

Murkland School School Site Council Winter 2026 Meeting

I Showed Murkland Pride

**PERSEVERANCE
COURAGE
RESPONSIBILITY
KINDNESS
TEAMWORK**

I Joined Murkland Pride



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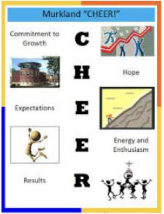
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QIP Updates



Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
Kevin Andriolo - Principal Elizabeth Borrelli - Assistant Principal	<i>Parent Representatives</i> Zelika Henry Stephanie Garcia Melendez Angie Paradise	<i>Teacher Representatives</i> Roxanne Desmarais Sarah Chicoine April Watts

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.	
	We ask our students to show their Murkland PRIDE	As a staff, we embrace Murkland CHEER every day.
1.5 Vision	 	



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 Construction/ NF lessons	Mod 2	Mod 1 Building good Reading Habits	Mod 1	Mod 1 Becoming a Big Kid Reader	Mod 1			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	Mod 2 - Grade 3 drive Reading to Learn - NF	Mod 2	NF RMI, 4th grade drive	
Mod 4	Mod 4	Mod 3 Reading nonfiction	Mod 3	Fairy Tales/ Folktales & tackling longer words	Mod 3	MCAS Prep + MCAS prep: ages	Mod 3	NF IRA grade 4 drive	
Mod 5	Mod 5	Author Study and Meeting Character s	Mod 4	Stepping into a World of Story & Series Books	Mod 4	MCAS folder Potential Standards Based Lower Level Passages - MCAS		NF folder - 4th grade drive	
Mod 6	Mod 6	Monitoring for Meaning Reading Minilesson	Mod 5					Mod 3	Mod 3
	Assessment Data		Mod 6					MCAS Prep Potential Standards Based Lower Level Passages - MCAS	Mod 4
			Module Test data					Mod 5	Mod 5
					Mod 5			Mod 6	Mod 6
					Mod 6				Module Test data
					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:

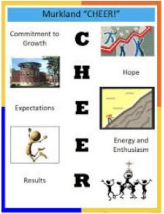
Year 1: Implement an integration of the Murkland math approach and Eureka 2.0 math curriculum, focusing on aligning instructional strategies and resources with priority standards. Complete this with all Eureka Modules.

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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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.		



4.3 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.

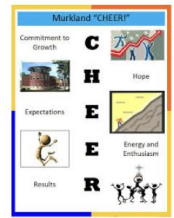
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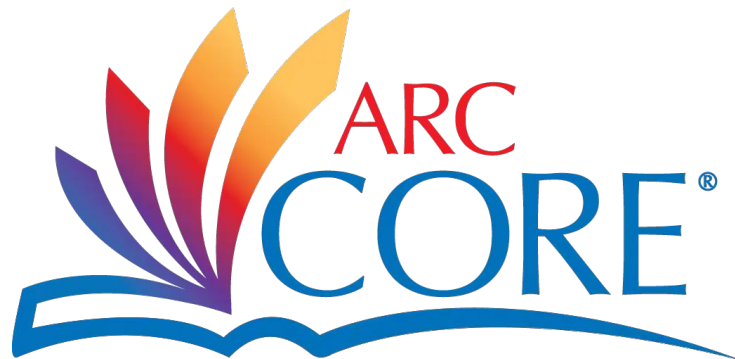
Year 1: Establish horizontal team collaboration within grade levels, focusing on two ELA and two math lesson studies. Teachers will work collaboratively to unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits to enhance instructional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

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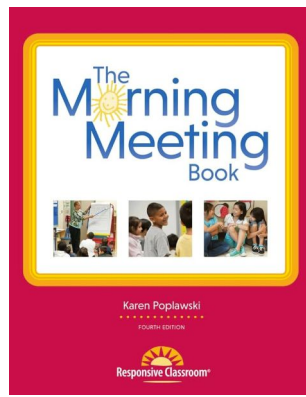
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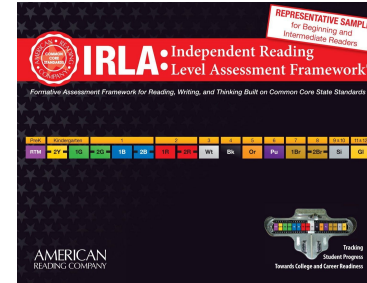
4.4 Goal 4- Student-Specific Supports and Instruction to All Students:

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.



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



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 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

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 levels, during the February Early Release, will be completing a "Levels of Engagement" summary of their class/students they support. Strategies will be developed as teams to support students along this continuum.	DESSA data shows the vast majority of students rated typical or area of strength for Emotional Competence:  DESSA ratings from recent completion (February) also support this.
2: Year 2 Performance Objective:	Partially ...	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 continue working with the Math Coach to refine the summary portion of lessons. - In addition, teams all completed Lesson Studies in math.	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:	Partially ...	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. All teams have completed their Math Lesson Study and will be starting ELA Lesson Study in February.	All grades will have completed a full Lesson Study cycle. Round two of cycles(ELA) begin on 2/10/26.
4: Year 2 Performance Objective:	Partially ...	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. In addition, staff have worked with ARC consultant to refine our practices.	iReady winter data shows strong student growth and a significant portion of students on track to meet their Stretch Growth target.
5: Year 2 Performance Objective:	Partially ...	Further embed Responsive Classroom strategies into daily classroom routines and curriculum planning across grade levels. Grade levels, during the February Early Release, will be leaning into resources, such as Wayfinder, to enhance Responsive Classroom strategies. The specific focus is on creating authentic engagement for all students.	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. 

Upcoming (Late Winter/Early Spring)

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





2026 - 2027 Budget



Next Steps

- Finalize recommendations
- Formal meeting with Cabinet (March 5)
 - Share possible cuts, advocate as needed, share QIP information
- SSC Sign Off
- Cabinet presents to School Committee

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