

School Site Council

November 26, 2024





Zelika Henry

Angie Paradise

Stephanie Garica Melendez

Roxanne DesMarias

April Watts

Sarah Chicoine

Overview of Role

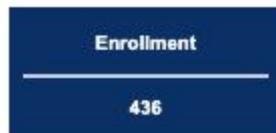
November - Review Data and Goals

January - Review Data and Goals/Begin QIP process for 24-25 SY

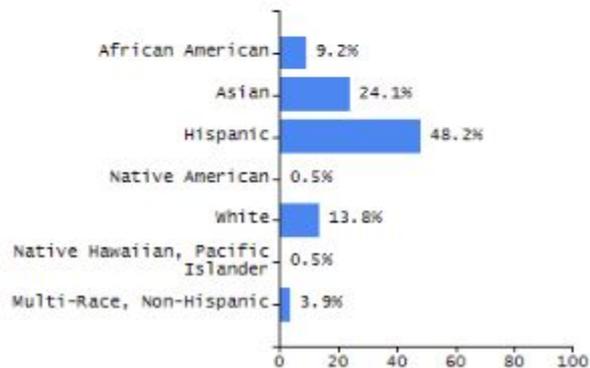
March - Finalize QIP and Budget Defense for 24-25 SY

May - Any unfinished items

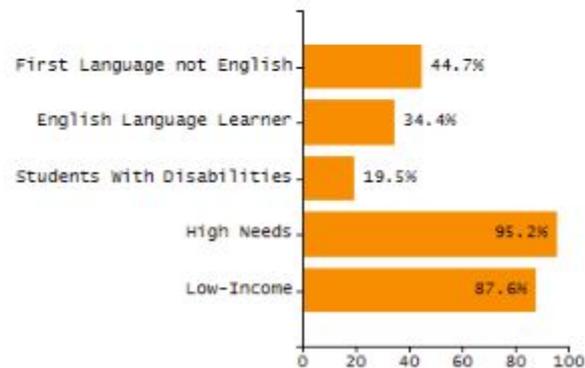
Student Information



Student Race and Ethnicity



Selected Populations



Spring 2024 MCAS Info ELA)

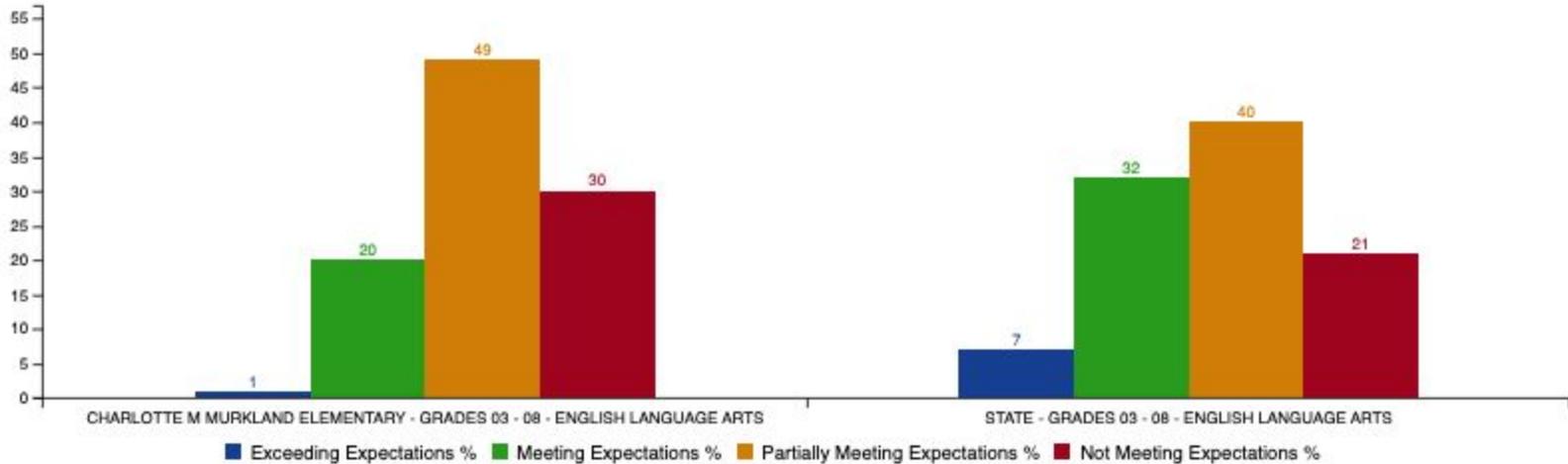
MCAS Tests 2024

Percent of Students at Each Achievement Level for Charlotte M Murkland Elementary

Data Last Updated September 24, 2024.



[More about the data](#)



Spring 2024 MCAS Info (Math)

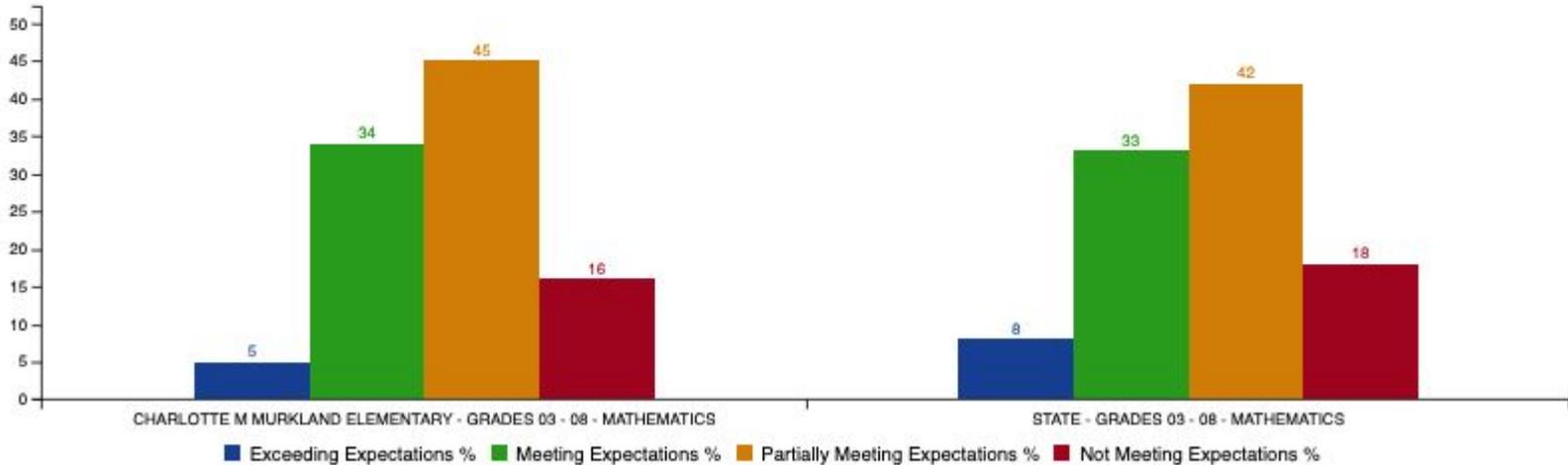
MCAS Tests 2024

Percent of Students at Each Achievement Level for Charlotte M Murkland Elementary

Data Last Updated September 24, 2024.

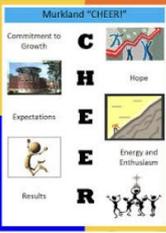


[More about the data](#)



Section 1: Executive Summary Information

QIP

1.1 School Leadership	1.2 School Site Council Members	
<p>Kevin Andriolo - Principal Doug St. Lawrence - Assistant Principal</p>	<p><i>Parent Representatives</i></p> <p>Zelika Henry* Na Vi Lam Angie Paradise</p>	<p><i>Teacher Representatives</i></p> <p>Roxanne Desmarais Debra Rich Katelyn Walsh</p>
1.3 Mission	1.4 Core Values	
<p>Murkland School staff are dedicated professionals, united in the belief that knowledgeable teachers can empower all students to excel. We prepare students for success in middle school and beyond, prioritizing both content mastery and student-centered learning. Through collaborative lesson study and attentive response to student needs, we foster an environment where questions are encouraged and learning is personalized. Our success hinges on our collective effort, characterized by open communication and shared accountability.</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. ▪ Every adult in our school is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community. ▪ Eliminate the racial, ethnic, and linguistic achievement and opportunity gaps among all students. ▪ Engage all families with courtesy, dignity, respect, and cultural understanding. 	
1.5 Vision	<p>We ask our students to show their Murkland PRIDE</p>	<p>As a staff, we embrace Murkland CHEER every day.</p>
<p>The Charlotte M. Murkland School community strives to educate the whole child intellectually, emotionally, culturally, socially, and physically by offering rich and engaging instruction in a safe, respectful, and caring environment. Our students and staff strive to be independent thinkers and life-long learners. We believe that collaboration among school, home, and community is essential in ensuring students meet our high academic and behavioral standards and achieve their fullest potential.</p>	 <p>I Showed Murkland Pride</p> <p>PERSEVERANCE COURAGE RESPONSIBILITY KINDNESS TEAMWORK</p> <p>I Joined Murkland Pride</p>	 <p>Murkland "CHEER"</p> <p>Commitment to Growth C Hope H Expectations E Energy and Enthusiasm E Results R</p>

2022-2023 QIP/Budget Info

QIP Goals

- To support all learners to see that activities are personally meaningful by enhancing the level of student engagement in tasks and activities at the Murkland.
- To integrate the strengths of the Murkland math approach, emphasizing standards-based instruction and flexible curriculum design, with the benefits of the Eureka 2.0 math curriculum, fostering deep conceptual understanding and coherence, to enhance student learning and mastery of mathematical concepts.
- Enhance a lesson study program focused on improving instruction and promoting engaged learning across all grade levels. Through ongoing collaboration and professional development, teachers will systematically unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits over the course of three years.
- To leverage the strengths of the Murkland ELA Tier 1 - Tier 3 approach, with a particular focus on standards-based instruction, utilizing the comprehensive framework of Calkins Units of Study, while incorporating key elements from Fountas and Pinnell Classroom to enrich student mastery of literacy concepts. Additionally, to uphold an adaptive approach that caters to the diverse needs of all learners through targeted small group or individual instruction, ensuring equitable access and personalized support for every student's literacy development.
- We will enhance the implementation of Responsive Classroom practices to cultivate safe, joyful, and engaging learning environments where students develop both social and emotional competencies alongside academic skills.



2024-2025 QIP Review Info

QIP Goals

- To support all learners to see that activities are personally meaningful by enhancing the level of student engagement in tasks and activities at the Murkland.

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
Year 1 Performance Objective:	In progress	Grade level teams will pilot three strategies identified from a Book Club focused on "Engaging Students: The Next Level of Working on the Work." Each strategy will be implemented across classrooms per grade level for each term. The effectiveness of these strategies will be reflective in the growth of the "Demonstrates effort and perseverance" portion of the report card. <ul style="list-style-type: none"> Conduct a needs assessment to identify areas for improvement in student engagement and motivation. 	Students have been identified within the various Schlechty's levels of engagement and teams coordinated on successful strategies/next steps.

Level	Indicators	Who	Tips to Push to the Next Level
Authentic Engagement	<ul style="list-style-type: none"> Student is fully invested in the learning activity. Actively seeks deeper understanding, asks insightful questions, and engages in problem-solving. Often meets or exceeds expectations. 		<p>Encourage peer collaboration: Pair students with others who are equally engaged to foster higher-order thinking through discussion.</p> <p>Encourage leadership roles: Offer opportunities for the student to lead discussions or present to peers.</p> <p>Provide enrichment: Offer extension activities that challenge the student and connect to their interests.</p>
Strategic Compliance	<ul style="list-style-type: none"> Student completes tasks thoroughly but primarily to achieve external rewards (e.g., grades, teacher approval). Shows focus on meeting expectations but may not express deep personal interest in the material. Follows rules. 		<p>Make connections to intrinsic motivation: Encourage students to reflect on personal goals and how learning helps achieve them.</p> <p>Add real-world relevance: Tie tasks to real-world problems or student interests to spark authentic engagement.</p>
Ritual Compliance	<ul style="list-style-type: none"> Student completes assignments but without enthusiasm or personal investment. Follows directions minimally, often doing the least required to avoid consequences. Rarely asks questions or engages beyond task completion. 		<p>Provide choices: Offer multiple pathways or creative options for completing assignments.</p> <p>Use engaging content: Add hands-on activities, games, or interactive lessons to make learning more dynamic and enjoyable.</p>
Retreatism	<ul style="list-style-type: none"> Student is physically present but mentally disengaged. Does not participate in class discussions or complete assignments. Appears to avoid attention and withdraw from learning activities without being disruptive. 		<p>Offer support and structure: Break tasks into smaller steps and provide frequent check-ins to build confidence.</p> <p>Create a safe space: Help the student feel more comfortable by offering positive feedback on small efforts.</p>
Rebellion	<ul style="list-style-type: none"> Student actively resists tasks and learning, often with disruptive behavior. May challenge the teacher's authority or try to divert others from engaging. Refuses to complete assignments and may express defiance openly. 		<p>Provide structured autonomy: Give the student clear choices and some control over how they engage with the material.</p> <p>Build rapport: Take time to understand the student's perspective and offer personalized encouragement to re-engage.</p>



2024-2025 QIP Review Info

QIP Goals

- To integrate the strengths of the Murkland math approach, emphasizing standards-based instruction and flexible curriculum design, with the benefits of the Eureka 2.0 math curriculum, fostering deep conceptual understanding and coherence, to enhance student learning and mastery of mathematical concepts.



Murkland School Modules and Lesson Study

2024-2025

K		1		2		3		4	
ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1
Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2
Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3
Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4
Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5
Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6
			Module Test data						

<p>In progress</p>	<p>Implement an integration of the Murkland math approach and Eureka 2.0 math curriculum, focusing on aligning instructional strategies and resources with priority standards. Complete this with all Eureka Modules.</p> <ul style="list-style-type: none"> Complete the process of integrating the best of Murkland with the best of Eureka 2.0 for first modules 	<p>Teachers have been working closely with coaches to enhance modules. We have our vertical module hub. Completing module assessments now.</p>
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2024-2025 QIP Review Info

QIP Goals

- Enhance a lesson study program focused on improving instruction and promoting engaged learning across all grade levels. Through ongoing collaboration and professional development, teachers will systematically unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits over the course of three years.



Murkland School Lesson Studies

K		1		2		3		4	
ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Lesson Study - ELA Conferring Card Character Setting... Conferring Notes Recording Pages				11.13.24 Lesson Study - ELA Lesson Plan Notes about standards for Reading Informationa	Lesson Study - Math	10.2.24 Lesson Study - ELA			Lesson Study

<p>In progress ▾</p>	<p>Establish horizontal team collaboration within grade levels, focusing on two ELA and two math lesson studies. Teachers will work collaboratively to unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits to enhance instructional practices.</p>	<p>Lesson studies are occurring now and standard of focus will be isolated on module assessments. Lessons are archived.</p>
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2024-2025 QIP Review Info

QIP Goals

- To leverage the strengths of the Murkland ELA Tier 1 - Tier 3 approach, with a particular focus on standards-based instruction, utilizing the comprehensive framework of Calkins Units of Study, while incorporating key elements from Fountas and Pinnell Classroom to enrich student mastery of literacy concepts. Additionally, to uphold an adaptive approach that caters to the diverse needs of all learners through targeted small group or individual instruction, ensuring equitable access and personalized support for every student's literacy development.



Murkland School Modules and Lesson Study

2024-2025

K		1		2		3		4	
ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1	Mod 1
Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2	Mod 2
Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 3	Mod 2	Mod 2
Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Mod 4	Pacing Slides	Mod 3
Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 5	Mod 3	Mod 3
Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 6	Mod 4	Mod 4
			Module Test data		Module Test data		Module Test data	Mod 5	Mod 5
								Mod 6	Mod 6
									Module Test data

In progress

Implement an integration of standards-based and research-based materials for teaching reading and word study (*Calkins Units of Study, Foundations*, and elements of *F&P Classroom* curriculum), focusing on aligning instructional strategies and resources with district priority standards to enhance the Murkland ELA approach. Complete this with all reading units of study on the district curriculum calendar. This integration of instruction in tiers T1, T2 and T3 will include the language and vocabulary needs of all students, including MLLs, students on IEPs, and those who are above grade level to ensure they receive the support necessary.

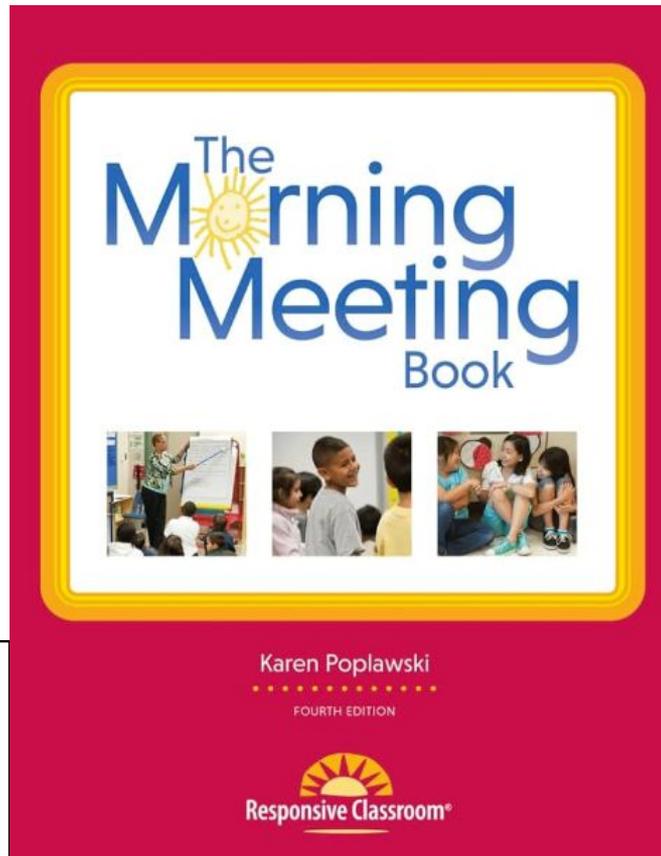
- Begin the process of integrating standards and research-based ELA curriculum materials for first modules

Teachers have been working closely with coaches to enhance modules. [Have vertical module hub](#). Priority standards have been identified and are being zoomed in on during Lesson Study.

2024-2025 QIP Review Info

QIP Goals

- We will enhance the implementation of Responsive Classroom practices to cultivate safe, joyful, and engaging learning environments where students develop both social and emotional competencies alongside academic skills.



<p>In progress ▾</p>	<p>Reintroduce Responsive Classroom practices to all teaching staff through PD and implement an aligned approach in all grade levels that are anchored in best practices to support the whole child. In particular, ensure that Morning Meeting incorporates the strategies to enhance classroom communities and individual growth.</p> <ul style="list-style-type: none">• Conduct refresher/initial training sessions on Responsive Classroom principles and practices for all teaching staff.	<p>All teachers have been provided with the latest edition of the Morning Meeting Book (Responsive Classroom focused) and a CPT was held on this topic.</p>
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Additional Budget Funds

- Increase of PD line to provide teaching staff the opportunity to meet for 1 additional hour per week (on top of the PLC hour)
- Provide teaching staff with an additional \$250 to be spent (hopefully prior to winter break)
- Purchase some of the items that were on the wish list of supplies from last spring (Mobile carts for displays, replenishing independent reading libraries, PE supplies, carpets, and a few more)
- Create an Attendance Recovery Program (open to all students) during February and April Vacations (However we still don't have an official answer from DESE on this)
- New Curtain for Cafe (we hope)
- (Potentially) - Tutor position options for post leave return for staff
- Fund our Extended Day program to four days per week for Winter and Spring Sessions
- Increase Field Trip Budget for transportation
- In-school presentations (whole-school assembly)

Future Meeting Dates

January 15 - Review data and goals/begin amending QIP (if needed) for 25-26 SY

February 26 - Finalize amendments to QIP (if needed) and Budget Defense for 25-26 SY *Please note, this date might be changed based on district calendar

May 7 - Any unfinished items

