

# School Site Council

November 9, 2021  
5:00pm Morey Library

## Agenda

- 1.) Review of School Data (Spring 2021 MCAS & Fall 2021 iReady)
- 2.) Review of QIP
- 3.) Discussions and Revisions to QIP as needed

# Attendance

SSC Members Present: Vera Ok, Ester Hernandez Lan, Sandi Piantaggini, Julie Gillis, Kate McLaughlin

SSC Members Absent: Ashley Nanthavong

Others Present: Lizette Crowley, Keliann Woodlock, Paul Neak, Holly Dauwer

# Spring 2021 MCAS Data

## Limitations:

- Many opt outs/absences
- Some students took the test remotely
- The number of testing items was dramatically reduced (one day of testing rather than 2)
- First time taking the test (for both Gr. 3 and 4) due to MCAS cancellation in Spring 2020
- School Closure--Term 3 of 2019-2020 school year
- Remote learning--2020-2021 school year

# MCAS ELA Spring 2020 (Remote Year)

## Grade 3

Exceeds	1	1%
Meets	22	25%
Partial Meet	29	33%
Not Meet	11	13%
ABS	17	19%

## Grade 4

Exceeds	3	3%
Meets	23	26%
Partial Meet	24	27%
Not Meet	18	20%
ABS	18	20%

# MCAS Math Spring 2020 (Remote Year)

## Grade 3

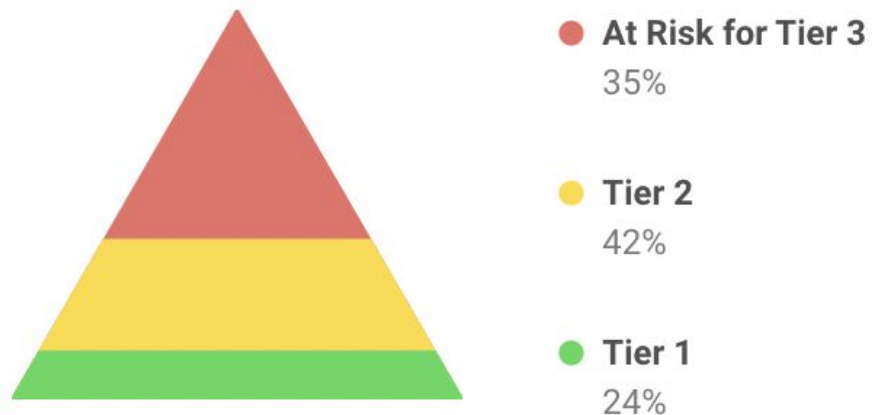
Exceeds	2	2%
Meets	10	11%
Partial Meet	25	28%
Not Meet	28	32%
ABS	15	17%

## Grade 4





Exceeds	2	2%
Meets	13	15%
Partial Meet	33	38%
Not Meet	19	22%
ABS	17	19%

# iReady ELA Diagnostic Data - Fall 2021

## Overall Placement



# iReady ELA Diagnostic Data - Fall 2021

Grade K	—	0/87
Grade 1	 <p>8% 66% 26%</p>	80/90
Grade 2	 <p>19% 43% 38%</p>	81/83
Grade 3	 <p>35% 23% 42%</p>	88/91
Grade 4	 <p>33% 36% 31%</p>	80/84

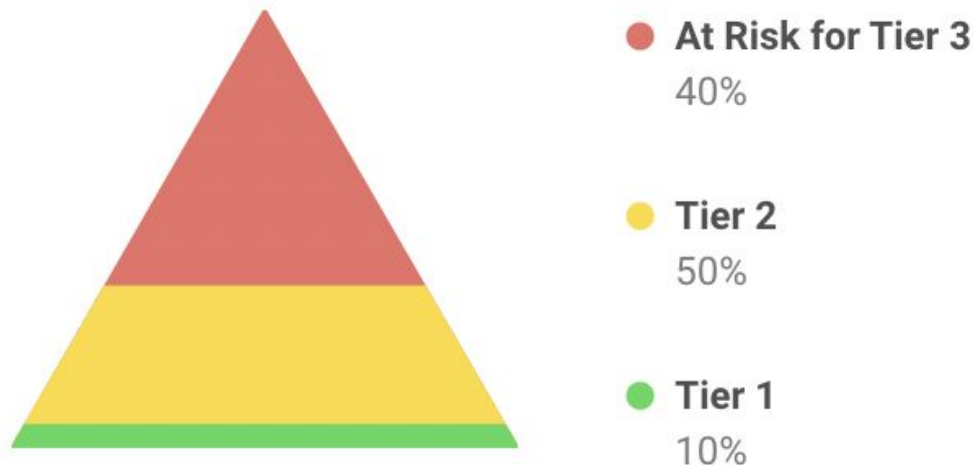


## Historical Analysis--iReady ELA





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

# iReady Math Diagnostic Data - Fall 2021

## Overall Placement



# iReady Math Diagnostic Data - Fall 2021

Grade K	—	0/87
Grade 1	 <p>6% 51% 43%</p>	70/90
Grade 2	 <p>7% 63% 30%</p>	81/83
Grade 3	 <p>8% 44% 48%</p>	87/90
Grade 4	 <p>18% 43% 40%</p>	80/84

## Historical Analysis--iReady Math

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

# What are we doing to accelerate growth?

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.

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.

# What are we doing to accelerate growth?

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.

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.

# Discussion and Decisions

What should we keep doing?

- Continue individual conferences and small group instruction in Tier 1 instruction
- Continue intervention groups with tutors, paras, and interventionist
- Continue using data to form intervention groups
- Continue support of families with access to languages and written communication on Dojo and Website that have translation

What should we change or adapt?

- Shift the new learning (team practices) of the first goal to next year to keep the staff focused on the work of recovery from the pandemic

Next Meeting: February 15, 2022 at 5pm

Purpose: Analyze data and start goal setting process for SY 2022-2023