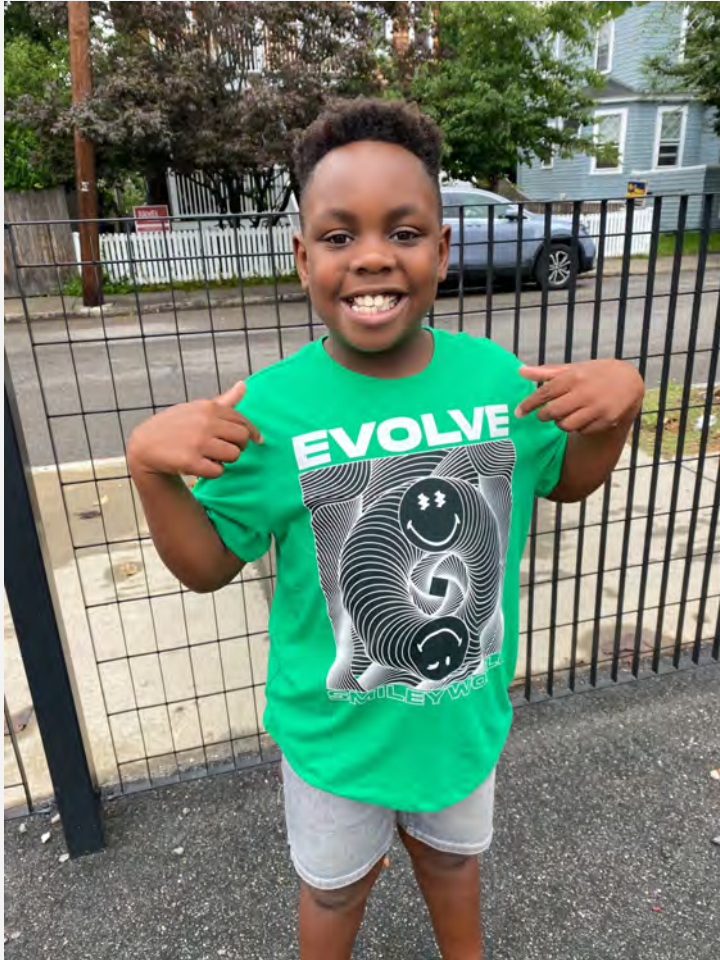




Morse School

School Improvement Plan

SY23-24
to
SY24-25

DRAFT School Improvement Plan

SY23-24 to SY24-25

Key Resources:

- [SIP Draft Timeline](#)
- [CPS Targets](#)
- [School Council Handbook](#)

Guiding Premises [DRAFT]:

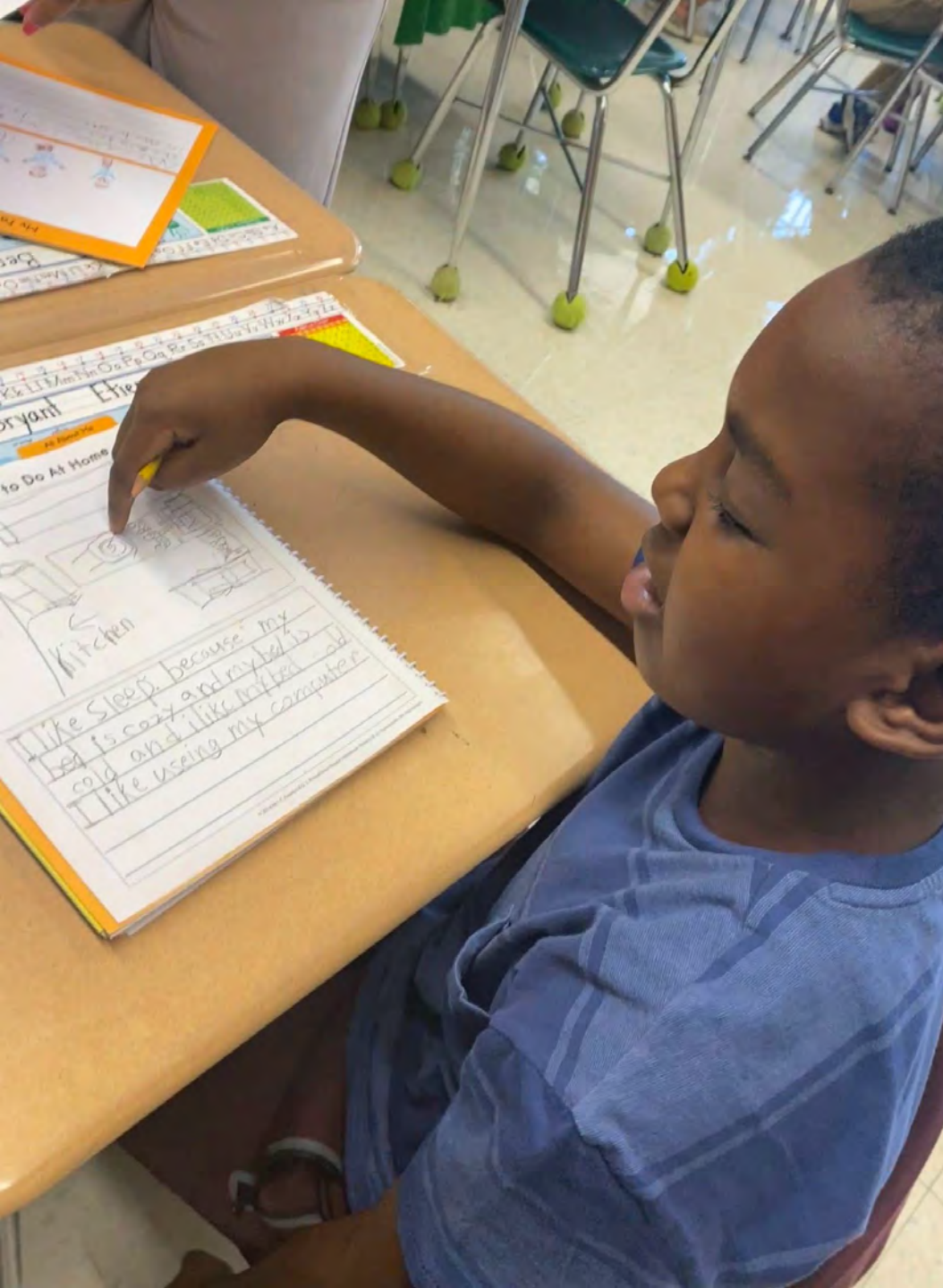
- **Premise #1:** The SIP is a tool to guide each learning system and space through an anti-racist, and culturally affirming lens within CPS.
- **Premise #2:** The goals articulated in this document are geared towards equitable and accelerated learning and SEL outcomes for all students and specifically the students from historically resilient communities.
- **Premise #3:** All learning takes place through culture. We are purposefully designing learning spaces that are culturally affirming and linguistically sustaining for each scholar.
- **Premise #4:** Data and improvement processes are used to guide our work.
- **Premise #5:** We are striving for collective educator agency and efficacy.
- **Premise #6:** The ultimate goal of the School Site Council is to support systems and structures that humanize our collaborative partnership with students, families and the community at large.

Establishing SMARTIE Goals:

- Strategic & Specific
- Measurable
- Attainable & Ambitious
- Relevant
- Time-Bound
- Inclusive
- Equitable & Explicit

Data Wise Improvement Cycle





LITERACY

DATA OVERVIEW - SPRING 2023

Massachusetts Comprehensive Assessment System

- At all 3 grade levels Morse outperformed district in essays and writing questions.
- We exceeded accountability targets for achievement in English Language Arts in all groups.
- The data is strong across domains with vocabulary being a relative area for growth despite strong performance.
- "All students" on average exceeded accountability for growth in ELA; our African American/black, low income, lowest performing, high needs students made typical growth-high; and our students with disabilities made low typical growth.
- In 5th grade Morse had a similar performance to the district.
- 3rd grade Morse performed higher than the district.
- 4th grade more space between Morse and district.
- Moderate growth in grade 4 and high growth in grade 5.

All data referenced can be found in the [Morse Data Slidedeck](#).

DATA OVERVIEW - SPRING 2023

iReady (Gr. 3-5)

- Students in grades 3-5 made 100% median typical growth.
- 25% of students met Annual Stretch Growth based on iREADY assessment.
- In grades 2-5, 77% of Asian students, 26% of Black/African American students, 41% of students with 2 or more races and 72% of white students are performing mid or above grade level in the vocabulary domain.
- In grades 2-5, 26% of students who have special education services are performing mid or above grade level in the vocabulary domain.

DATA OVERVIEW - FALL 2024

mCLASS (Gr. K-2)

- 59% of all students scored at or above benchmark in foundational literacy skills.
- 64% of students without special education services scored at or above benchmark in foundational literacy skills. 39% of students with special education services scored at or above benchmark in foundational literacy skills.
- 64% of students who identify as white scored at or above benchmark in foundational literacy skills. 53% of students of color scored at or above benchmark in foundational literacy skills.

DATA OVERVIEW - FALL 2024

mCLASS (Gr. K-2) Continued

- 70% of all students scored at or above benchmark in vocabulary skills.
- 78% of students without special education services score at or above benchmark for vocabulary. 38% of students who receive special education services scored at or above benchmark for vocabulary.
- 87% of students who identify as white scored at or above benchmark in vocabulary. 56% of students of color scored at or above benchmark in vocabulary.

KEY SUCCESSES TO BUILD ON

- On iReady (Spring 2023), students in grades 3-5 made 100% median typical growth.
- Students in grades 3-5 outperformed the district in essay writing on the ELA Massachusetts Comprehensive Assessment System (Spring 2023).
- The Spring 2023 Massachusetts Comprehensive Assessment System Accountability Data shows that we are exceeding achievement targets in ELA in all groups.

KEY AREAS OF NEED TO ADDRESS

- Areas of need continue to arise in vocabulary and comprehension in both literature and nonfiction on iReady.
- On Massachusetts Comprehensive Assessment System, students showed areas of need in use of context clues and figurative language as well as point of view, theme and character reasoning.
- Instruction of vocabulary within context (instruction during allocated time within the schedule), building word awareness and academic vocabulary

LITERACY/ELA GOAL

By 2025/Year 2 SMARTIE Goal: In order to increase overall vocabulary development and knowledge, students *will be able to determine the meaning of unknown and multiple meaning words within challenging texts by using a variety of strategies including using context clues, morphology, increasing word awareness, and using cognates and further support for multilingual learners.*

By 2025, the Morse School Grades 3-5 iReady Vocabulary end of year domain data will show:

- Average % of students scoring mid year or above will increase from 56% to 85%.
- Students with disabilities scoring mid year or above will increase from 28% to 60%
- African-American % of students scoring mid year or above will increase from 27% to 60%

By 2025, the Morse School Grades K-2 mCLASS Vocabulary end of year domain data will show:

- Average % of all students who score “at benchmark or above” will increase from 70% to 85%
- Students with disabilities who score “at benchmark or above” will increase from 38 % to 60%
- Students of color who score “at benchmark or above” will increase from 56% to 70%

90-day Milestone September ‘23-January ‘24

JK-2 teachers will build assessment literacy in order to increase comfort with vocabulary screener data.

JK-5 professional development (11/15/23) will focus on evidence-based vocabulary instruction and high-leverage routines.

90-day Milestone January ‘24-June ‘24

JK-5 teachers will incorporate evidence-based vocabulary instruction and high-leverage routines into classroom practice.

K-5 teachers and staff will increase and monitor usage of Boost Reading and iReady Personalized Instruction for targeted students.

90-day Milestone September ‘24-January ‘25

K-2 teachers will plan and implement lessons that include vocabulary instruction and aligns with the Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Gr. 3-5 teachers will plan and implement close reading lessons that include vocabulary instruction which is aligned to the district Close Reading PD and lesson template.

90-day Milestone January ‘25-June ‘25

Professional development will focus on implementation of vocabulary intervention that builds students' use of word solving strategies to support language comprehension.

Action Plan

Increased Academic Achievement & Growth – Literacy/Language Arts: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in Literacy/Language Arts among preK-12 students from all backgrounds and programs.*

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff?	How will you leverage the Data Wise Improvement process to monitor your progress?	Who is responsible for leading the team’s work on this strategy?
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	<i>Increase the number of tier I instructional minutes to 520 min (JK-1), 570 min. (gr. 2-4) and 570 min. (gr. 5) in literacy for all students with a focus on close reading, writing about reading, phonics and vocabulary.</i> <i>Implement Teaching Learning Alliance (TLA) Phonics in JK-3 with fidelity</i> <i>Implement Spelling & Vocabulary program in grades 4 & 5.</i> <i>Implement Scholastic Reading Assessment for students in Basic Academics in order support the development of comprehension, vocabulary, fluency, word analysis, and study skills.</i>	All students will receive word study instruction across grade levels and programs. The increase in vocabulary instruction will lead to increase in reading comprehension and student outcomes in English Language Arts.	Looking at student work monthly during professional learning communities. iReady Screeners and mClass (3 months a year) Massachusetts Comprehensive Assessment System (MCAS) (annually)	Literacy Coach Interventionists Principal Assistant Principal
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	<i>JK-2 staff will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS) and use the science of reading and the Scarborough Reading Rope to teach skills that support proficient reading.</i> <i>JK-2 staff will be trained in mClass</i> <i>Ongoing training and support in implementation of Teaching Learning Alliance (TLA) Phonics.</i> <i>School based PD and coaching.</i>	Staff working with early readers will share a foundational understanding based on the Science of Reading in order to improve instructional practice.	Data Team and Principal will complete DATA Wise Training	Teaching Learning Alliance consultant ELA Department Literacy Coach
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	<i>Parent workshops to share vocabulary strategies.</i> <i>Collaboration with Morse after school team through a tutoring program that has after school teachers working in classrooms during the school day. Also collaborate with the Strategic Tutoring Staff to support out of school support for students.</i> <i>Connecting with parents and after school programs to support students who have been identified as needing mClass or iReady</i>	Building understanding of vocabulary strategies among parents creates additional support for students.	Monitoring prescribed student participation in iReady & mClass personalized learning.	Principal Assistant Principal Literacy Coach Morse Community Schools Coordinator Educators Tutors



MATH

DATA OVERVIEW - SPRING 2023

MCAS

- We met or exceeded accountability targets for achievement in Math with all groups (low income students met target, all others exceeded target).
- "All students," including our African American/Black group of students exceeded accountability for growth in Math; our low income, lowest performing, high needs students made typical growth-high; and our students with disabilities made low typical growth.
- 3rd graders performed generally higher than the district; fourth graders performed generally lower than the district and fifth graders performed similar to the district.
- In Spring 2023, students in Grades 3-5 made more than 100% progress (median) towards their annual typical growth on iReady.

iReady

- In Spring 2023, students in Grades 3-5 made more than 100% progress (median) towards their annual typical growth on iReady.

All data referenced can be found in the [Morse Data Slidedeck](#).

KEY SUCCESSES TO BUILD ON

- Grades 3-5 made significant progress in geometry on iReady- 5th grade went from 24% of students were on grade level or above and by the end of the year, 76% of students were on grade level or above.
- Grades 3 & 5 demonstrated strength in Number Sense and Operations in Base Ten and in measurement; Grade 3 performed well in Algebraic Thinking.

KEY AREAS OF NEED TO ADDRESS

- Grades 3-5 need support in solving word problems involving multiplication and division as they on average earned 60% of possible points for constructed response questions. This was relatively lower than other test items.
- Building students math academic vocabulary.
- Strengthening geometry and measurement standards; Continue to focus on Number Sense and Operations in Base Ten.

MATHEMATICS GOAL

By 2025/Year 2 SMARTIE Goal: In order to improve students' overall problem solving skills to solve math word problems involving the four operations, students will develop the following math practice standards:

- reading the word problem and making sense of it (Math Practice 1);
- modeling or representing the problem (Math Practice 4) ;
- solving the problem and explaining their thinking verbally and/or in writing with precision of academic vocabulary (Math Practice 3 and 6).

By 2025, we expect that student performance on the Massachusetts Comprehensive Assessment System (MCAS) will show that:

- school percentage (%) of possible points for constructed response questions will increase from 60% to 80%.
- increase mean SGP for students with disabilities and low income students from “moderate growth” to “high growth” (mean SGP > 60).

By 2025, the Morse School iReady math data (students in gr. 3-5) will show:

- The overall percentage of students performing at or above grade level in Algebra and Algebraic Thinking (ALG) will increase from 50% to 90% and in Numbers and Operations (NO) will increase from 45% to 90%.
- The percentage of Black/African-American students performing at or above grade level in ALG and NO will increase from 18% to 70% and 17% to 70% respectively.
- The percentage of students with disabilities performing at or above grade level in ALG and NO will increase from 13% to 50% and 17% to 50% respectively.

By 2025, the Morse School Forefront Number Sense Screener will show:

- 90% of students in K-2 will be able to solve word problems involving addition and subtraction within 10, 20 and 100 respectively .

90-day Milestone September '23-January '24

K-5 teachers will be given PD about the design phase of IM, thinking about entry points for all students.

K-5 teachers will incorporate IM unit vocabulary in math instruction and create vocabulary walls, anchor charts, and/or reference sheets to support student learning.

90-day Milestone January '24-June '24

JK-5 teachers will provide clear criteria for success, sentences stems, words banks and other scaffolds to support students in using precise language and clear definitions in math discourse and in writing.

JK-5 teachers and staff will increase and monitor usage of ST Math and iReady Personalized Instruction for targeted students.

90-day Milestone September '24-January '25

K-5 teachers will teach reading strategies, IM instructional routines and math language routines to help students make sense of word problems (for example Act it Out, Notice & Wonder, Three Reads Protocol)

90-day Milestone January '25-June '25

JK-5 teachers will be given PD around the progression of representation in IM.

JK-5 teachers will teach students to use visual representations and math tools to model mathematics and increase sense-making while supporting students to write grade level math stories and ask questions that can be answered by them.

Action Plan

Increased Academic Achievement & Growth – Math: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in math among preK-12 students from all backgrounds and programs.*

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress?	Who is responsible for leading the team’s work on this strategy?
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	All educators will implement the new Illustrative Math (IM) curriculum with fidelity . Math Instruction will be 60 mins in JK-5 classrooms Educators will make math learning visible in their classrooms by using math talk, differentiation, and targeted scaffolds and supports (math reference tools), student work, math strategies, and vocabulary.	All students will receive math instruction from a consistent primary curriculum. Staff will receive information from the data that will help them develop targeted tier 1 and 2 scaffolds and supports for their students.	Utilize data retreats to review iReady and mClass screeners 3x/year Utilize monthly Professional Learning Communities (PLCs) to review unit assessments and student work. Use data to inform instruction for tier 1 & 2.	Data Team math coach math interventionist classroom teachers special educators administrators
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	JK-5 Staff will participate in ongoing professional learning around the Illustrative Math(IM) curriculum. This includes Office of Student Services, Multilingual Language Learners, and paraprofessional educators. Math coach will support implementation and development of differentiation strategies alongside educators	Ongoing training throughout 23-24 school year for all staff. All staff have the same understanding for math instruction. Educators will receive weekly coaching within their math cycle	Unit assessments Data Retreats/ Progress Ongoing monitoring PLCs	math coach math department School leadership
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Teachers will share Parent/Caregiver unit family letter and monthly newsletters. Math Parent Workshops will be one of four topics offered SY 24 and SY 25 New Illustrative Math (IM) will be presented to School Council	Families will be given strategies on how to best support their child’s math growth. Families will have access to the ST Math and iReady Math personalized instruction. In order to ensure equitable access, the data team will monitor student device needs and platform usage via data team technology warehouse.	Progress will be share with families through: - Teacher/Caregiver Conferences - iReady, Forefront reports (Fall, Winter, Spring) - End of the Unit Assessments - Monitoring participation and growth on ST Math and iReady individualized instruction.	Classroom teachers Math Team Interventionists District (mClass and iReady reports) Administration



CHRONIC ABSENTEEISM

DATA OVERVIEW

- 79/309 or 25% of students were chronically absent.
- 31/309 or 10% of students were chronically tardy.
- 16/79 or 20% of students who were chronically absent were also chronically tardy.
- 34/79 or 43% of chronically absent students were in junior kindergarten or kindergarten.
- Students of color, students with Individualized Educational Programs and students with 504s all had a higher rate of chronic absenteeism.
- 50% of students that are chronically absent needed instruction based on Devereux Student Strengths Assessment (DESSA)
- We declined on our Department of Elementary & Secondary Education accountability targets for all groups but African American/Black students who made some improvement but still below target.

KEY SUCCESSSES TO BUILD ON

- 74% Morse students are present 90% or more of the school year.
- 278 students (90%) arrive to school on time 90% or greater of the school year.
- 92% of students who were chronically absent were rated as "typical" or "strength" on the Devereux Student Strengths Assessment (DESSA).
- We did not meet our targets for Department of Elementary and Secondary Education (DESE) Accountability Report.

KEY AREAS OF NEED TO ADDRESS

- Students of color have a higher rate of chronic absenteeism on average than students who identify as white.
- Students with Individualized Education Programs have a higher percentage of chronic absenteeism than students not receiving Special Education Services
- Students who are economically disadvantaged have a higher percentage of chronic absenteeism than students who are economically advantaged

CHRONIC ABSENTEEISM GOAL

By 2025/Year 2 SMARTIE Goal: By 2025 the Morse School will reduce student chronic absenteeism in order to meet Department of Elementary and Secondary Education Accountability targets in the following ways:

- Chronic absenteeism for all gr. 1-5 students will reduce from 22.9% to 18.1%.
- Chronic absenteeism for lowest performing gr. 1-5 students will reduce from 25% to 13%
- Chronic absenteeism for students with disabilities in gr. 1-5 will reduce from 37.3% to 25.4%

We will implement a school attendance support team, monitor and analyze data, and collaborate with caregivers to increase student attendance.

90-day Milestone September '23-January '24

Establish an "Attendance Team" to monitor attendance weekly and work with families to improve attendance.

Establish a standardized classroom level response to student absences.

Establish an administrative response when a child is absent more than 5 days.



90-day Milestone January '24-June '24

- Work with School Council to develop or adopt culturally responsive recommendations for families on how to improve attendance.
- Build a school-wide understanding of the district policy and school approach to attendance and tardies.



90-day Milestone September '24-January '25

Utilize Data Wise training to examine chronic absenteeism data to determine best next steps with families to support student attendance.



90-day Milestone January '25-June '25

Develop a list of recommendations for students who are on sabbatical or who have chronic absenteeism that includes summer learning, computer-based instruction, tutoring, and after school programs when they return to Cambridge.

Action Plan

Increased Student Attendance: Maximize partnerships with internal and external stakeholders (student, families, staff and the community) to implement a multi-tiered approach to reducing barriers to student attendance.

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	Sharing clear expectations around attendance on Curriculum Night. Implement the daily emails from teachers when a child is absent. Implement administrator response when a child is absent more than 5 days. Utilize Aspen tardy/absenteeism letter to be sent out to chronically tardy/absent students at the end of each quarter.	Strong home-school partnership for all. Parent Square messages will be translated for the number of home languages	Weekly monitoring	Attendance Team consisting of Principal, Assistant Principal, Family Liaison, and Administrative Assistant. Educators
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Training through the Mass Partnerships for Youth around improving attendance. <u>2023 SCHOOL ATTENDANCE SUMMIT: NEW CHALLENGES AND OPPORTUNITIES</u>	The attendance team will develop an understanding of the different barriers families face in getting their child(ren) to school and be able to support them.	Through the use of strategies to support families, student chronic absenteeism will reduce.	Attendance Team
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Share attendance goal with families at Curriculum night on 9.28.23 Classroom emails when a child is out Family Liaison outreach Connect families to local resources to address any barriers they’re facing Develop a before & after school club program for students to further incentivise coming to school	To compliment the district policy and promote equitable and consistent, daily school attendance	Meeting with families who are at risk of chronic absenteeism and strategizing with them will lead to a reduction in absences.	Attendance Team Classroom Teachers Social Worker Counselor Family Liaison



SCHOOL CLIMATE

DATA OVERVIEW

- Data that showed 33% of students with 504s need Social Emotional Learning instructional support.
- 50% at need are 50% chronically absent and 50% chronically tardy.
- Of the 3% of students that needed instruction based on the Fall Devereux Student Strengths Assessment (DESSA), 71% of students moved into typical performance and 2 % remained as needing instructional support by the Spring.
- Of the 74% of students that had typical performance, 17% moved to strength, 77% remained typical, and 6% needed instruction by the Spring.
- School Climate Surveys (gr. 2-5): Noticed student enjoyment of activities and clubs and relationships with adults.

KEY SUCCESSES TO BUILD ON

- In Fall 97% and Spring 95% were typical or strength on Devereux Student Strengths Assessment. (slides 4, 7, 8)
- Multilingual Language Learners were typical on Devereux Student Strengths Assessment.

KEY AREAS OF NEED TO ADDRESS

- Implement Educator's Handbook
- Use of Data Wise protocol to look at data through an equity lens.
- Ensure students know they can each connect with a trusted adult.
- Defining and understanding of Social Emotional Learning (SEL) terms (trust, belonging, kindness, bullying)
- Additional monitoring between benchmarks/assessments as part of the Social Emotional Learning Team work, the Counselling Team and through the Multi-Tiered System of Support (MTSS) process.
- Bring into work of Social Emotional Learning team and training - Vision Statement and goals

SCHOOL CLIMATE AND CULTURE GOAL

By 2025/Year 2 SMARTIE Goal: Through instructional support at the tier 1, 2, and 3 level, students will strengthen their Social Emotional Learning skills so that 95 % of students are maintaining or increasing their competency scores from fall to spring based on the Devereux Student Strengths Assessment(DESSA) mini screener.

90-day Milestone September '23-January '24

Teachers will complete the Devereux Student Strengths Assessment (DESSA) Mini in October 2023 and the DESSA long for students who need it and determine instructional needs

Developing a Morse school vision statement with support from all stakeholders.

Collect data to pre-assess where we are in terms of the vision statement and identify needs and priorities to work on.



90-day Milestone January '24-June '24

Through progress monitoring of students identified in the fall as in need of instruction, educators and Social Emotional Learning leaders continue to provide appropriate tiered instruction.



90-day Milestone September '24-January '25

Establish a school-wide intervention curriculum for tier II and III students with consistent language and practice.



90-day Milestone January '25-June '25

Implement the school-wide intervention curriculum for tier II and III students with consistent language and practice.

Action Plan

Build Welcoming & Supportive Schools - cultivate diverse and supportive school culture and climate for improved

behavior: *Create strong partnerships with our students, family members, guardians and the community to establish a positive school culture and climate to respond to preK-12 students' physical, social and emotional needs. Improve families' access to resources within and beyond CPS. Promote positive school cultures and climate through district-wide vision of inclusive and restorative discipline policies and practices.*

District Objective	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress?	Who is responsible for leading the team’s work on this strategy?
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	Implement a morning meeting/Restorative Justice community circles routine in every classroom JK-5 Continued implementation of the Morse Code schoolwide Using a strengths-based lens, utilize Devereux Student Strengths Assessment (DESSA) data to lift up both strengths and challenges in order to identify Tier 1, Tier 2 and Tier 3 needs Social Emotional Learning (SEL)/Health Team to review strategies currently in use, alongside family and student data to determine needs for tiers 1, 2, 3 instruction	Centering the whole child and families in review of Devereux Student Strengths Assessment data Common and consistent language and expectations	Team will complete Data Wise training at Harvard.	Principal Assistant Principal SEL/Health Team All Educators
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Audit what Social Emotional Learning (SEL) curriculum/strategies staff are employing in classrooms (Responsive Classroom, Restorative Circles, Social Thinking, Second Step, etc.) Social Emotional Learning (SEL)/Health Team in conjunction with district partners to develop a plan to select and implement a schoolwide SEL curriculum. Provide staff with training as needed.	Partnering with educators and leveraging expertise	Team will complete Data Wise training at Harvard. Learning from the Data Wise will be embedded in the meeting protocols of the school (Professional Learning Communities, Data Retreats, etc.)	Principal Assistant Principal Social Emotional Learning (SEL)/Health Team
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Host family workshops throughout the academic year with targeted themes including Social Emotional Learning (SEL). Partner with the Friends of Morse to support and co-run building wide community events. Morse Community Schools staff partner with Morse School staff to collaborate and execute aligned strategies and supports for students and families	Equipping all caregivers (educators, staff, families, out of school partners) with common knowledge for supporting Morse school students	Team will complete Data Wise training at Harvard. Learning from the Data Wise training will be shared by the team with the community.	Principal Assistant Principal SEL/Health Team Family Liaison