Principal: Kathleen McLaughlin
School-Site Council Members:
  <u>**Parents**</u>**: Ester Hernandez Lan & Ashley Nanthavong**
  <u>**Teachers**</u>**: Julie Gillis & Sandi Piantaggini**
  <u>**Other members**</u>**: Veronique Ok, Mill City Grows**

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.

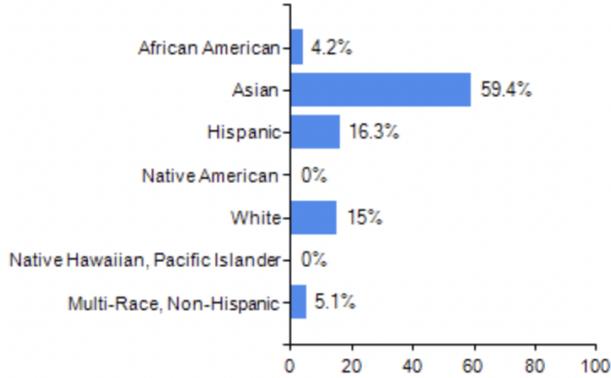| School Strategic Objectives and Initiatives			
Leadership, Shared Responsibility, and Professional Collaboration	**Intentional Practices for Improving Instruction – Engaged Learning**	**Student-Specific Supports and Instruction to All Students**	**School Climate and Culture**
We will use as much common planning time as possible to work as teams to plan instruction to incorporate our teacher-student collaboration strategies to increase student agency and to develop grade level tools (continuums, rubrics, checklists, etc.) to share our expectations of student work with each other and more importantly, with students.	We will incorporate teacher-student collaboration strategies to build strong student agency (relationship building; goal setting; feedback; conferring, and student voice) to increase student engagement and responsibility for learning.	By incorporating the teacher-student collaboration strategies of goal setting, feedback, and conferring, we will ensure that all students are receiving individualized instruction during workshop blocks.	To further develop our two-way communication with families about student learning, we will extend goal setting work in reading to our homework so that students will be able to apply their newly learned strategies to independent reading at home and parents will know what specific strategies to focus on with their children.

School Data Profile

2021-22 Enrollment

School Type	Enrollment	Grades Served	Student / Teacher Ratio (2021)
Public	473	PK - 04	12.9 to 1

Student Race and Ethnicity

African American	4.2%
Asian	59.4%
Hispanic	16.3%
Native American	0%
White	15%
Native Hawaiian, Pacific Islander	0%
Multi-Race, Non-Hispanic	5.1%

Selected Populations

First Language not English	42.5%
English Language Learner	33.4%
Students With Disabilities	13.7%
High Needs	82.9%
Low-Income	69.1%
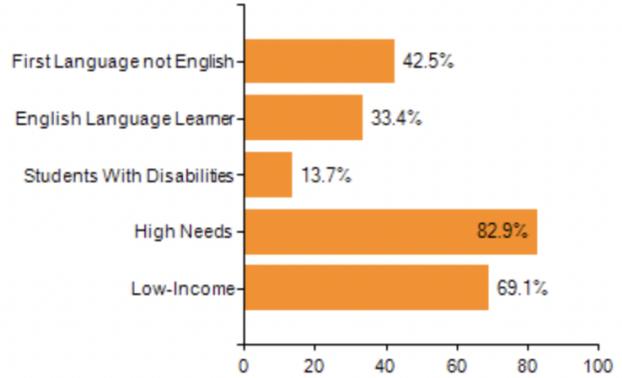
Student Attendance (2020-21) - End of Year					
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	94.5	9.1	27.4	15.2	5.6
Female	94.9	8.3	23.9	14.3	5.0
Male	94.0	9.8	30.6	16.1	6.0
Economically Disadvantaged	92.5	12.1	36.3	24.1	7.8
High Needs	93.5	10.6	32.0	20.1	6.9
LEP English language learner	95.4	7.5	23.5	14.0	6.1
Students with disabilities	90.9	14.6	38.5	24.4	12.8
African American/Black	94.9	8.2	11.1	7.4	3.7
Asian	95.9	6.8	22.9	10.3	4.5
Hispanic or Latino	90.2	15.3	46.9	35.9	9.4
Multi-race, non-Hispanic or Latino	96.2	6.4	26.1	4.3	4.3
White	91.9	13.4	33.8	22.5	7.5

School Accountability Percentile (2021-same determination as 2019): 63

	Not requiring assistance or intervention				Requiring assistance or intervention	
School of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/ targeted support	Broad/ comprehensive support

MCAS Next Generation Data 2021 (Remote Option Administration)

Legend: ■ Exceeding Expectations ■ Meeting Expectations ■ Partially Meeting Expectations ■ Not Meeting Expectations
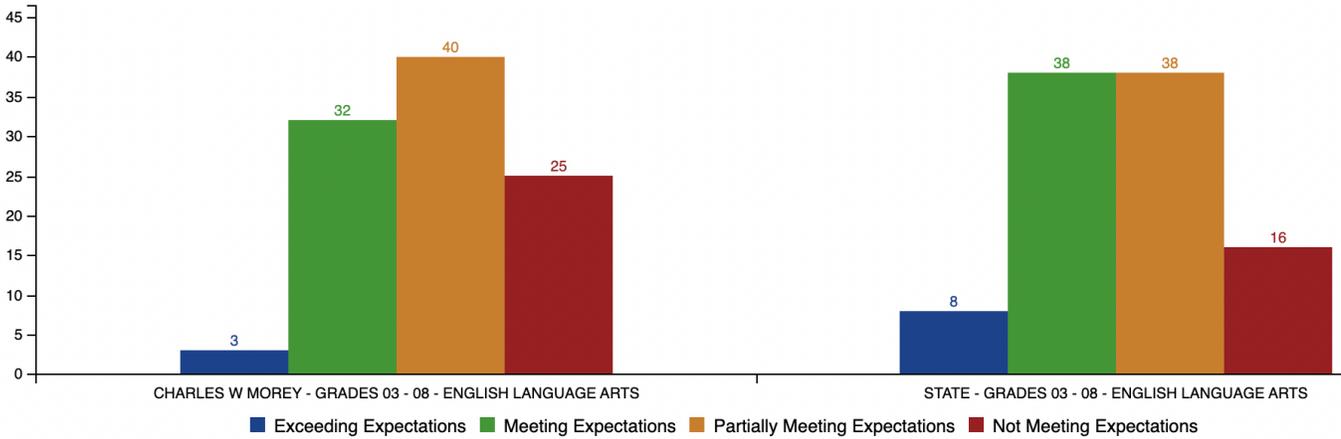
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	34	51	2	9	32	41	45	39	22	10	65	80	491.6	N/A	N/A
GRADE 03 - MATHEMATICS	18	33	3	5	15	28	37	40	45	26	67	82	477.6	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	37	49	4	6	32	43	35	38	28	13	68	80	490.8	N/A	N/A
GRADE 04 - MATHEMATICS	22	33	3	4	19	29	48	43	30	24	67	78	482.6	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	35	46	3	8	32	38	40	38	25	16	133	80	491.2	N/A	N/A
GRADES 03 - 08 - MATHEMATICS	20	33	3	5	17	29	43	45	37	22	134	80	480.2	N/A	N/A

ACCESS Longitudinal Data
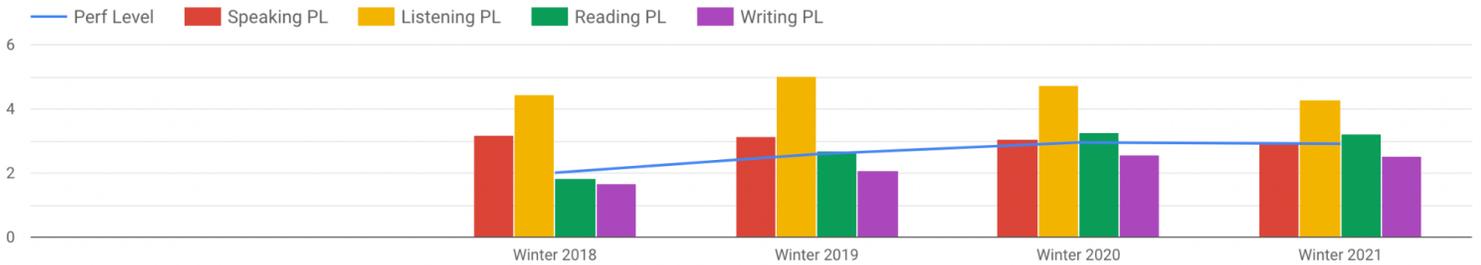
iReady Data, Middle of Year 2022 and Longitudinally

ELA

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	12.50%	63.75%	23.75%	8.75%	58.75%	32.50%	13.75%	53.75%	32.50%	12.50%	56.25%	31.25%	18.75%	56.25%	25.00%	23.75%	45.00%	31.25%
1 Winter	42.67%	45.33%	12.00%	30.67%	58.67%	10.67%	30.67%	54.67%	14.67%	18.67%	65.33%	16.00%	21.33%	61.33%	17.33%	25.33%	60.00%	14.67%
Difference	30.17%	-18.42%	-11.75%	21.92%	-0.08%	-21.83%	16.92%	0.92%	-17.83%	6.17%	9.08%	-15.25%	2.58%	5.08%	-7.67%	1.58%	15.00%	-16.58%
2 Fall	62.20%	8.54%	29.27%	19.51%	34.15%	57.32%	57.32%	13.41%	29.27%	19.51%	47.56%	32.93%	20.73%	47.56%	43.90%	15.85%	53.66%	30.49%
2 Winter	81.25%	3.75%	15.00%	45.00%	32.50%	22.50%	72.50%	18.75%	8.75%	38.75%	43.75%	17.50%	43.75%	37.50%	18.75%	41.25%	37.50%	21.25%
Difference	19.05%	-4.79%	-14.27%	25.49%	-1.65%	-34.82%	15.18%	5.34%	-20.52%	19.24%	-3.81%	-15.43%	23.02%	-10.06%	-25.15%	25.40%	-16.16%	-9.24%
3 Fall	100.00%	0.00%	0.00%	44.32%	9.09%	46.59%	87.50%	3.41%	9.09%	32.95%	29.55%	37.50%	38.64%	17.05%	44.32%	28.41%	28.41%	43.18%
3 Winter	100.00%	0.00%	0.00%	60.92%	12.64%	26.44%	91.95%	1.15%	6.90%	54.02%	54.02%	16.09%	54.02%	18.39%	27.59%	51.72%	26.44%	21.84%
Difference				16.60%	3.55%	-20.15%	4.45%	-2.26%	-2.19%	21.07%	24.48%	-21.41%	15.39%	1.35%	-16.73%	23.32%	-1.97%	-21.34%
4 Fall	100.00%	0.00%	0.00%	67.50%	3.75%	28.75%	96.25%	0.00%	3.75%	33.75%	40.00%	26.25%	35.00%	35.00%	30.00%	31.25%	33.75%	35.00%
4 Winter	100.00%	0.00%	0.00%	80.25%	4.94%	12.35%	100.00%	0.00%	0.00%	44.44%	34.57%	18.52%	51.85%	30.86%	14.81%	38.27%	40.74%	18.52%
Difference				12.75%	1.19%	-16.40%	3.75%	0.00%	-3.75%	10.69%	-5.43%	-7.73%	16.85%	-4.14%	-15.19%	7.02%	6.99%	-16.48%

Fall - Gr. 1-4	37.35%	36.14%	26.51%	35.02%	26.43%	41.29%	63.70%	17.64%	18.65%	24.68%	43.34%	31.98%	28.28%	38.96%	35.81%	24.82%	40.20%	34.98%
Winter - Gr. 1-4	61.96%	24.54%	13.50%	54.21%	27.19%	17.99%	73.78%	18.64%	7.58%	38.97%	49.42%	17.03%	42.74%	37.02%	19.62%	39.14%	41.17%	19.07%
Difference	24.61%	-11.60%	-13.01%	19.19%	0.75%	-23.30%	10.08%	1.00%	-11.07%	14.29%	6.08%	-14.95%	14.46%	-1.94%	-16.18%	14.33%	0.96%	-15.91%
Fall 2020	73.00%	19.00%	8.00%	43.00%	32.00%	26.00%	70.00%	21.00%	9.00%	36.00%	45.00%	20.00%	37.00%	43.00%	20.00%	39.00%	38.00%	24.00%
Difference	-35.65%	17.14%	18.51%	-7.98%	-5.57%	15.29%	-6.30%	-3.36%	9.65%	-11.32%	-1.66%	11.98%	-8.72%	-4.04%	15.81%	-14.18%	2.20%	10.98%
Fall 2019	78.00%	16.00%	7.00%	50.00%	26.00%	24.00%	76.00%	16.00%	8.00%	33.00%	49.00%	18.00%	37.00%	46.00%	17.00%	33.00%	46.00%	21.00%
Difference	-40.65%	20.14%	19.51%	-14.98%	0.43%	17.29%	-12.30%	1.64%	10.65%	-8.32%	-5.66%	13.98%	-8.72%	-7.04%	18.81%	-8.18%	-5.80%	13.98%

ELA	Tier 1	Tier 2	Tier 3
Fall 2019 (PrePandemic)	34%	49%	16%
Fall 2020 (Following School Closure Term)	37%	43%	19%
Fall 2021 (Following Remote Learning Year)	24%	42%	35%

ELA	Tier 1	Tier 2	Tier 3
Winter 2019	48%	44%	8%
Winter 2021	46%	39%	15%
Winter 2022	42%	44%	15%

Math	Tier 1	Tier 2	Tier 3
Fall 2019 (PrePandemic)	22%	62%	17%
Fall 2020 (Following School Closure Term)	24%	53%	24%
Fall 2021 (Following Remote Learning Year)	10%	50%	40%

Math	Tier 1	Tier 2	Tier 3
Winter 2020	48%	44%	8%
Winter 2021	46%	39%	15%
Winter 2022	28%	56%	15%

Math

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	12.99%	71.43%	14.29%	29.87%	54.55%	14.29%
2	46.25%	42.50%	11.25%	33.75%	53.75%	12.50%
3	23.13%	21.25%	5.63%	16.88%	26.88%	6.25%
4	43.04%	44.30%	12.66%	53.16%	32.91%	13.92%
Feb 2022	37.47%	36.02%	9.84%	34.60%	37.85%	10.89%
Feb 2020	48.45%	46.60%	5.28%	32.41%	61.84%	5.42%
Difference	-10.98%	-10.58%	4.56%	2.19%	-24.00%	5.47%

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	21.00%	66.00%	13.00%	43.00%	47.00%	10.00%
2	58.00%	38.00%	5.00%	43.00%	53.00%	3.00%
3	37.35%	51.81%	10.84%	54.22%	32.53%	13.25%
4	50.00%	50.00%	0.00%	0.00%	100.00%	0.00%
Feb 2020	48.45%	46.60%	5.28%	32.41%	61.84%	5.42%

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	4.23%	52.11%	42.25%	9.86%	57.75%	30.99%
2	13.41%	60.98%	25.61%	14.63%	58.54%	26.83%
3	10.23%	57.95%	31.82%	15.91%	51.14%	32.95%
4	32.50%	40.00%	27.50%	32.50%	31.25%	36.25%
Fall 2021	18.71%	52.98%	28.31%	21.01%	46.97%	32.01%
Difference	18.76%	-16.96%	-18.46%	13.58%	-9.13%	-21.12%

Reflection on Current Practices

We collaboratively analyzed the following data: Staff surveys (January 2022), Staff narrative questionnaires (January 2022), Family surveys (February 2022), iReady data (through MOY 2022), and ST Math data (February 2022). Family surveys were also analyzed with our PTO.

In our group reflections of our current practices and our data, we found these **strengths**:
- current acceleration plan (carefully crafted Tier 1 instruction with expanded intervention) is resulting in accelerated growth overall (iReady growth data)
- strong work ethic of staff and students and strong staff-student relationships (staff surveys and family surveys, observation data)
- ST Math: usage, goal setting with students, progress through objectives, puzzle talks (ST Math usage and progress data; staff surveys)
- positive school culture for learning (staff and family surveys, discipline data, attendance data, observation data)
- incorporating technology (both student use instructionally and teacher use for data collection and analysis) (staff surveys, observation data)

In our group reflections of our current practices and our data, we found these **challenges**:
- staffing, especially in the areas of student support such as interventionists and special education teachers (staff surveys)
- collaborative time to coordinate with support staff, such as ELL and special education teachers and paraprofessionals (staff surveys)
- even with our current efforts, many more students are not meeting grade level expectations as compared to pre-pandemic (iReady longitudinal data)
- grade levels not having enough information about adaptations to curriculum last year from the previous grade level, resulting in the need for transition meetings for vertical teams (staff surveys)

In our group reflections of our current practices and our data, we found these **areas for growth**:
- ensure that students are becoming more independent and developing growth mindsets throughout the year
- maintain a proficiency model of identifying what the student can do and setting goals with continuous instruction and feedback from that point
- prioritize conferences with all students to collaboratively set those goals and provide feedback
- streamline our student resources of grade level expectations, such as writing rubrics to ensure content and mechanics expectations are communicated or mathematical mindset rubrics (Boaler, 2022)

Problem of Practice for 2022-2023

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; Feedback; Goal Setting; Individual Conferences; and Student Voice. 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 use goal setting in our conferences to focus instruction and feedback and release responsibility to the student for independent application? How can we use goal setting in reading in our homework practices to engage families in two-communication about academics? What systems for goal setting do we already see in our classrooms and how can we expand them across grade levels? What evidence will we see that students are using strategies independently and can discuss what they are good at and what they are working on?

Monitoring Progress - Process Benchmarks *What will be done, when, and by whom*					
Leadership, Shared Responsibility, and Professional Collaboration	**Person Responsible**	**Aug 2022**	**Dec 2022**	**June 2023**	**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	Teachers with Administration		X	X	
Intentional Practices for Improving Instruction – Engaged Learning Student-Specific Supports and Instruction to All Students	**Person Responsible**	**Aug 2022**	**Dec 2022**	**June 2023**	**Status**
PD on Maximizing Student Agency (Zeiser et al., 2020)	ILT	X			
Team selections on content area of focus	Grade Level Teams	X			
Develop relationships with students around student agency	Teachers		X		
School Climate and Culture	**Person Responsible**	**Aug 2022**	**Dec 2022**	**June 2023**	**Status**
Develop homework system and expectations to include individual student reading goal for nightly independent reading application	Teachers with Administration	X			
Ongoing monitoring of homework	Teachers with Administration		X		
Revise family survey to include questions about their children's reading goals	Administration		X		

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**
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, 2023	
Intentional Practices for Improving Instruction – Engaged Learning Student-Specific Supports and Instruction to All Students	**Person Responsible**	**Date**	**Status**
Student-teacher conferences with goal setting and feedback	Teachers and Students	ongoing	
Students knowing what they can do already, what they are working on, and having the mindsets to do it.	Teachers and Students	ongoing	
Teachers and students provide prompt, specific feedback toward goals	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	
School Climate and Culture	**Person Responsible**	**Date**	**Status**
System for sending home instructional level text(s) with student reading goal	Teachers with support	Fall 2022	
Homework as given with continually changing goals	Teachers and Students	Ongoing	
Analysis of Family Survey	Administration & PTO Members	February 2023	