

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-Spring 2020), Vichea Bau (parent-Spring 2020), Julie Gillis (teacher), Pat Morasse (teacher-Spring 2020), Maggie Nowak (Mill City Grows, Community Partner), Ashley Nanthavong (parent-SY 2020-2021), Angkeara Nem (parent-SY 2020-2021), Sandi Piantaggini (teacher- SY 2020-2021) Instructional Leadership Team Members Spring 2020: 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 faculty will collaborate to improve remote learning opportunities for our students, including developing teacher leaders in specific platforms, providing common planning blocks to team digital lesson planning, and devising</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, including implementing effective ways to conference and collect data/notes remotely while still meeting the needs of the whole group.</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 in our continued remote tutoring pilot as started in the spring.</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, Smore), an improved website, more family events when in-person, and increased translation service use.</p> |

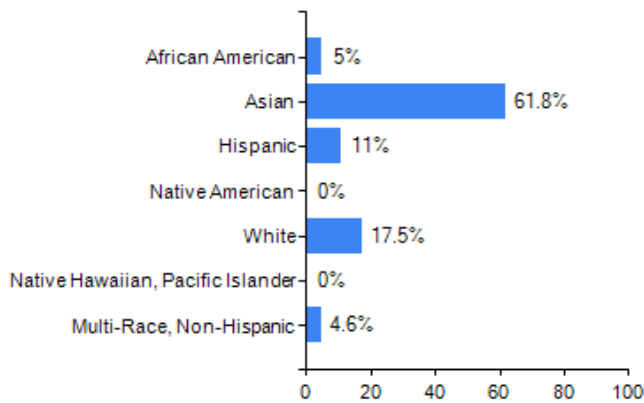
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valid and reliable ways to collect student data.

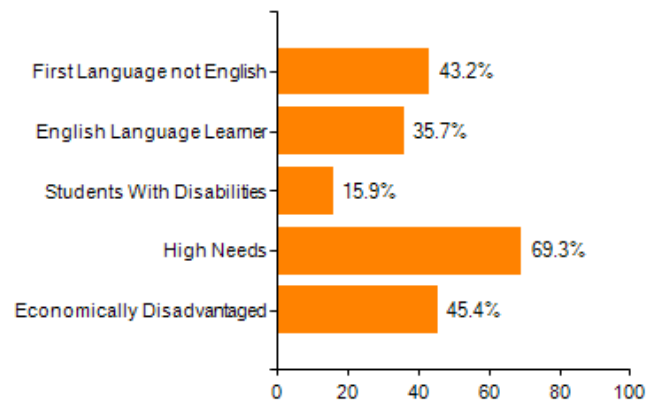
School Data Profile

| | | | |
|---|---------------------------------------|--|--|
| School Type <hr/> Public | Enrollment <hr/> 498 | Grades Served <hr/> PK - 04 | Student / Teacher Ratio <hr/> 13.9 to 1 |
|---|---------------------------------------|--|--|

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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- 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. that focuses on remote lessons and updating digital platforms. | All teams and administrative oversight | X | X | X | |
| Norms and Roles will be brainstormed and decided upon as a faculty, including norms for remote interactions. | Faculty during PD days prior to school | 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 through the Heinemann and Teachers College videos. | 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 holding conferences and conference notes in a remote setting | 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 (Raz-Kids, Lexia, and ST Math) | Administration, Faculty, & Tutors | X | | | |
| Individual Team 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, Smore newsletters 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 | | | |

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| Measuring Impact | | | |
|--|-----------------------------------|-------------------------------------|--|
| <i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i> | | | |
| <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 | |
| Teacher-led professional development and team common planning in SeeSaw, FVLS, Google Suite, Screencastify, Teachers College videos, etc. for remote learning | Whole Faculty | Fall 2020 and as needed | |
| | | | |
| | | | |
| <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 running records with comprehension checks, Fountas & Pinnell Benchmark, iReady, and conference notes. | Whole Faculty | Triannually | |
| | | | |
| <u>Student-Specific Supports and Instruction to All Students</u> | | 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 | |
| Every student will receive ST Math his/her instructional level and those working below grade level or with stagnant progress will receive intervention from the teacher. | Whole Faculty | Weekly | |
| <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 | Done 99% connected Only 4 not connected of 478 students |