making accelerated growth, but there are still some who are not. Additionally, teacher survey data show that teachers are concerned about helping all students, particularly our on and above-grade level proficient students and students who are currently working at levels far below grade level. Teachers also report that for some students, although they are taught strategies, they often are unable to use those strategies independently. As a staff, we would like to shift from our focus on excellence in teaching to excellence in learning by focusing on research-based strategies for increasing student agency, specifically those that are based in teacher-student partnership: Developing Relationships; Student Self-Reflection/Self-Assessment; Direct Instruction of agency skills; Scaffolding (providing tools, strategies, and resources to help scaffold students toward mastery of agency). To develop a common understanding of these strategies, we will engage in professional development as a faculty and use common planning time to plan instruction, analyze data, and develop shared student materials that communicate grade-level expectations.

Focus questions: How can we consistently co-construct scaffolds (anchor charts, checklists, rubrics, exemplars) with colleagues and students to increase student independent use of scaffolds? What systems do we have in place to vertically align the scaffolds and expectations? What evidence will we see that students are using scaffolds independently and can apply learned strategies and content?

Morey School Problem of Practice Fishbone Diagram



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Monitoring Progress - Process Benchmarks <i>What will be done, when, and by whom</i>					
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
Allocate as much CPT as possible to planning instruction and inclusion of student agency strategies	Administration	X	X		
Ongoing work to codify student resources (rubrics, checklists, etc.) related to grade level expectations and align vertically	Teachers, Administration, Vertical Content Teams		X	X	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u> <u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
PD on Maximizing Student Agency (Zeiser et al., 2020)		X			
Team selections on content area of focus	Grade Level Teams	X			
Develop relationships with students around student agency	Teachers & Students		X		
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
Maximize reading intervention and reading specialized instruction slots	Administration	X	X		
Use data to target intervention and monitor progress	Teachers and Administration	X	X		
<u>School Climate and Culture</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
Redesign Open House to shift from social event to parent engagement in grade level expectations	Teachers & Administration	X			
Redesign the parent conference form to ensure that every family understands the purpose and has the option to attend	Teachers & Administration		X		
Send out family survey (January)	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 Responsible	Date	Status
Collaboratively agreed-upon student tools to explain expectations (checklists, rubrics, etc.)	Grade-Level Teams with Admin.	ongoing	
TeachPoint summary of progress toward goal	Educators	March 15, 2024	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u> <u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
Direct instruction of student agency strategies and independent use of scaffolds	Teachers and Students	ongoing	
Collaborative identification of exemplar work to support anchor charts	Teachers and Students	ongoing	
Student self-assessment using scaffolds with teacher feedback	Teachers and Students	ongoing	
Hearing student voice in problem solving, writing, and reading	Teachers and Students	ongoing	
Positive reinforcement for demonstration of agency	All	ongoing	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
Intervention round check in	Literacy Specialist, Tutors, Teachers	December 2023	
Individual data meetings for every classroom	Literacy Specialist, Teachers, Administration	February 2024	
Intervention round check in	Literacy Specialist, Tutors, Teachers	April 2024	
<u>School Climate and Culture</u>	Person Responsible	Date	Status
Analysis of redesigned schedule for Open House	Teachers and Administration	Fall 2023	
Analysis of redesigned parent conference form (translated)	Administration	December 2023	
Analysis of Family Survey	Administration, Teachers & PTO Members	February 2024	