

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

School Name: Morey

Principal: Kathleen McLaughlin

School-Site Council Members: Amanda Chhouy (parent), Vichea Bau (parent), Julie Gillis (teacher), Pat Morasse (teacher), Maggie Nowak (Mill City Grows, Community Partner)

Instructional Leadership Team Members: Karen Casey (ESL Teacher), Mary Shetler (Music Teacher), Lisa Simpson (Special Education Teacher & UTL Building Representative), Erin Hillman (Kindergarten Teacher), Anne Conant (Grade 1 Teacher), Leanne Kelly (Grade 2 Teacher), Kate Spellissy (Grade 3 Teacher), Beth Ann Armstrong (Grade 4 Teacher), Geoff McDonough (Math Resource Teacher), Patti Shepherd (Literacy Specialist), Tara Gabriel (Social Worker), Keliann Woodlock (Assistant Principal)

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.

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

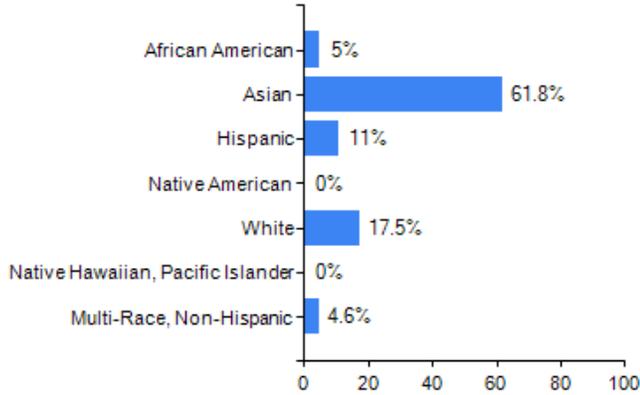
<p><u>Leadership, Shared Responsibility, and Professional Collaboration</u> Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p>	<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u> School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p><u>Student-Specific Supports and Instruction to All Students</u> Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p><u>School Climate and Culture</u> Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
<p>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.</p>	<p>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.</p>	<p>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 interventions and create more intervention slots for striving students.</p>	<p>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, Facebook, Twitter), an improved website, more family events, and increased translation service use.</p>

School Data Profile

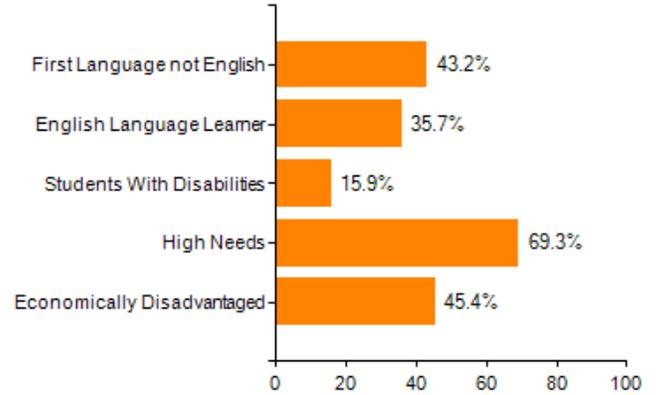
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School Type Public	Enrollment 498	Grades Served PK - 04	Student / Teacher Ratio 13.9 to 1
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Student Race and Ethnicity



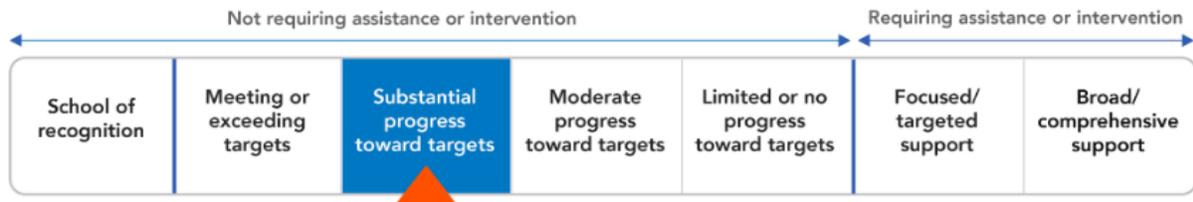
Selected Populations



Attendance Data

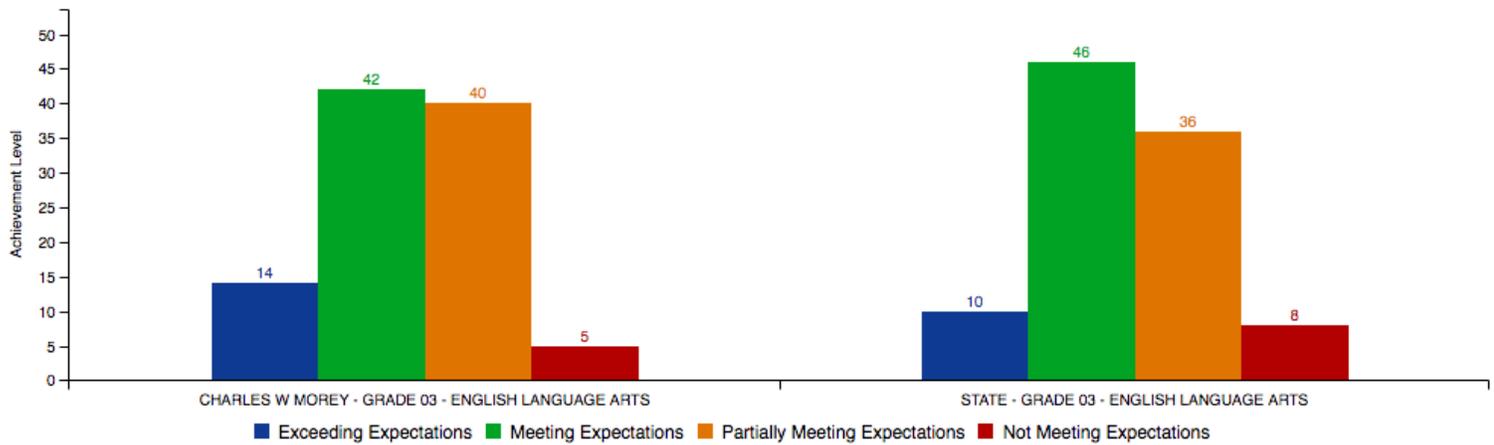
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.6	7.5	29.0	9.2	19.8
Female	95.4	8.0	32.3	7.9	23.7
Male	95.7	7.0	25.7	10.4	16.0
Economically Disadvantaged	94.6	9.1	38.2	14.2	27.7
High Needs	95.4	7.8	30.4	10.4	21.0
LEP English language learner	96.4	6.1	21.2	4.7	13.2
Students with disabilities	94.5	8.7	28.7	16.7	20.4
African American/Black	97.1	4.7	7.4	3.7	7.4
Asian	95.9	7.0	26.7	6.4	17.6
Hispanic or Latino	93.5	9.9	34.8	22.7	27.3
Multi-race, non-Hispanic or Latino	94.7	9.5	38.1	19.0	19.0
White	95.4	7.9	37.0	8.7	26.1

School Accountability Percentile (2019): 63



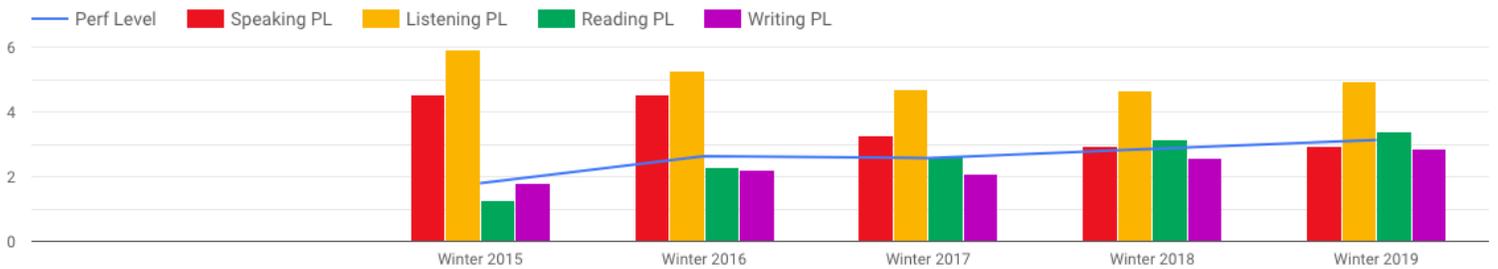
MCAS 2019 Data

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Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP	Ach.Pct
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	56	56	14	10	42	46	40	36	5	8	86	504.8	N/A	N/A	52
GRADE 03 - MATHEMATICS	52	49	2	9	50	40	42	38	6	13	86	499.8	N/A	N/A	50
GRADE 04 - ENGLISH LANGUAGE ARTS	52	52	13	9	39	43	41	39	7	9	95	504.9	52.0	92	61
GRADE 04 - MATHEMATICS	57	50	4	8	53	41	36	39	6	12	96	503.9	53.9	93	65
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	54	52	13	10	40	42	40	37	6	11	181	504.8	52.0	92	60
GRADES 03 - 08 - MATHEMATICS	55	49	3	9	52	40	39	39	6	12	182	501.9	53.9	93	59

Access Longitudinal Data



February 2020 Fountas and Pinnell Data (Nonfiction)

Gr. 1-4 Growth (Nov. to Feb.) Less than 3 months: 16.51% 3 months: 23.35% More than 3 months: 60.42%

Gr. 1-4 Overall	FALL	WINTER	SPED	ELL
DOES NOT MEET	112 32%	92 27%	34 81%	31 74%
APPROACHES	36 10%	32 9%	1 2%	3 7%
MEETS	52 15%	44 13%	5 12%	6 14%
EXCEEDS	145 42%	177 51%	2 5%	2 5%
				DOES NOT MEET
				64 44%
				APPROACHES
				12 8%
				MEETS
				24 17%
				EXCEEDS
				45 31%
				54 37%
				16 11%
				18 12%
				57 39%

Reflection on Current Practices

- What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
 - Shift to workshop model to provide accelerated, instructional-level literacy instruction to all students
 - Shift to a proficiency model of instructional planning from a deficit model
 - ST Math--providing students mathematical reasoning without the language complexity of Eureka
 - Increasing speaking proficiency for our ELs, especially our intermediate level students
- 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?

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- We need more intervention slots and programs to eliminate gaps for all students. If we cannot hire more interventionists, we need more paraprofessional support so that the classroom teachers can provide intervention
3. Where are students making the greatest academic gains and why? The least academic gains and why?

Most academic gains: Our ELs in Grade 4

This is evidence that our instruction and supports leads to success in the students' fifth year of English instruction, supporting current research.

Least academic gains: Special Education students (somewhat changes in Grade 4)

- Shift to targeted specialized instruction (Wilson, RAVE-O, Up the Ladder, and ST Math) based in neuroscience and language structures and put in intervention or ESL groups as appropriate

EL Speaking Scores

- Our students aren't talking enough. We need to continue to shift to small group/paired discussion opportunities throughout the day for children.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

Monitoring Progress - Process Benchmarks					
<i>What will be done, when, and by whom</i>					
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person/Team Responsible	Aug 2020	Dec 2020	June 2021	Status
Every CPT and team meeting will utilize a common agenda, roles and note-taking document to identify topics, needs, and next steps.	All teams and administrative oversight	X	X	X	
Norms and Roles will be brainstormed and decided upon as a faculty.	Faculty at Orientation Day	X			
AFT Team Building and Communication Modules	AFT Trained Staff	X			
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person/Team Responsible	Aug 2020	Dec 2020	June 2021	Status
Improve classroom supports for literacy blocks so that teachers can confer	Administration	X	X	X	
Minimize the impact of meetings (TAT, IEP) during literacy blocks	Administration	X	X	X	
Further professional development in specific feedback, text complexity bands, writing continuum, and reading skills and strategies	Literacy Specialist and Faculty	X	X	X	
Further professional development in conference notes	Literacy Specialist and /or Tech Integration Specialist	X	X	X	
Troubleshooting and feedback to each other on conferences	Whole Faculty	X	X	X	
<u>Student-Specific Supports and Instruction to All Students</u>	Person/Team Responsible	Aug 2020	Dec 2020	June 2021	Status
Purchase intervention materials (RAVE-O kits, texts)	Administration	X			
Professional development and planning for interventions	Administration & Interventionists	X			
Individual data meetings to assess every student's needs, identify intervention needs, and allocate appropriate resources	Whole Faculty	X	X	X	
Efficient intervention schedules to accommodate students and their schedules	Administration	X	X	X	
<u>School Climate and Culture</u>	Person/Team Responsible	Aug 2020	Dec 2020	June 2021	Status
Improve content and design on school website	Website Manager	X	X	X	
Consolidate messaging to families through Class Dojo and school website for translation components	Whole Faculty	X	X	X	
Provide training for families in using the technology, in Fair School Funding, and SSC to elicit more participation	Administration	X			

Measuring Impact

Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.

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<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person/Team Responsible	Date	Status
Assess each team’s Team Development Stage (Forming, Storming, Norming or Performing) quarterly to provide team interventions if needed.	ILT	Quarterly	
Deliverables: agendas, meeting notes with roles in Google Drive	Whole Faculty	Consistently	
Feedback from AFT Training Modules (evaluation and work products)	Whole Faculty	Fall 2020	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person/Team Responsible	Date	Status
At least 80% of students will make typical or accelerated growth in reading as measured by the triangulation of Fountas & Pinnell Benchmark, iReady, and conference notes.	Whole Faculty	Triannually	
<u>Student-Specific Supports and Instruction to All Students</u>	Person/Team Responsible	Date	Status
We will increase the number of need-specific Tier II reading intervention slots for students not making typical or accelerated growth in reading by 30% and insure systematic Tier III specialized reading instruction in Grades 2-4, in addition to computer-based interventions.	Whole Faculty	Triannually	
<u>School Climate and Culture</u>	Person/Team Responsible	Date	Status
Deliverable: School improvement plan and budget collaboratively developed with ILT, provided to staff for feedback, and approved by the SSC	Administration, ILT, Faculty, SSC	Early Spring 2021	
Increased traffic and translation data from school website	Website Manager	Graphed over time--check in monthly	
At least 80% of families will be connected via Class Dojo.	Whole Faculty	Fall 2020	