C.W. Morey School

School Site Council Meeting

November 29, 2023

School Site Council Members 2023-2024

Jessica Guriev, Parent

Ester Hernandez Lan, Parent

Shaun Murray, Parent

Sarahvy Nourn, Parent

Beth Ann Armstrong, Teacher

Julie Gillis, Teacher

Danielle Savoie, Teacher

Susan Uvanni, Teacher

Courtney McSparron, Mill City Grows, Community Partner

Kate McLaughlin, Principal

What is a School Site Council and what does it do?

A school council is a representative, school building-based committee composed of the **principal, parents, teachers, community members** and, at the secondary level, **students**, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.

Responsibilities include:
- Understand data to identify school needs
- Adopt school-wide goals (QIP)
- Review school-based budget

The definitions and requirements can be found at the Department of Elementary and Secondary Education's website at
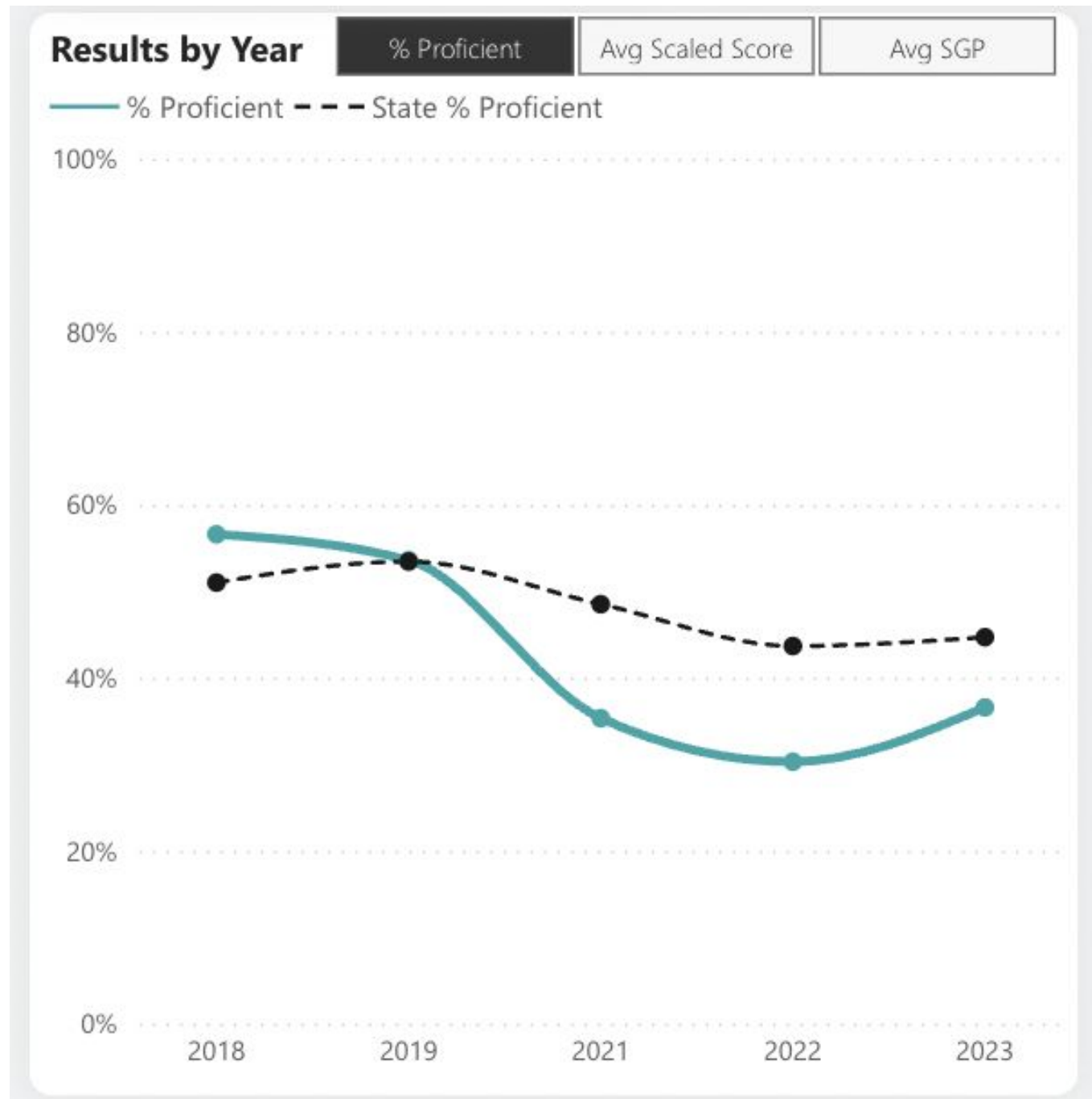http://www.doe.mass.edu/lawsregs/advisory/schoolcouncils/part2d.html

The Morey's Data Story

- MCAS Data
- Accountability Data
- i-Ready Data
- HALS Data
- School Goal: Student Engagement

MCAS 2.0—ELA 2023

- Item Analysis Grade 3
- https://profiles.doe.mass.edu/mcas/mcasitems2.aspx?grade=03&subjectcode=ELA&linkid=2&orgcode=01600030&fycode=2023&orgtypecode=6&
- Item Analysis Grade 4
- https://profiles.doe.mass.edu/mcas/mcasitems2.aspx?grade=04&subjectcode=ELA&linkid=3&orgcode=01600030&fycode=2023&orgtypecode=6&

Morey MCAS ELA Proficiency Over Time

Morey MCAS ELA Proficiency Over Time (Special Education Students)
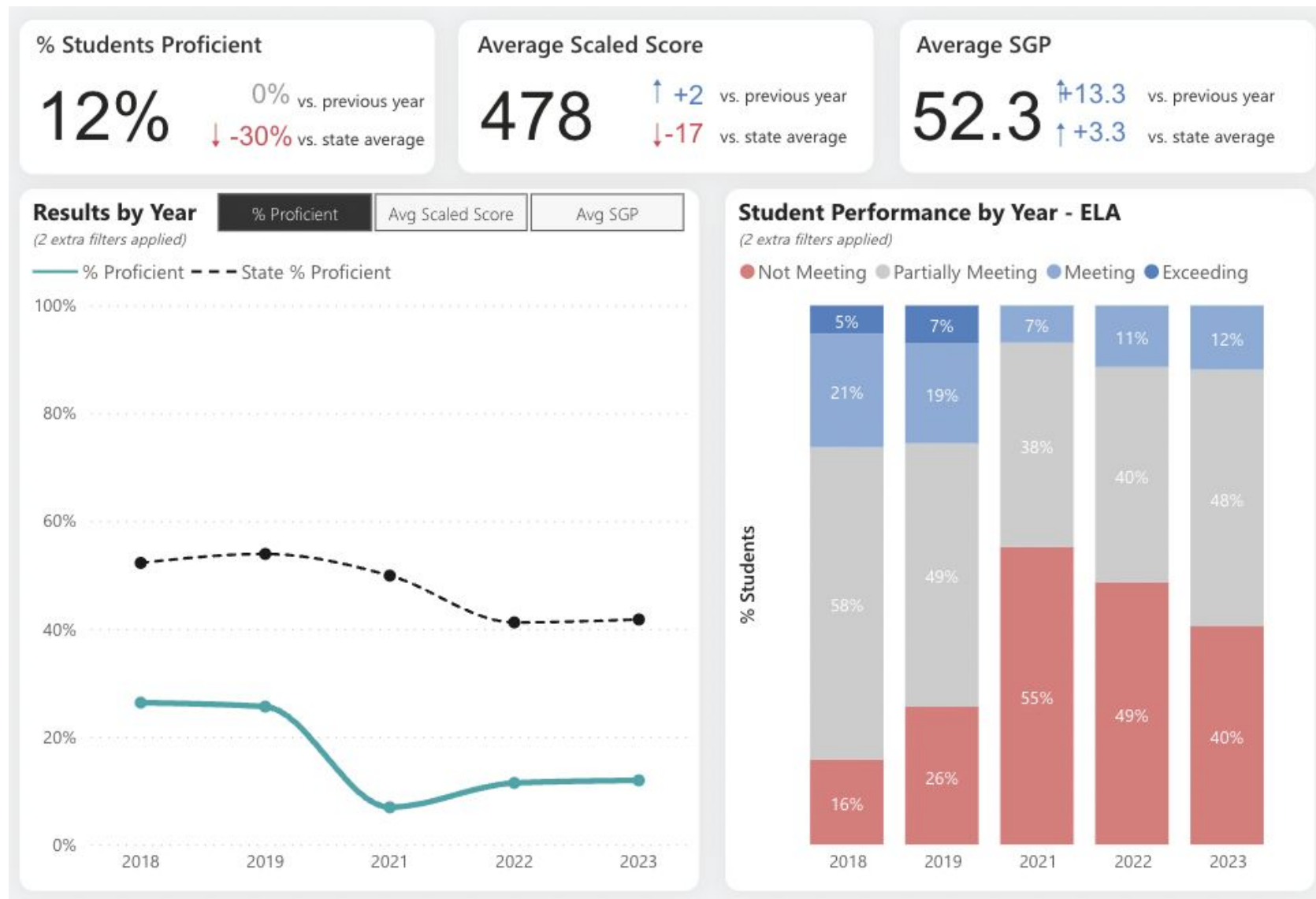
Morey MCAS ELA Proficiency Over Time (Hispanic Students)

Morey MCAS ELA Growth Percentile Over Time
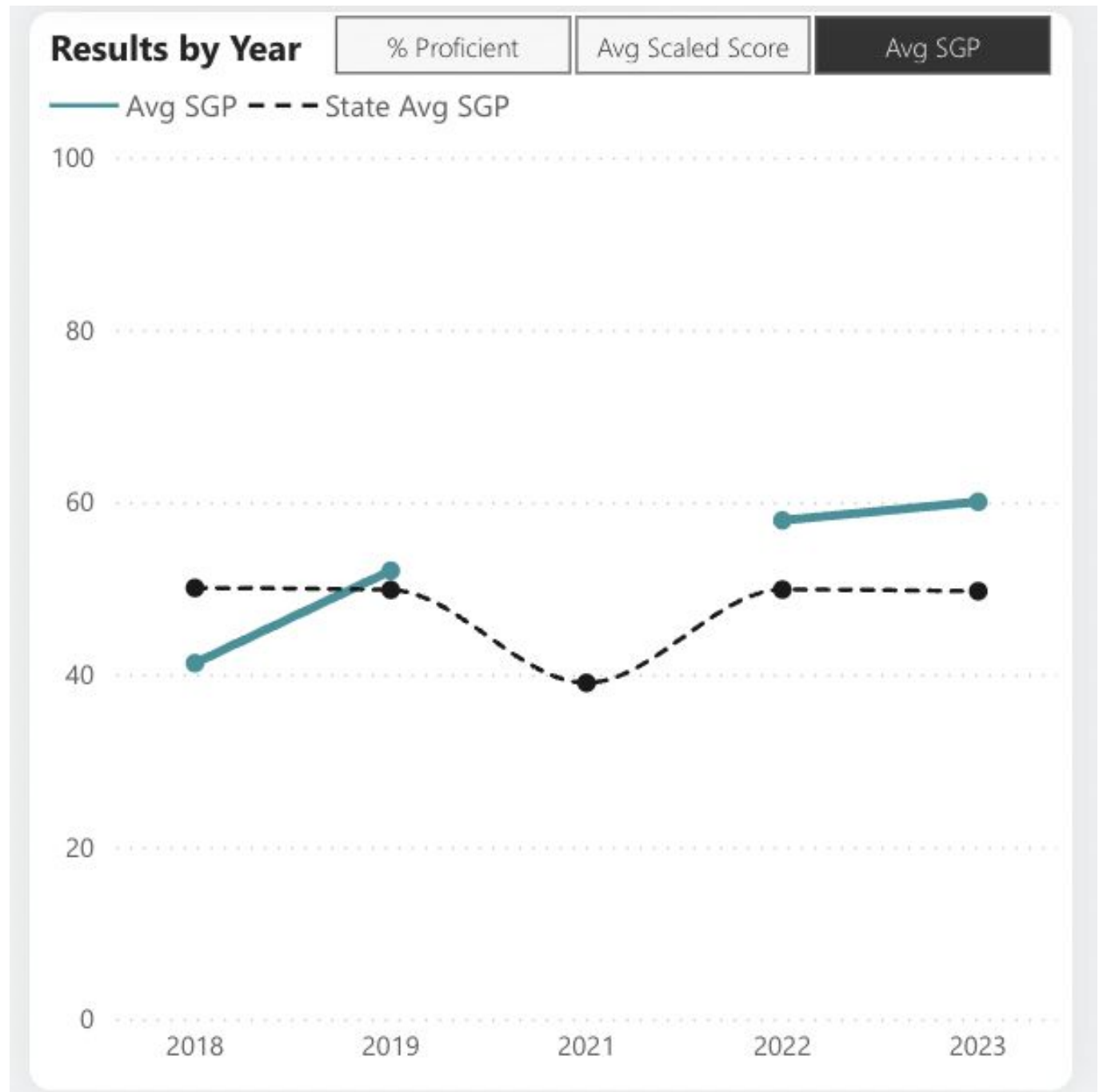
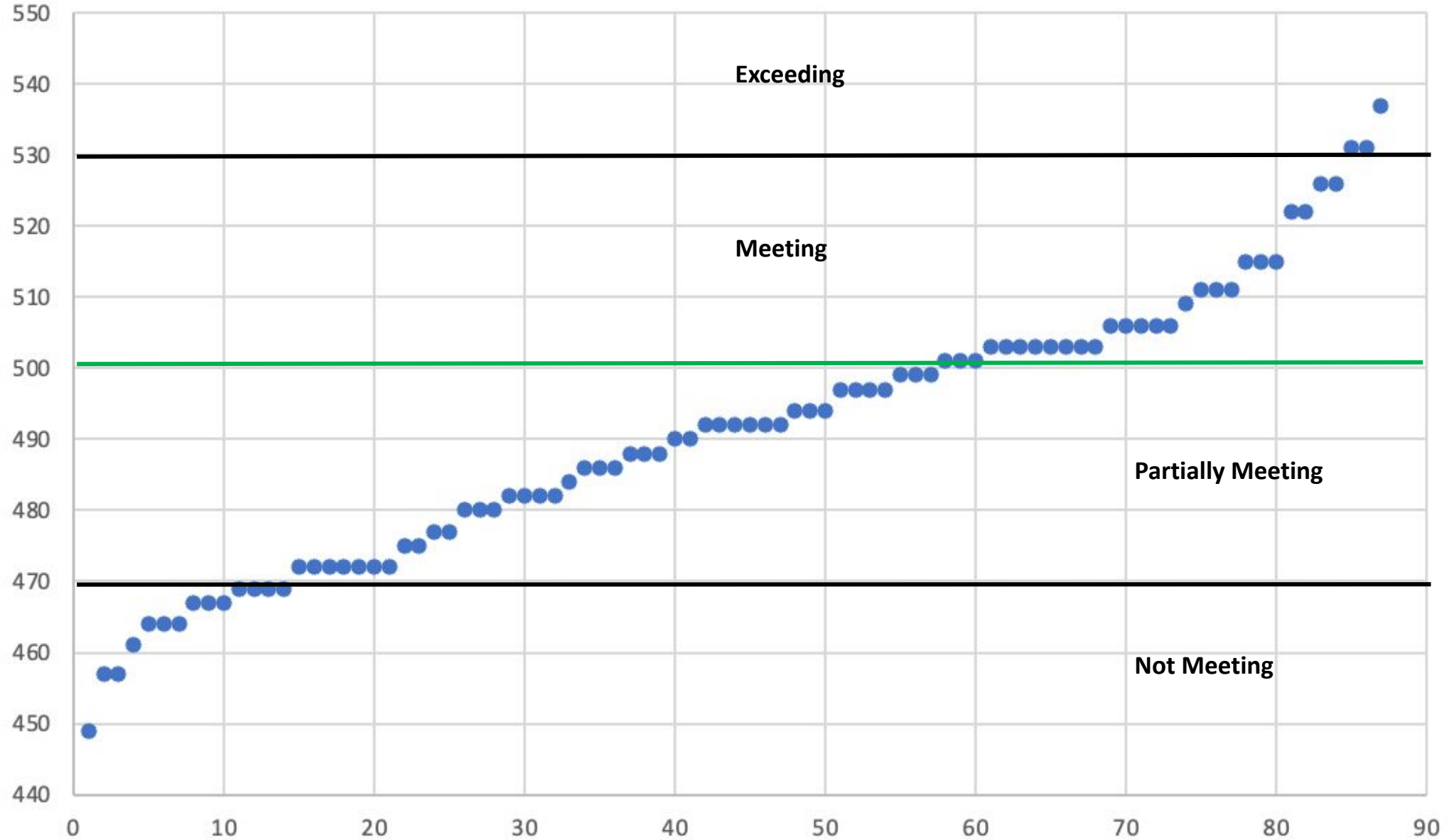Grade 3 ELA Scaled Scores 2023

Gr. 4 ELA Scaled Scores 2023

ELA

Scaled Score vs. SGP by Student - ELA
(1 extra filter applied)
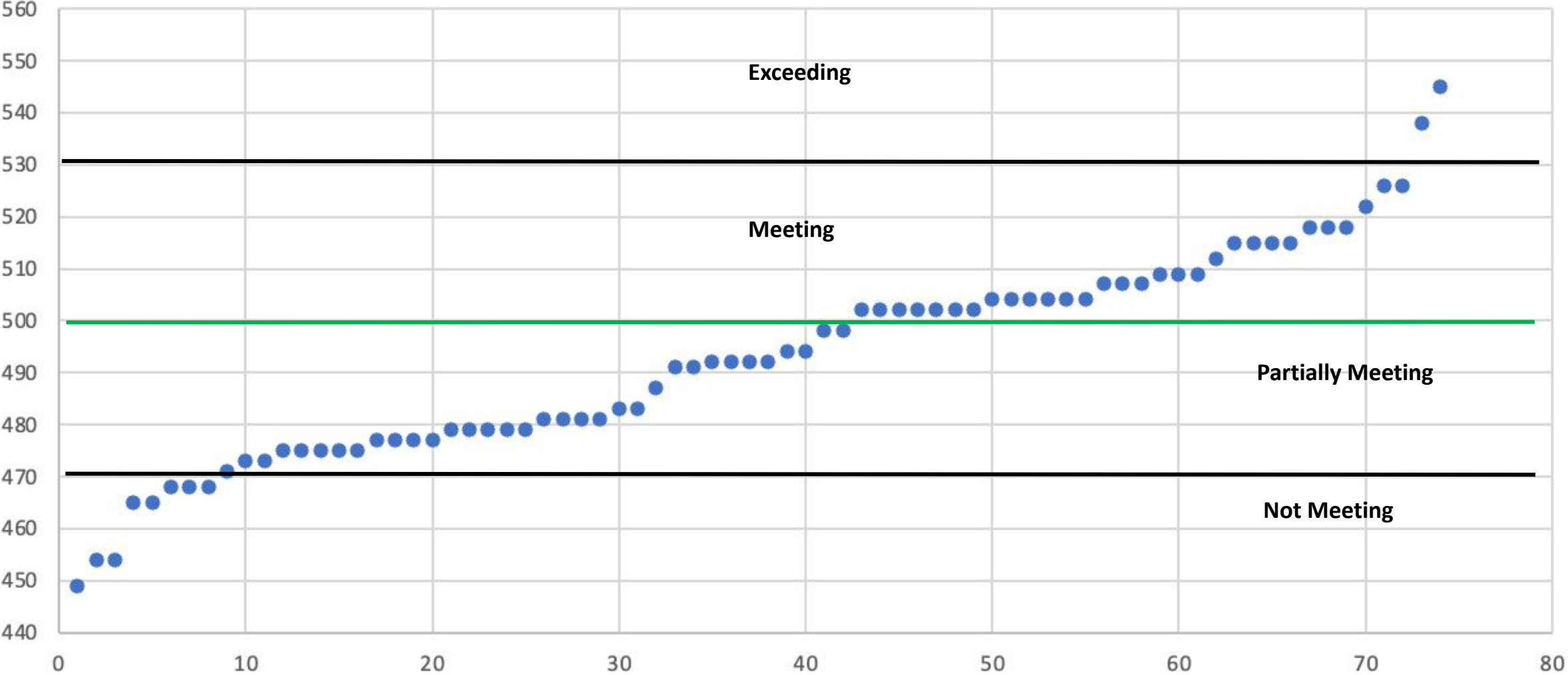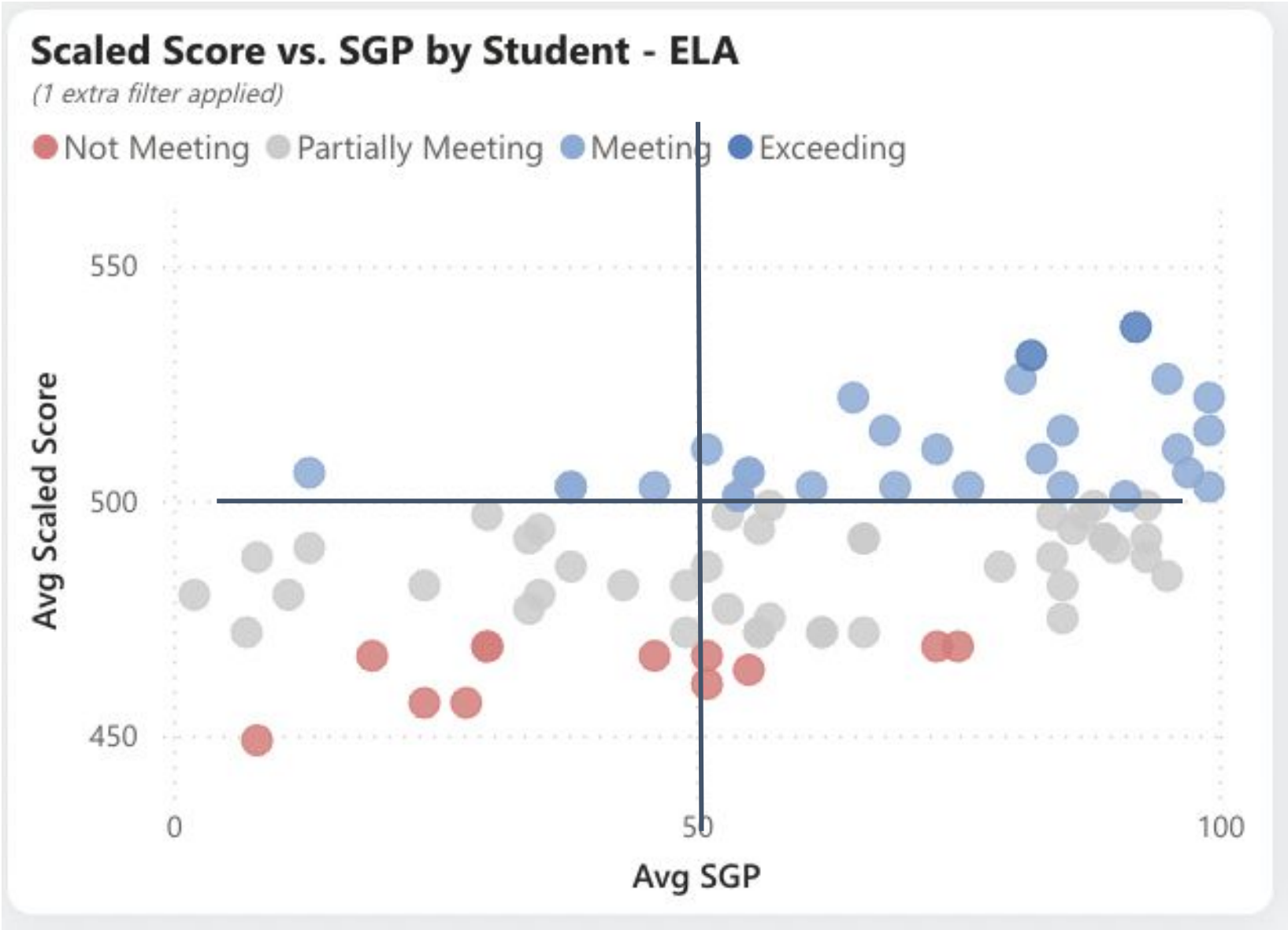
MCAS 2.0—Math

- Item Analysis Grade 3
- https://profiles.doe.mass.edu/mcas/mcasitems2.aspx?grade=03&subjectcode=MTH&linkid=1&orgcode=01600030&fycode=2023&orgtypecode=6&
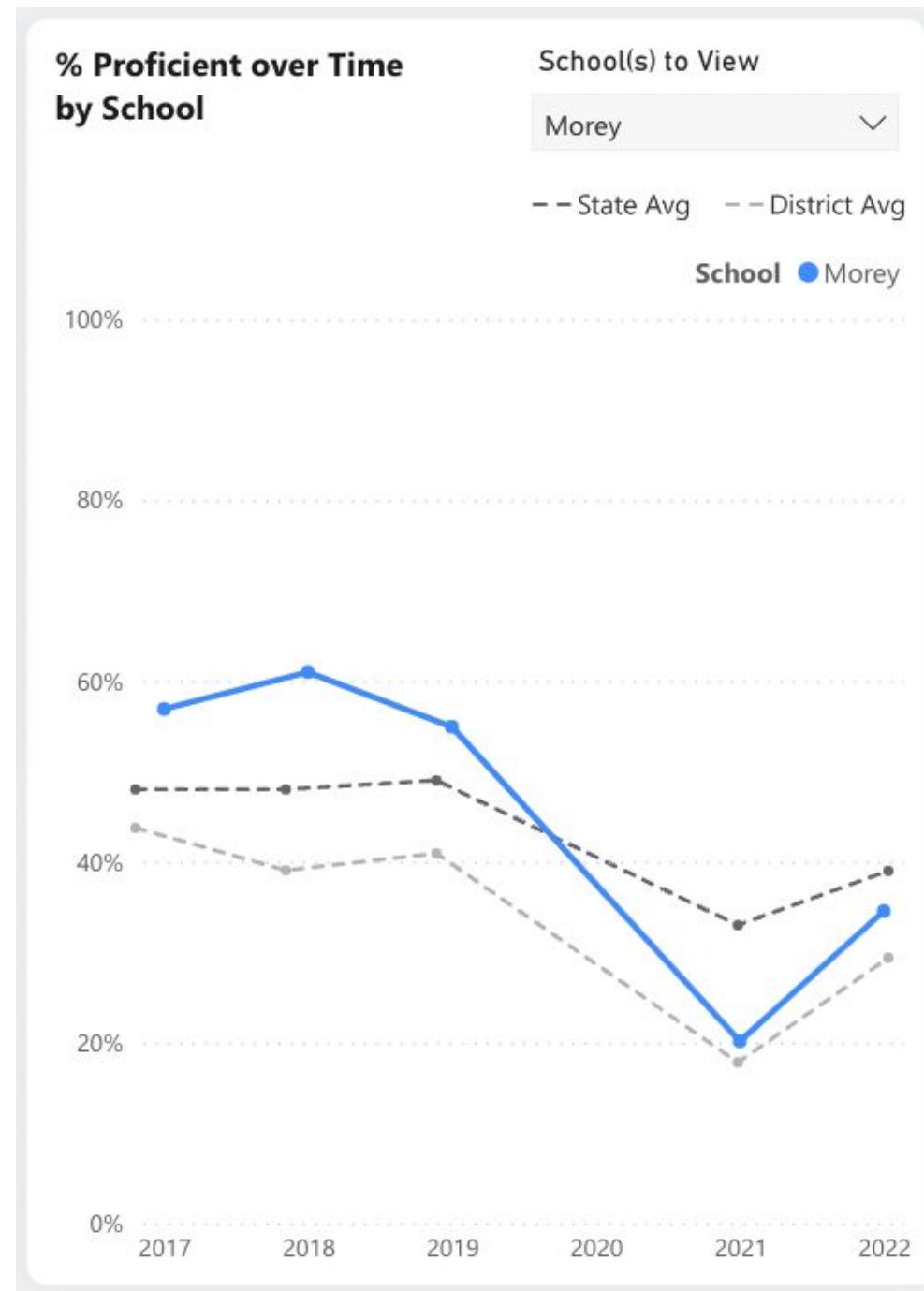
- Item Analysis Grade 4
- https://profiles.doe.mass.edu/mcas/mcasitems2.aspx?grade=04&subjectcode=MTH&linkid=4&orgcode=01600030&fycode=2023&orgtypecode=6&

Morey
MCAS Math Proficiency Over Time

Morey MCAS Math Growth Percentile Over Time

Grade 3 Math Scaled Scores 2023
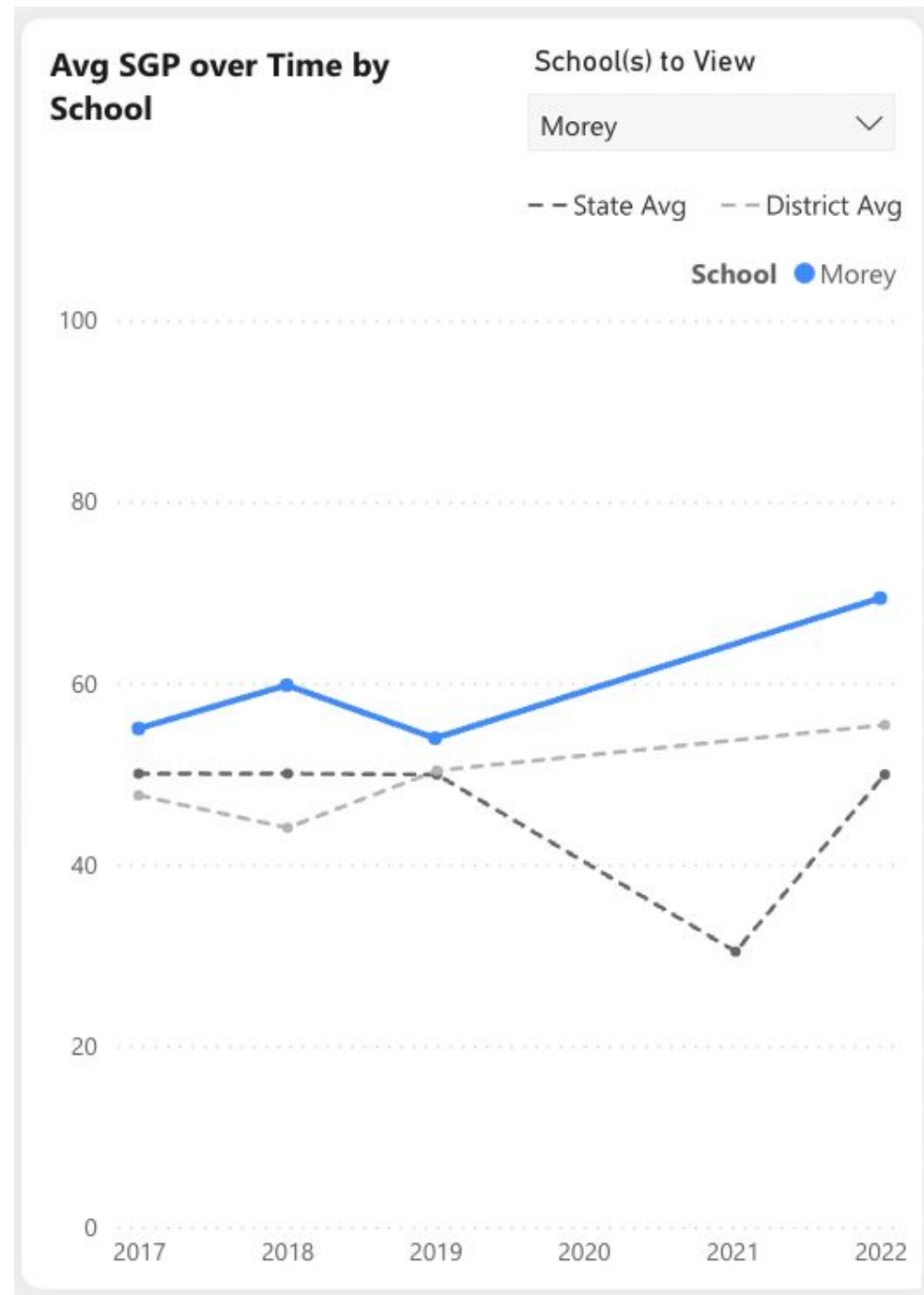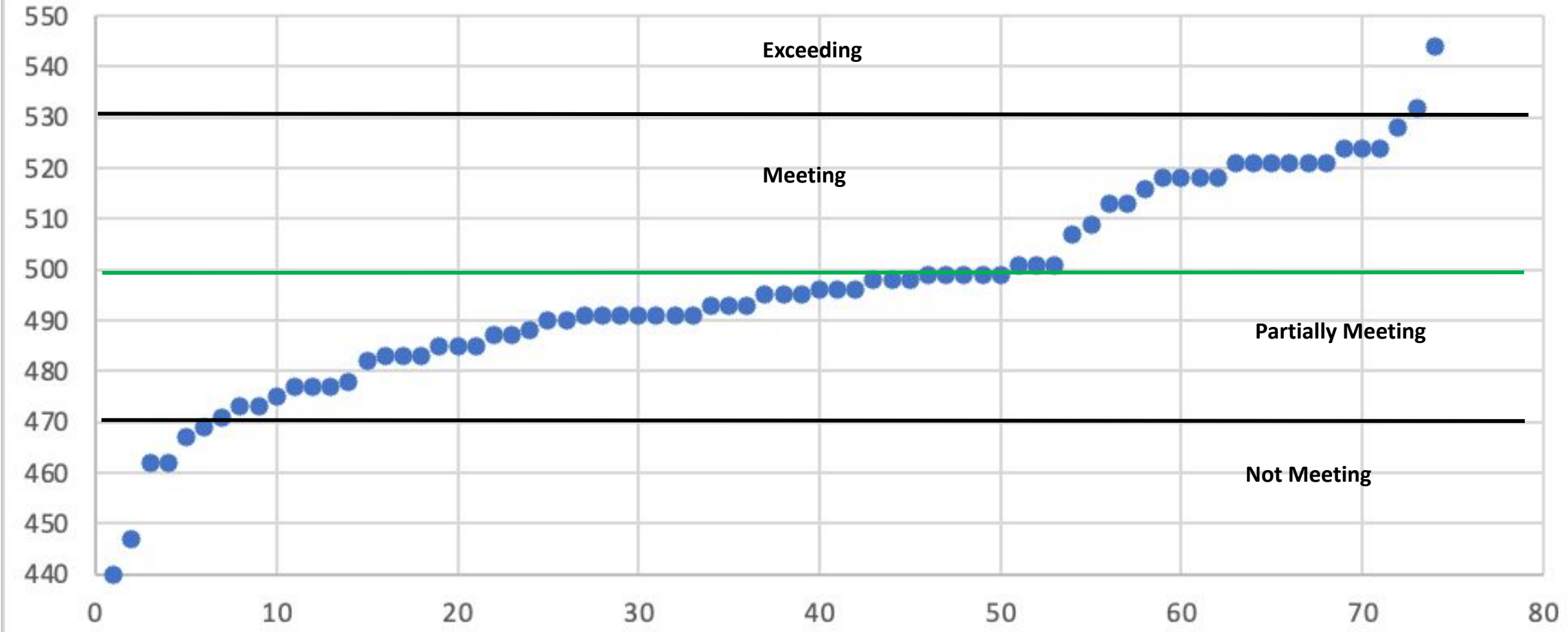
Grade 4 Math Scaled Scores 2023

Scaled Score vs. SGP by Student - Math
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding
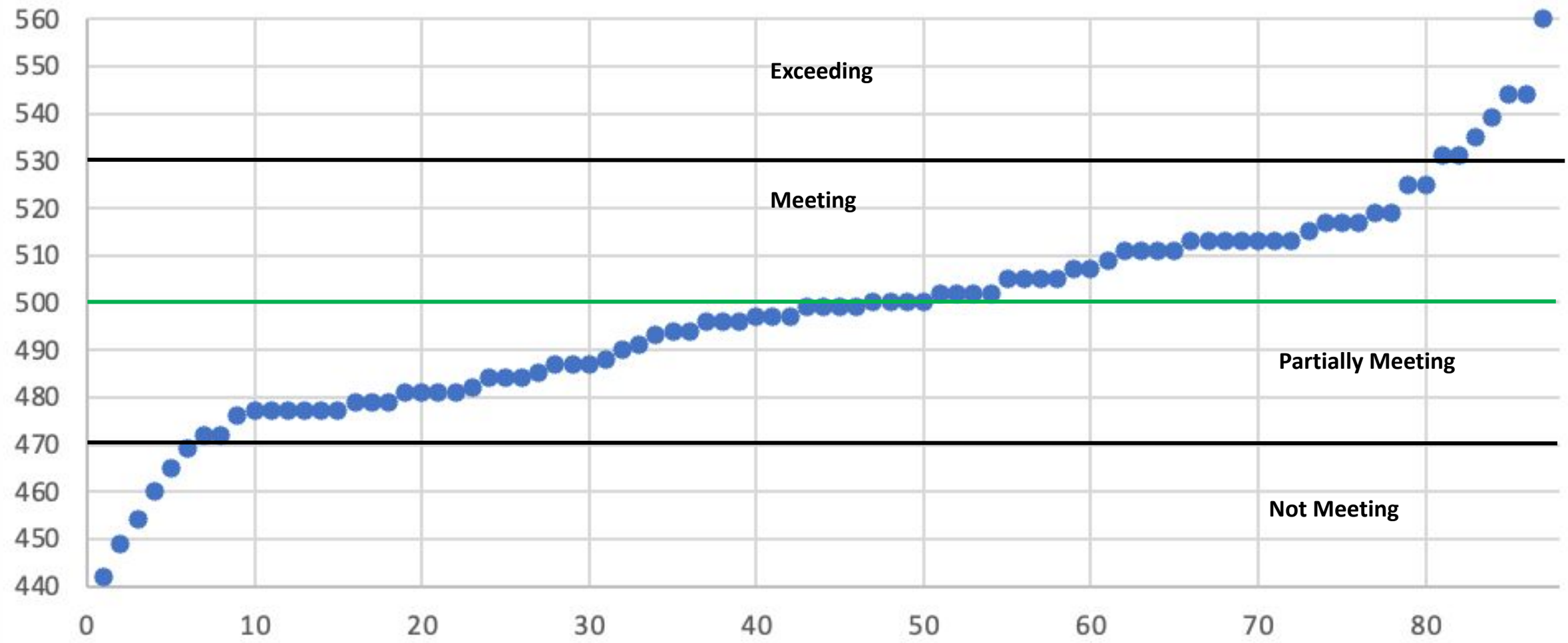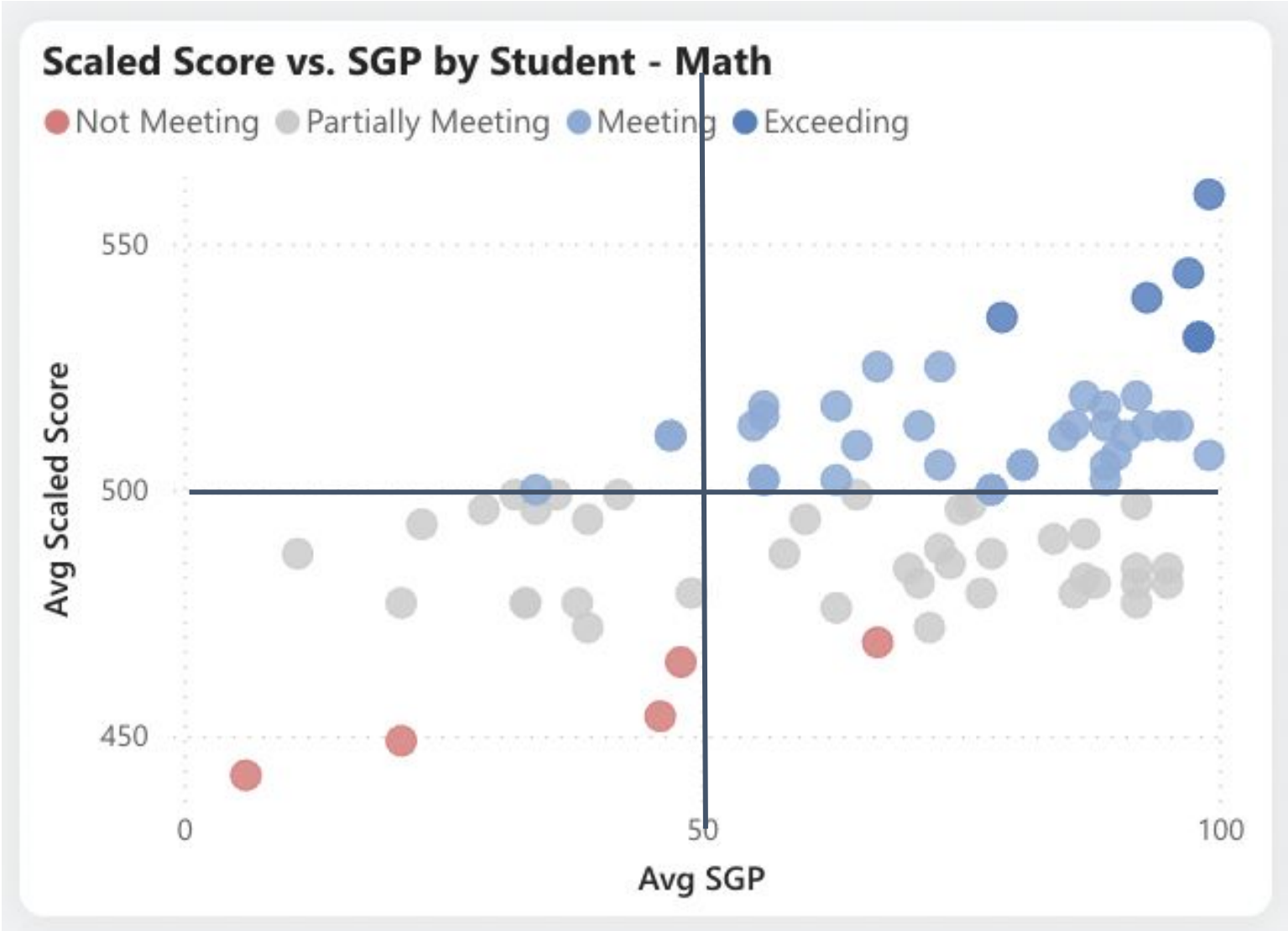
Accountability Report

Overall classification: Not requiring assistance or intervention

Reason for Classification: School of Recognition

Accountability Percentile: 58 (up from 55)

Progress Toward Improvement Targets: 91% Meeting or Exceeding Targets

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=01600030&orgtypecode=6&

2022-2023 Attendance Data

2023 ACCESS Data

Level	# of Students
Level 6	0
Level 5	6
Level 4	34
Level 3	53
Level 2	29
Level 1	32
Total	**154**
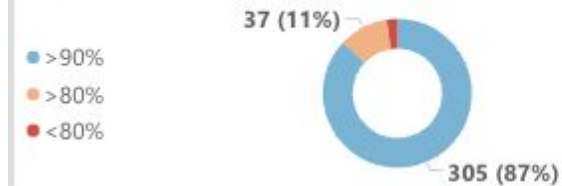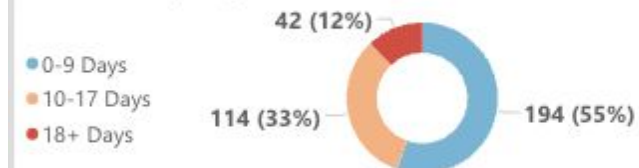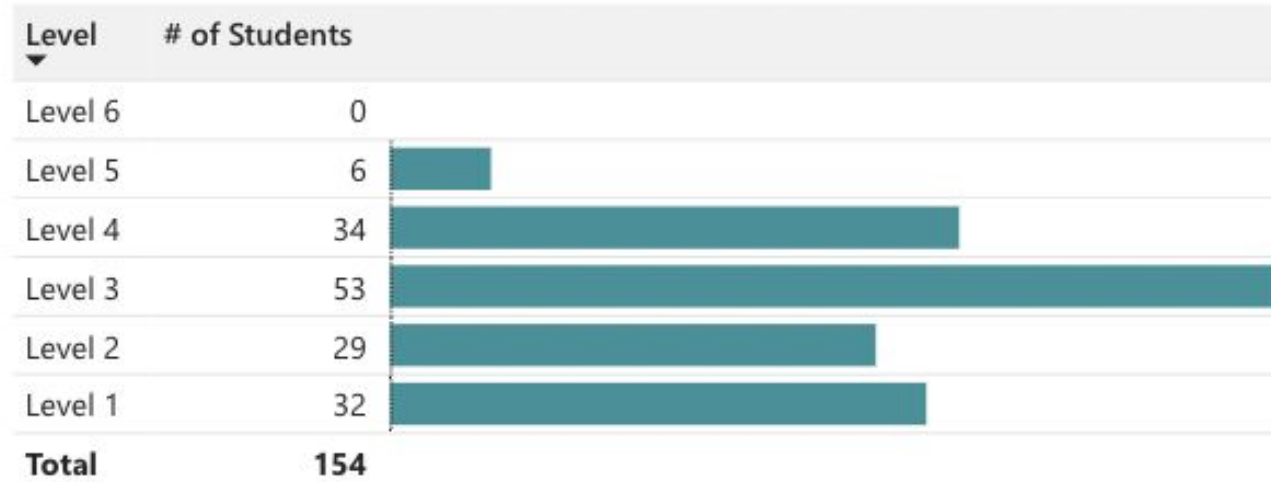
Progress by Grade

Grade	Progress
K	0%
1	57%
2	73%
3	79%
4	69%
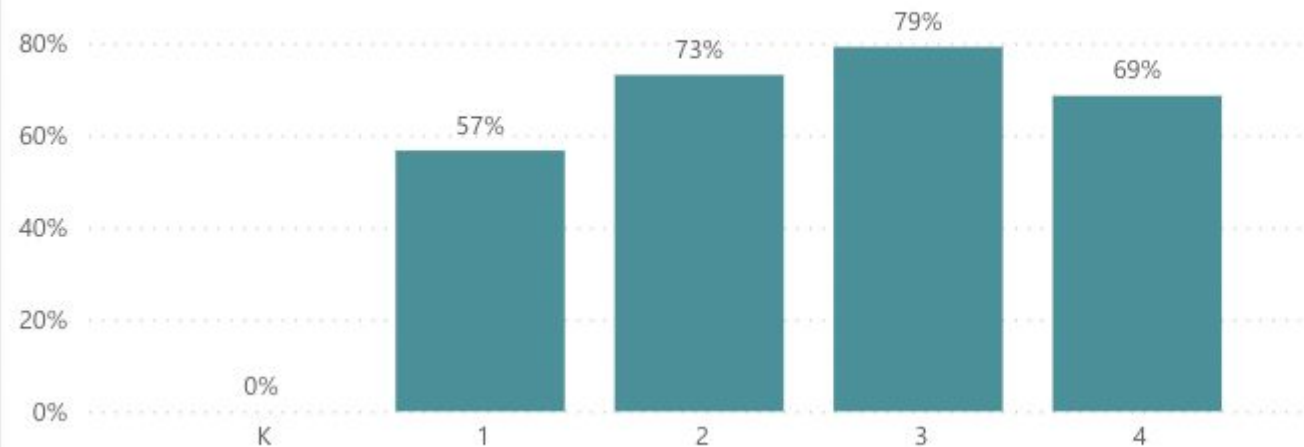
Avg Level by Domain

Domain	Avg Level
Reading	3.5
Writing	2.8
Speaking	3.2
Listening	4.5
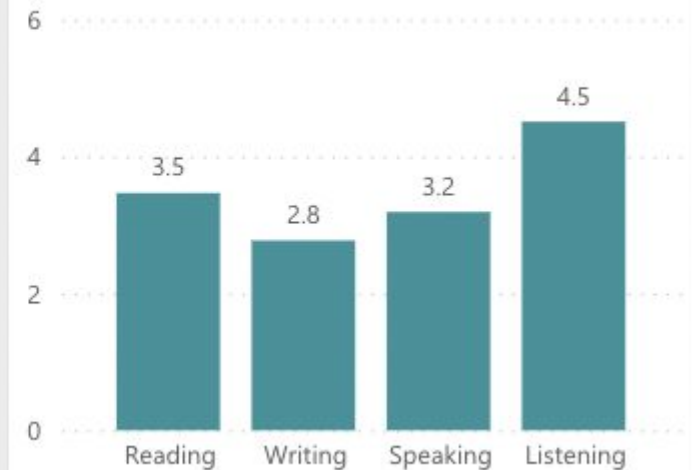
2023 ACCESS Data

iReady ELA 2019-present

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%
Fall 2022	25%	46%	29%
Fall 2023	25%	45%	30%

ELA	Tier 1	Tier 2	Tier 3
Winter 2020	48%	44%	8%
Winter 2021	46%	39%	15%
Winter 2022	42%	44%	15%
Winter 2023	47%	42%	11%
Winter 2024			

ELA	Tier 1	Tier 2	Tier 3
Spring 2020			closure
Spring 2021	53%	36%	11%
Spring 2022	56%	33%	10%
Spring 2023	57%	33%	10%
Spring 2024			

iReady ELA Growth 2022-2023

Distribution of Progress to Annual
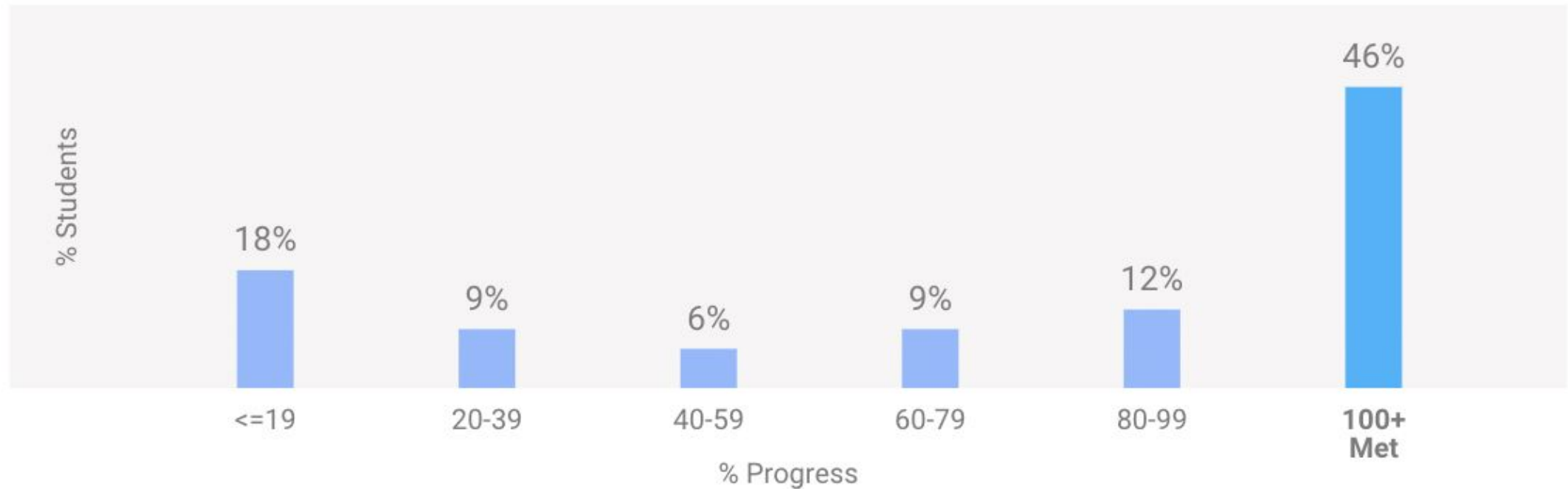
Typical Growth

% Students

18%   9%   6%   9%   12%   46%

<=19   20-39   40-59   60-79   80-99   100+ Met

% Progress

Fall 2023-Literacy Data
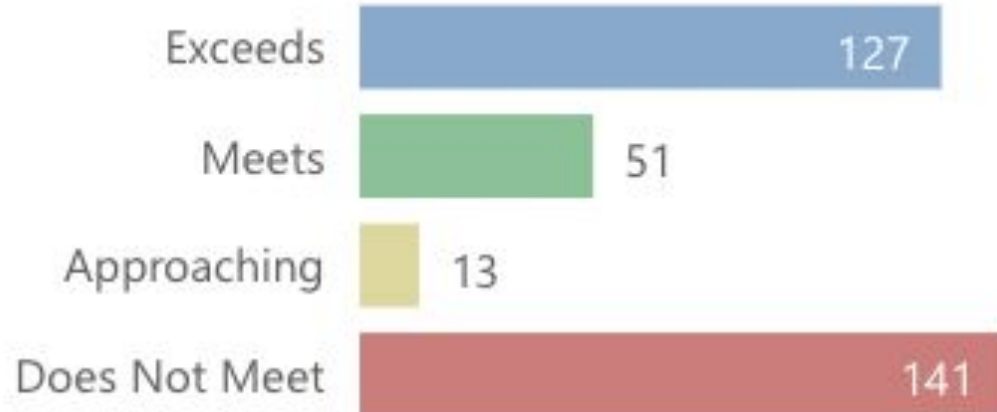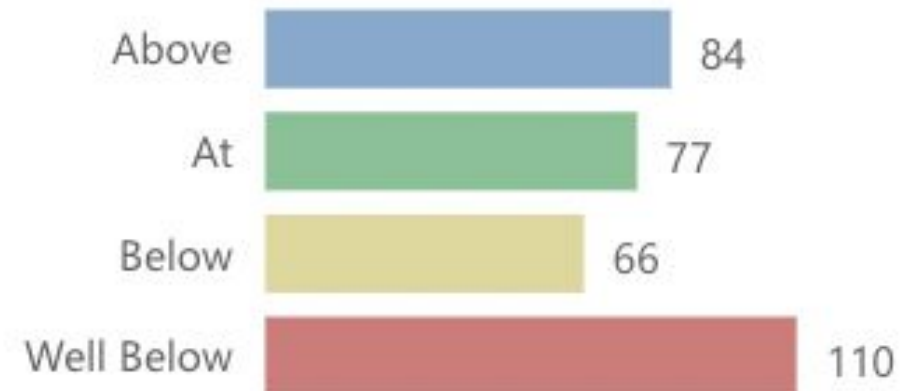
iReady Math 2019-present

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%
Fall 2022	9%	60%	31%
Fall 2023	13%	54%	34%

Math	Tier 1	Tier 2	Tier 3
Winter 2020	48%	44%	8%
Winter 2021	46%	39%	15%
Winter 2022	28%	56%	15%
Winter 2023	36%	53%	11%
Winter 2024			

Math	Tier 1	Tier 2	Tier 3
Spring 2019			closure
Spring 2021	37%	56%	7%
Spring 2022	50%	43%	7%
Spring 2023	56%	37%	8%
Spring 2024			

iReady Math Growth 2022-2023

Distribution of Progress to Annual

Typical Growth
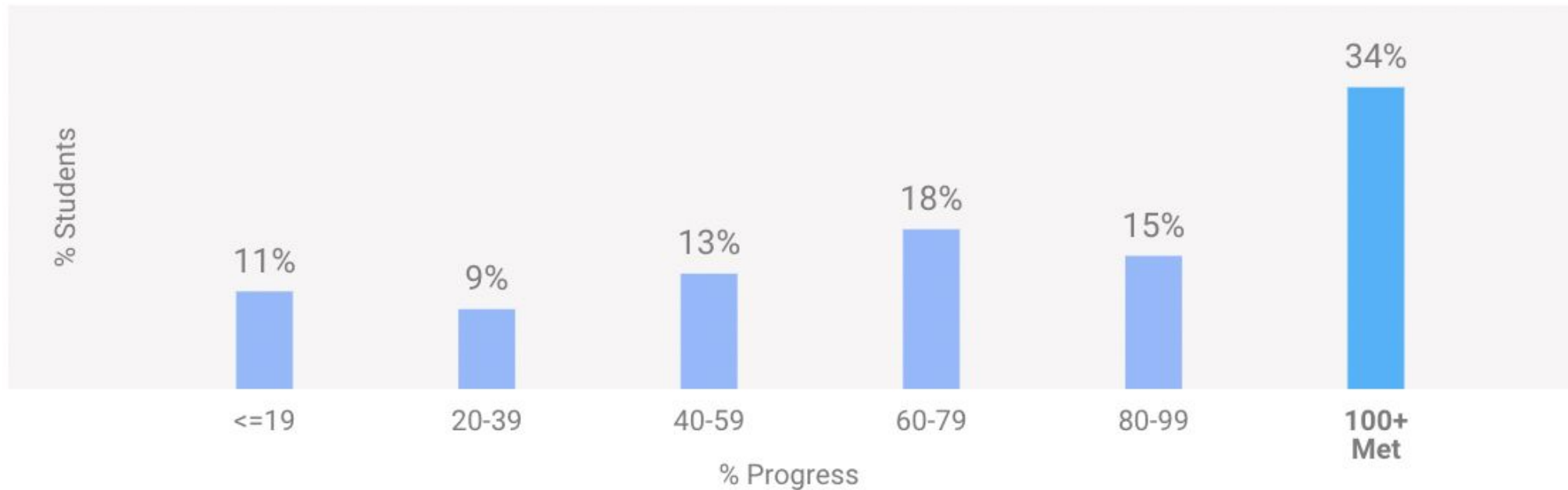
Student & Teacher Survey Data (Fall 2023): HALS Dashboard

School Quality Framework Indicators

Warning ◔ ◑ ◕ ✓ ✓ Ideal

Teachers & Leadership

Measures the relevant abilities of a school's teachers and the degree to which they are receiving the support they need to grow as professionals.

- ✓ Teachers & The Teaching Environment
- ✓ Leadership

Response Rates as of 11/01/23   Student ● 100%

School Culture

Measures the degree to which the school environment is safe, caring, and academically-oriented.

- ✓ Safety
- ✓ Relationships
- ✓ Academic Orientation

Response Rates as of 11/01/23   Teacher ● 100%

Resources

Measures the adequacy of a school's facility, personnel, and curriculum, as well as the degree to which it is supported by the community.

- ✓ Facilities & Personnel
- ✓ Learning Resources
- ✓ Community Support

Perceptions of Learning

Perceptions of student learning, development of their own academic identities, and progression along positive trajectories.

- ◔ Grade Level Expectations
- ✓ Student Commitment To Learning
- ✓ Critical Thinking
- ○ College & Career Readiness

Community & Wellbeing

Measures the development of traits relevant for students leading full and rewarding lives—in society, the workplace, and their private lives.

- ○ Civic Engagement
- ○ Work Ethic
- ◕ Creative & Performing Arts
- ◕ Health

Distance From Benchmark

Note: The following measures are not displayed due to limited availability of school data and/or low survey response rates: Student Physical Safety; Degree Completion; Valuing Creative & Performing Arts; College & Career Placement; Career Preparation; Co-Curricular Activities; Social & Emotional Health; Civic Participation; Appreciation For Diversity; Perseverance & Determination; Growth Mindset.

	Warning	Watch	Growth	Approval	Ideal

School Leadership

Student Sense of Belonging

Student-Teacher Relationships

Academic Challenge

Engagement In School

⚠ Professional Qualifications

Community Involvement & External Partners

⚠ Valuing of Learning

⚠ Effective Practices

⚠ Content Specialists & Support Staff

Student Emotional Safety

Problem Solving

- ⚠ Physical Space & Materials
- ⚠ Cultural Responsiveness
- ⚠ Curricular Strength & Variety
- Support For Teaching Development & Growth
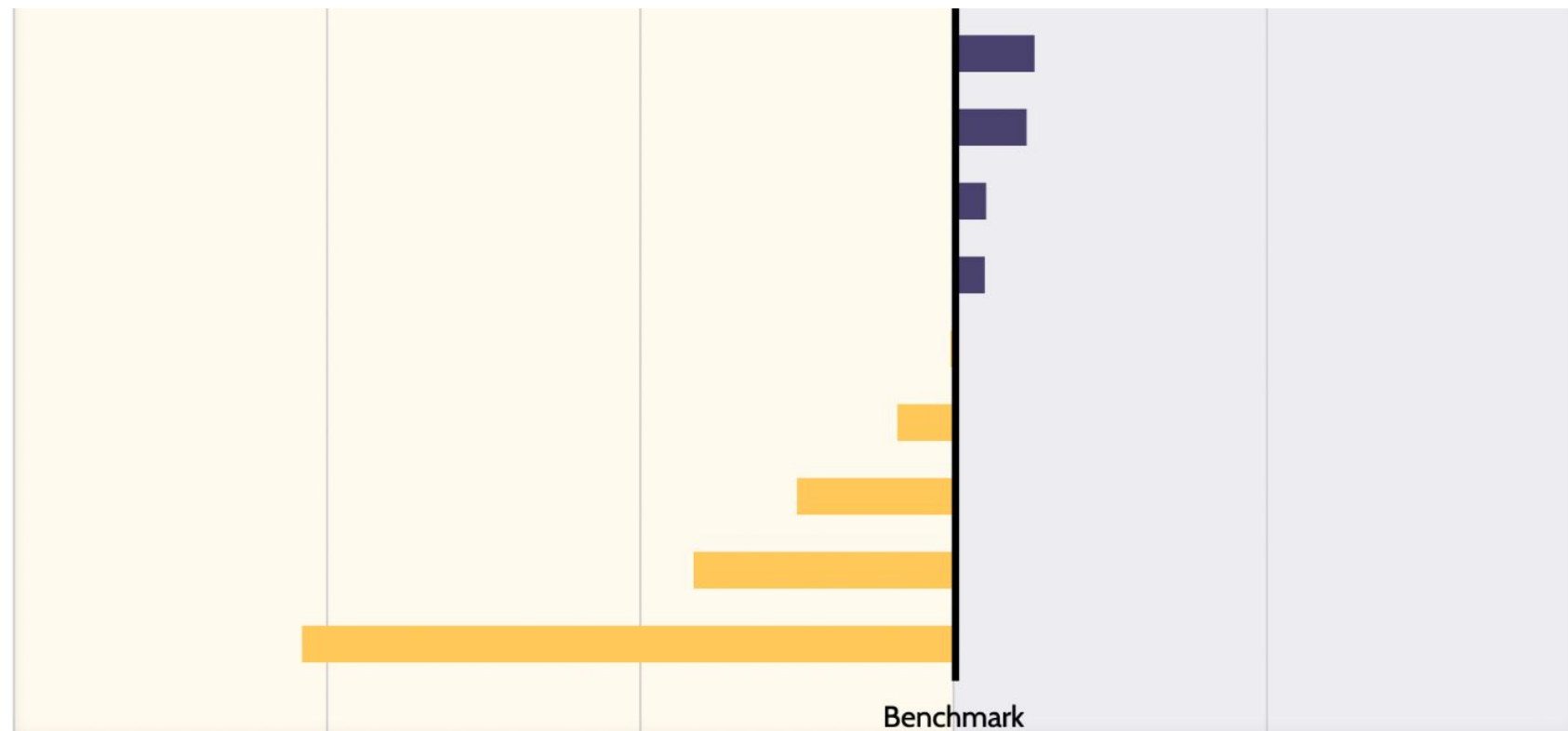- ⚠ Professional Community
- Family-School Relationships
- ⚠ Participation In Creative & Performing Arts
- ⚠ Physical Health
- ⚠ Teacher Perception of Student Learning

Benchmark

Our Problem of Practice: How do we ensure that students apply their taught strategies in situations across content areas?

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 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.

Improvements for this Year: Eureka Squared Updated Math Curriculum; Letterland Word Study; UFLI (Phonics Intervention); Updated Reading and Writing Units of Study; Dedicated Math Intervention/Enrichment block; Updated IEP process and documents; Revamped Open House; More Family Nights

Student Engagement Dimensions

References:
Boyking, A. W., & Noguera, P. Creating the Opportunity to Learn. ASCD. Retrieved June 2020, from http://www.ascd.org/publications/books/107016/chapters/Engagement.aspx.

Fredericks, J. A., Blumenfeld, P. C., & Paris, A.H. (2004). School Engagement: Potential of the Concept State of the Evidence. Retrieved June 2020, from https://doi.org/10.3102/00346543074001059

LOWELL PUBLIC SCHOOLS

Key Takeaway 1: Student engagement is a multi-faceted concept (cognitive, emotional, and behavioral) and should be examined holistically, rather than in isolation.

- **Cognitive engagement** can be seen in activities such as solving complex problems, employing thinking skills described in Bloom's Taxonomy, and implementing learning strategies such as reviewing the content and participating in question and answer sessions.

- **Emotional engagement** describes the *feelings* students have and exhibit in your course. These feelings can range from confusion and anxiety to excitement and anticipation, and include apathy. When one is engaged in an activity that brings enjoyment or curiosity, such as watching a television show, doing a hobby, or listening to a podcast, one tends to invest more time and effort.

- **Behavioral engagement** are the *observable indicators* of cognitive and emotional engagement. Effective instructors take note of when students nod in agreement or smile, look puzzled, take notes, or volunteer a question or response. An additional indicator is time on task.