

Murkland School School Site Council Fall 2025 Meeting

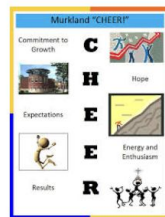


Section 5: Quarterly Progress Monitoring Review
5.5 2025-2026 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	In progress	Grade level teams will expand upon the successful engagement strategies identified in Year 1, extending implementation across all content areas. This expansion will be supported by targeted professional development sessions for teachers, emphasizing a deeper understanding and application of the Schlechty Center on Engagement framework. Concurrently, data collected from Year 1 implementation will be analyzed to pinpoint areas for enhancement and refinement in student engagement, while fostering partnerships with parents, community members, and experts to enrich learning experiences. Grade level teams spent time together leaning into an additional resource, Wayfinder, during additional PD prior to the school year beginning. This work expanded engagement strategies and teams worked to incorporate some into morning meetings and across other content areas.	DESSA data shows the vast majority of students rated typical or area of strength for Emotional Competence: 
2: Year 2 Performance Objective:	In progress	Refine the integration of Murkland and Eureka 2.0 math approaches through ongoing collaboration among teachers, and the math coach. This work will include the enhancement of lesson summaries and a thorough approach at maximizing the use of academic language in all modules. Building off last year's math module work, teams are now working with the Math Coach to refine the summary portion of lessons. In addition, teams are beginning the Lesson Study cycle with the math coach.	iReady Math student data shows that, one-third through the school year, we are at 50% progress toward typical growth (compared to 48% at this time last year).
3: Year 2 Performance Objective:	In progress	Continue horizontal team collaboration within grade levels, but with different standards. Two ELA and two math lesson studies will be conducted building upon the work from Year 1. Teachers will continue to refine their instructional practices, deepen their understanding of standards, and incorporate lessons learned from the previous year. Schedule/subs are set and teams are meeting for Lesson Studies	By December 11, all grades will have completed a full Lesson Study cycle. Round two of cycles will begin in February.
4: Year 2 Performance Objective:	In progress	Murkland will implement the American Reading Company (ARC) Core Literacy Curriculum as the foundation of Tier 1 ELA instruction. Teachers will work closely with the literacy specialist to effectively use ARC tools and routines while aligning instruction to standards. Key focus areas include enhancing anchor charts to support academic language, using assessment data to guide small group and individualized instruction, and refining Tier 1-3 supports to meet the diverse needs of multilingual learners, students with disabilities, and those performing above grade level. Teams, with support from Literacy Specialist and ARC coach, have planned out units and small groups together. The majority of CPT and Early Release time have been focusing on implementing the ARC curriculum to meet the needs of our students.	All teams are maintaining pacing and alignment. All teams have completed the IRLA and established Power Goal groups. Early winter iReady data will be reviewed the week of 12/15.
5: Year 2 Performance Objective:	Partially ...	Further embed Responsive Classroom strategies into daily classroom routines and curriculum planning across grade levels. Summer PD spent some time focusing on the Responsive Classroom strategies. All teams are following their plan to embed these practices throughout the day.	All teams are utilizing Responsive Classroom techniques and have established classroom communities with students. HALS data, which has an average student response of about 4.5 shows students value learning, challenges, have a sense of belonging and feel connected to their teachers. 

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
Kevin Andriolo - Principal Laura Lesniak - Assistant Principal	<i>Parent Representatives</i> Zelika Henry* Na Vi Lam Angie Paradise	<i>Teacher Representatives</i> Roxanne Desmarais Debra Rich Katelyn Walsh

1.3 Mission	1.4 Core Values	
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.	- 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	We ask our students to show their Murkland PRIDE	As a staff, we embrace Murkland CHEER every day.
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.		



4.1 Goal 1- CLSP: 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.

Level	Indicators	Who	Tips to Push to the Next Level
Authentic Engagement	- 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.		Encourage peer collaboration: Pair students with others who are equally engaged to foster higher-order thinking through discussion. Encourage leadership roles: Offer opportunities for the student to lead discussions or present to peers. Provide enrichment: Offer extension activities that challenge the student and connect to their interests.
Strategic Compliance	- 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.		Make connections to intrinsic motivation: Encourage students to reflect on personal goals and how learning helps achieve them. Add real-world relevance: Tie tasks to real-world problems or student interests to spark authentic engagement.
Ritual Compliance	- 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.		Provide choices: Offer multiple pathways or creative options for completing assignments. Use engaging content: Add hands-on activities, games, or interactive lessons to make learning more dynamic and enjoyable.
Retreatism	- 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.		Offer support and structure: Break tasks into smaller steps and provide frequent check-ins to build confidence. Create a safe space: Help the student feel more comfortable by offering positive feedback on small efforts.
Rebellion	- 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.		Provide structured autonomy: Give the student clear choices and some control over how they engage with the material. Build rapport: Take time to understand the student's perspective and offer personalized encouragement to re-engage.

Murkland Elementary School
Quality Improvement Plan
2024 - 2027

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K		1		2		3		4	
ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Mod 1 Our Community/ Trees	Mod 1	Link to All Modules		Link to All Modules		Mod 1 Building a Reading Life & Literature Standards	Mod 1	Mod 1 Interpreting Characters	Link to all Modules
Mod 2 Construction and Engineering Constructions/ NF lessons	Mod 2	Mod 1 Building good Reading Habits		Mod 1 Becoming a Big Kid Reader		Mod 2 - Grade 3 drive Reading to Learn - NF	Mod 2	Mod 2 Reading the World, Reading the Weather	Mod 2
Animals 2 by 2	Mod 3	Mod 2 Mod 2 - 1st grade drive Literature standards	Mod 2	Mod 2 Becoming experts	Mod 2	MCAS Prep + shared drive MCAS pass- ages	Mod 3	NF RMI, 4th grade drive NF IRA grade 4 drive NF folder - 4th grade drive	
Mod 4	Mod 4	Mod 3 Reading nonfiction	Mod 3	Fairy Tales/ Folktales & tackling longer words	Mod 3	MCAS folder Potential Standards Based Lower Level Passages - MCAS			
Mod 5	Mod 5	Mod 3 Author Study and Meeting Character s	Mod 3	Stepping into a World of Story & Series Books	Mod 4	Mod 4 Potential Standards Based Lower Level Passages - MCAS	Mod 4	Mod 3 MCAS Prep: Potential Standards Based Lower Level Passages - MCAS	Mod 3
Mod 6	Mod 6					Mod 4	Mod 4	Mod 5 Potential Standards Based Lower Level Passages - MCAS	Mod 4
Monitoring for Meaning Reading Minilesson	Assessment Data	Mod 5				Mod 5	Mod 5	Mod 5 Mod 6 Module Test data	
		Mod 6		Mod 5		Mod 6	Module Test data		
		Module Test data		Mod 6					
				Mod 7					

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:

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.

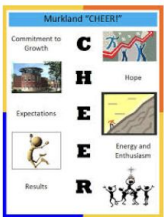
Performance Objectives:

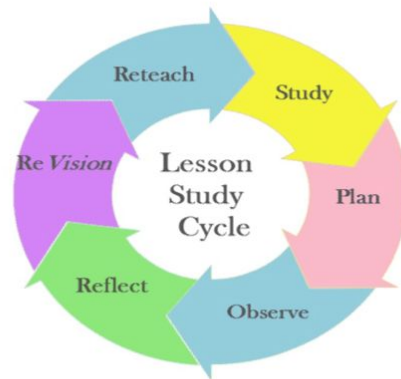
Year 1: Implement an integration of the Murkland math approach and Eureka 2.0 math curriculum, focusing on aligning instructional strategies and resources with priority standards. Complete this with all Eureka Modules.

Year 2: Refine the integration of Murkland and Eureka 2.0 math approaches through ongoing collaboration among teachers, and the math coach. This work will include the enhancement of lesson summaries and a thorough approach at maximizing the use of academic language in all modules.

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4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:

Enhance Lesson Study 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.

Performance Objectives:

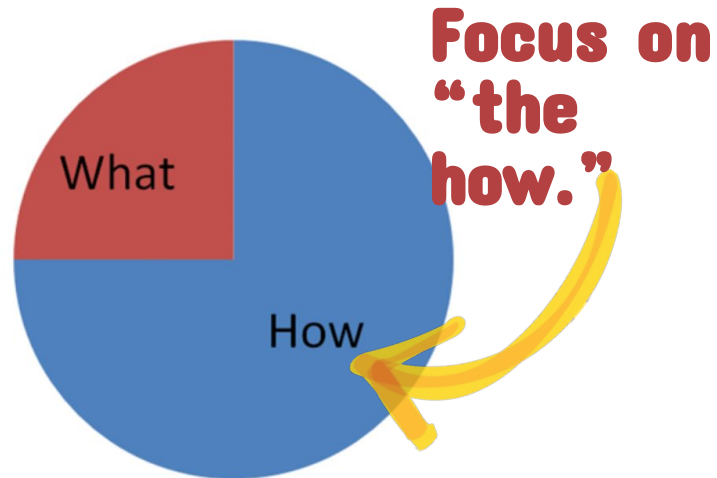
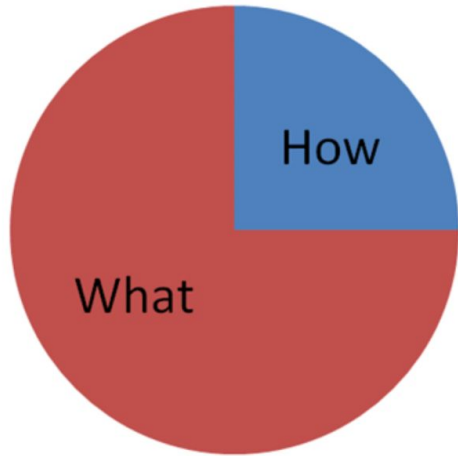
Year 1: Establish horizontal team collaboration within grade levels, focusing on two ELA and two math lesson studies. Teachers will work collaboratively to unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits to enhance instructional practices.

Year 2: Continue horizontal team collaboration within grade levels, but with different standards. Two ELA and two math lesson studies will be conducted, building upon the work from Year 1. Teachers will continue to refine their instructional practices, deepen their understanding of standards, and incorporate lessons learned from the previous year.

“How are you teaching this?” vs “What are you teaching?”

“How did it go?” vs “What did you do?”

When we talk about “How” we are teaching, among many things, we are forming and reinforcing common habits. When we focus on what we are teaching, we’re often just surviving.



Continuum Summary



- To support students in progressing to a more efficient strategy by sharing concrete approaches before abstract ones
- To honor a variety of strategies
- To assess complexity of strategies used by students

Refinement Summary



- To revisit procedures, definitions, initial thoughts, or partially understood concepts and add to or change anchor charts or student work based on new learning
- To increase precision in thinking processes
- To introduce new vocabulary

Misconception Summary



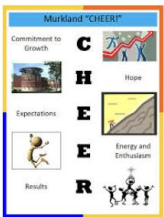
- To address partial or faulty thinking in student work
- To engage students in justifying their thinking, critiquing the work of others, and asking clarifying questions
- To provide a “tempting” incorrect solution, assessing if students have an incomplete or faulty understanding

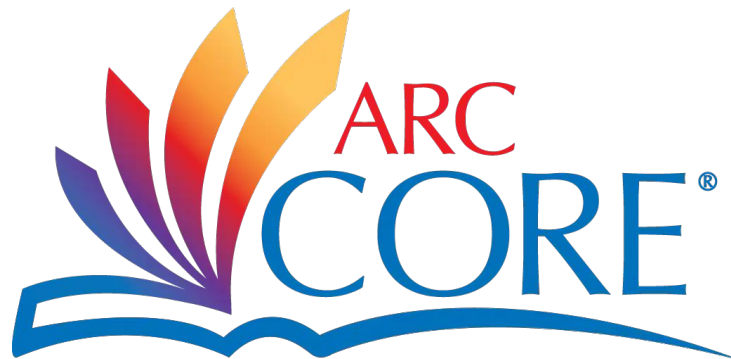
Teachable Moment Summary



- To address unique situations that may arise in student work
- To strengthen understanding of patterns or shortcuts
- To address an “I wonder” or question from a student

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4.4 Goal 4- Student-Specific Supports and Instruction to All Students:

To leverage the strengths of Murkland's multi-tiered ELA approach with a focus on standards-based instruction, now grounded in the newly adopted American Reading Company (ARC) curriculum. This comprehensive literacy framework will replace the Calkins Units of Study as the core Tier 1 curriculum, while continuing to build upon targeted small group and individualized supports across Tiers 2 and 3. Instruction will remain rooted in district priority standards and will address the language and vocabulary development needs of all learners, including multilingual learners (MLLs), students with IEPs, and students performing above grade level, to ensure equitable access to rigorous, high-quality instruction.

Year 2: Murkland will implement the American Reading Company (ARC) Core Literacy Curriculum as the foundation of Tier 1 ELA instruction. Teachers will work closely with the literacy specialist to effectively use ARC tools and routines while aligning instruction to standards. Key focus areas include enhancing anchor charts to support academic language, using assessment data to guide small group and individualized instruction, and refining Tier 1–3 supports to meet the diverse needs of multilingual learners, students with disabilities, and those performing above grade level.

Murkland Habits for Planning & Instruction

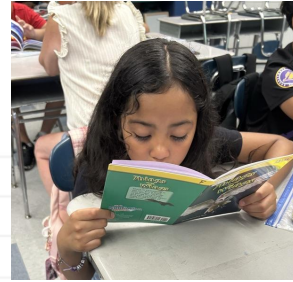
Reading & Writing



**Think about reading
and writing
instruction.**

**What ELA Planning and
Instructional Habits
have we developed at
the Murkland?**

	Murkland Habits	Murkland & ARC	ARC
IRA			
Reading Lab/ Reading Workshop			
Writing			



**Jot these down
on sticky notes
and place in the
first column of
the anchor
chart.**

Take a quick
look at the
Murkland
Universal Habits.
(Especially Lesson Planning)

Is there
anything you
want to add to
your chart?

Murkland Self-Assessment

1 – Not yet	2 – Sometimes	3 – Mostly	4 – Always
I. Lesson Planning & Aligned Curriculum			
Teachers use data and continuums to plan and differentiate lessons and to assess student progress			
1. I use standards-based continuums and modules to organize lessons in a way that promotes students moving along the continuum			
2. I use data to identify where students are on a continuum and to identify their next learning step			
3. I use messy sheets to differentiate and target instruction for students with similar next learning steps			
4. I regularly assess student progress and update messy sheets to show current student learning goals			
5. I plan lessons/tasks that promote higher order thinking			
6. I plan for the type of summary I am going to have (Continuum, Misconception, Teachable Moment, or Refinement)			
7. I use formative assessment to adjust today's lesson or a lesson in the near future.			
8. I use summative assessments to reflect on the efficacy of modules and to plan interventions.			
Teachers create standards-based lessons in which students can name what they are learning, why they are learning it, and how they can apply it			
9. Students are involved in creating anchor charts that support their learning			
10. Students can name what they are learning			
11. Students can connect previous learning to new learning			
12. Students can apply new learning independently			
13. Students know their progress toward meeting continuum or grade level expectations			
14. Students answer summary questions at the end of each lesson			
15. Students answer essential questions at the end of each module			

Lesson
Planning

1	2	3	4
II. Diverse Learners			
Teachers know and apply best practices for ML students			
16. I identify ML students in my classroom			
17. I know my students' levels of English proficiency			
18. I use proficiency levels to differentiate instruction in content and language			
19. I monitor the progress of my ML students (messy sheets) and seek additional support as needed			
20. I use multiple modalities (e.g. kinesthetic, auditory, tactile, visual) to teach and evaluate			
Teachers plan for and promote student concept development			
21. I use visuals connected to content			
22. I teach concepts over time and make connections to other subject areas			
23. I present appropriate vocabulary to teach content			
24. I provide the students opportunities to collaborate and write about concepts			
25. I access prior knowledge and build on students' experiences			
26. I post academic language (e.g. Talk Box) in a timely manner, explicitly remind students to use those terms frequently, and hold students accountable to those words			

Diverse Learners

1	2	3	4
III. Discourse: Teachers model, develop, and facilitate academic discourse.			
Teachers model appropriate forms of talk			
27. I model appropriate academic language/vocabulary in all content areas			
28. I restate to clarify and check student thinking			
29. I validate students who acknowledge confusion			
30. I post and model habit-building sentence starters for students (I agree...disagree...learned...wonder...etc.)			
31. I provide students the appropriate wait-time to respond			
32. I prompt students to elaborate, including during partner talk			
33. I prompt students to wonder about topics at hand			
Teachers routinely promote Accountable Talk in whole group, small group, and partner talk settings			
34. Students listen and think during discussions			
35. Students explain their thinking, whether they are right or wrong			
36. Students restate what others say			
37. Students agree/disagree respectfully and explain why (can maintain a stance of inquiry)			
38. Students add on to other students' thinking			
39. Students can express confusion			
40. Students ask questions/wonders they genuinely want answered			
41. Students apply conversation skills independently			

Discourse



	Murkland Habits	Murkland & ARC	ARC
IRA			
Reading Lab/ Reading Workshop			
Writing			



Literacy Block Past and Present



We Know Our Standards (this hasn't changed)

Mass Literacy Guidelines: Core Literacy Block

Foundational Skills	Engaging with Complex Text	Writing
The core literacy block includes systematic instruction with active practice in foundational skills every day in grades preK-3 .	The core literacy block includes reading or listening to authentic and meaningful texts every day in grades preK-3 .	The core literacy block includes systematic writing instruction with active practice every day in grades preK-3 .
<u>Foundational Skills for All</u> Print Concepts Phonological Awareness Letter Names Phonics and Decoding Advanced Phonics Fluency	Choosing and Using Complex Text	Sentence Structure & Conventions
	Reading for Understanding	Craft of Writing
	Responding to Text	Writing Process
Oral Language Throughout		

Literacy Block - Similar structures, different names



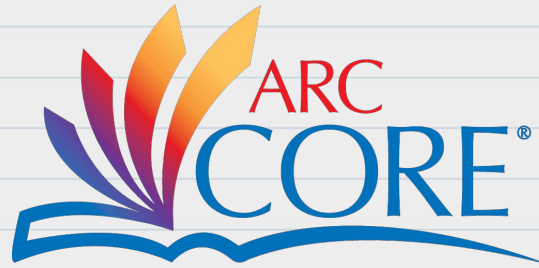
Foundations
Heggerty
Word Study
Lessons

Interactive Read Aloud
Shared Reading
Reading Minilessons
Independent Reading
Guided Reading Groups
Conferring

Writing Workshop/
Process Writing

Writing About
Reading

Literacy Block - 2025 - 2026



Similar blocks.
Different names.

Foundational Skills

Reading

Writing

Foundational
Skills

Phonological/
Phonemic
Awareness

Phonics/
Word Study

Interactive Read Aloud
Read/Write/ Discuss Complex Text

Shared Reading
Independent Reading

Reading Lab

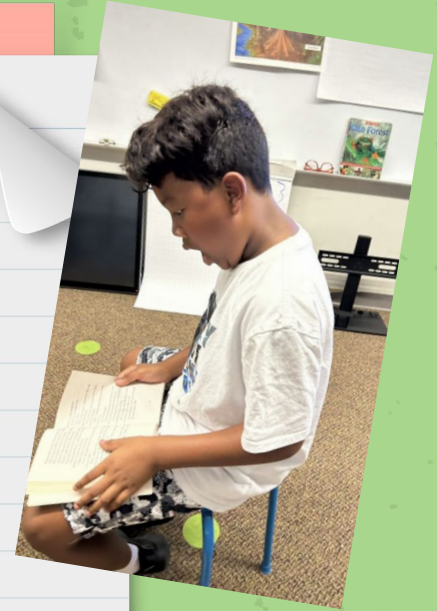
Knowledge Building and Vocabulary are built in.

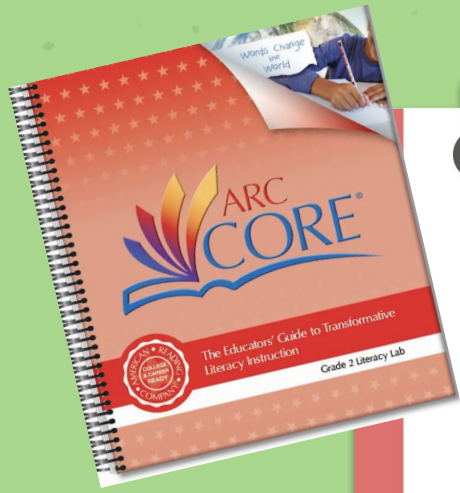
Writing

Process Writing
Writing About Reading
Conventions/
Grammar



Lessons from Summer School





Exploring the Teacher's Guide

- Read one lesson component at a time (starting with Interactive Read Aloud).
 - Explore Independently
 - Collaboratively discuss
 - Use an anchor chart to track your ideas.

As a Team



Use the anchor chart to organize your thinking: You will add more sticky notes (to ARC) and possibly move sticky notes to Murkland & ARC.

- What ideas came up?
- Where do you see alignment between Murkland practices and ARC?
- What is unique to ARC?
- Where are there differences?
- Where might we need to spend extra time planning together as a team?

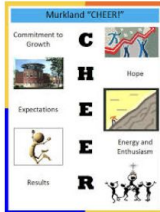
	Murkland Habits	Murkland & ARC	ARC
IRA			
Reading Lab/ Reading Workshop			
Writing			

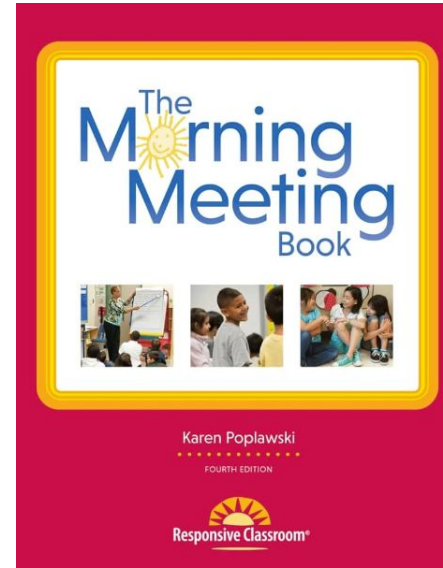


	Murkland Habits	Murkland & ARC	ARC
IRA			
Reading Lab/ Reading Workshop	Use data		
Writing			



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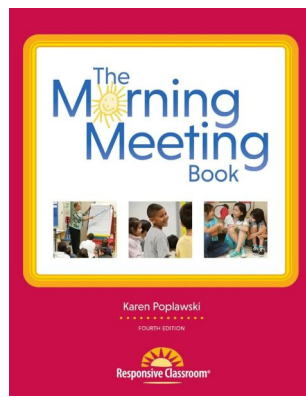


4.5 Goal 5- School Climate and Culture: We will enhance the implementation of Responsive Classroom practices to cultivate safe, joyful, and engaging learning environments where students develop both social and emotional competencies alongside academic skills.

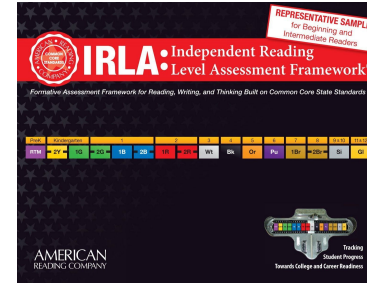
Performance Objectives:

Year 1: 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.

Year 2: Further embed Responsive Classroom strategies into daily classroom routines and curriculum planning across grade levels.



“At the end of the day, they are **all** our students.”



Upcoming (Late Winter/Early Spring)

- Site-based budget
- QIP review/Data review
- Update to QIP as needed



Murkland School School Site Council December 10, 2025

I Showed Murkland Pride

PERSEVERANCE
COURAGE
RESPONSIBILITY
KINDNESS
TEAMWORK

I Joined Murkland Pride



I Showed Murkland Pride

PERSEVERANCE
COURAGE
RESPONSIBILITY
KINDNESS
TEAMWORK

I Joined Murkland Pride