

C.W. Morey School

School Site Council Meeting

November 12, 2024

Agenda

1. Introductions and Welcome
2. State Testing Data and State Accountability Information
3. Quarter 1 Report on Progress Toward QIP goals

Welcome!

- **Amel Ahmed, Grade 2 Parent**
- **Megan Lohmer, Grade 1 Parent**
- **Alura Mireault, PreK Parent**
- **Shaun Murray, Grade 4 Parent**
- **Narin Sinuon, Grade K & 4 Parent**
- **Beth Ann Armstrong, Grade 4 Teacher**
- **Sue Cappellini, Grade 3 Teacher**
- **Julie Roberge, Grade 2 Teacher**
- **Danielle Savoie, Multilingual Teacher**
- **Susan Uvanni, Grade 2 Teacher**
- **Courtney McSparron, Mill City Grows, Community Partner**
- **Kate McLaughlin, Principal**

Item #2: School Data

- General Demographics
- Historical iReady diagnostics
- MCAS 2024 ELA
- MCAS 2024 Math
- Accountability Measures by the State

General Demographics

Current Enrollment

As of: 10/27/2024

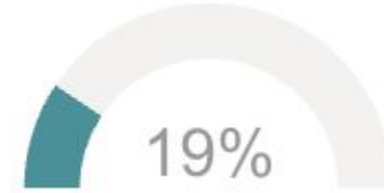
506

+4.8%
vs. previous year

% EL Students

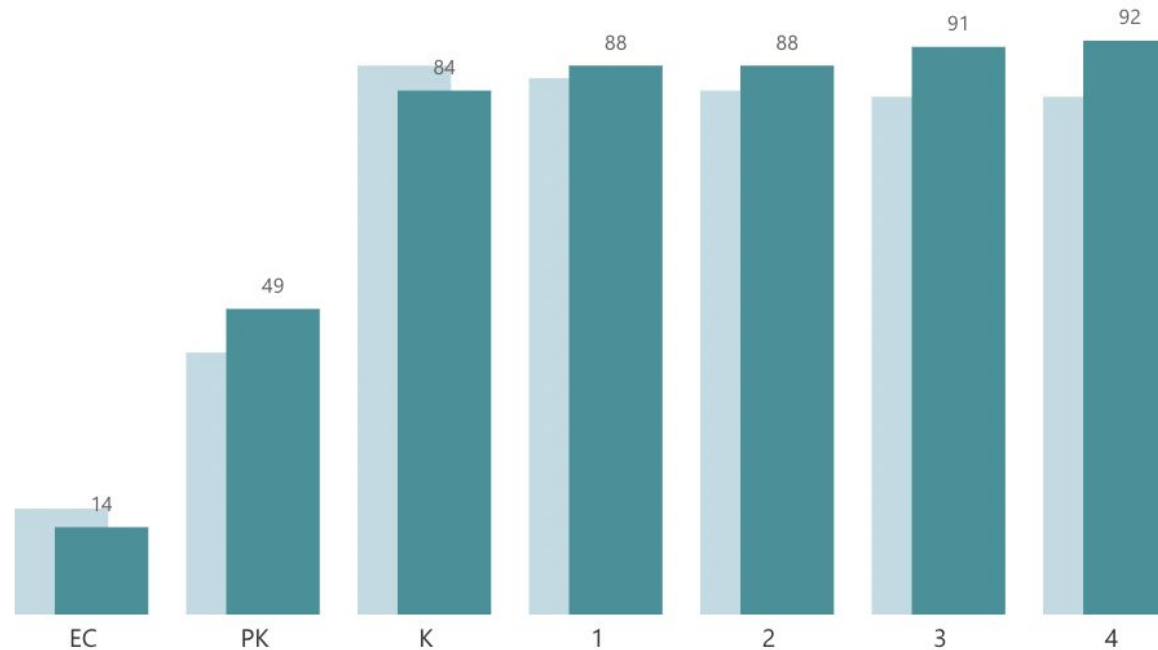


% IEP Students



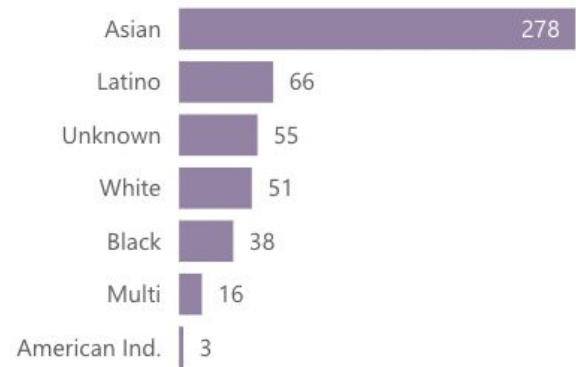
Enrollment by Grade

● SY 2024 ● SY 2025

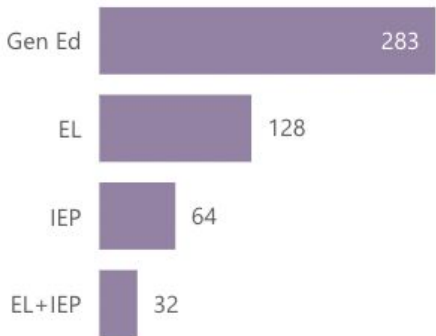


General Demographics

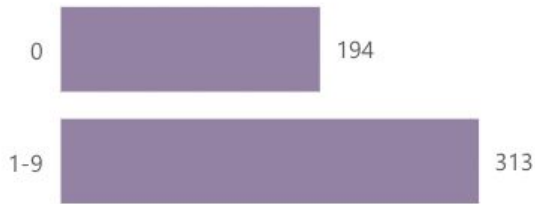
By Race/Ethnicity



By Educational Grouping



CY Absence Tier



CY Incident Tier



iReady ELA 2019-present

ELA	Tier 1	Tier 2	Tier 3		ELA	Tier 1	Tier 2	Tier 3		ELA	Tier 1	Tier 2	Tier 3
Fall 2019 (PrePandemic)	34%	49%	16%		Winter 2020	48%	44%	8%		Spring 2020			closure
Fall 2020 (Following School Closure Term)	37%	43%	19%		Winter 2021	46%	39%	15%		Spring 2021	53%	36%	11%
Fall 2021 (Following Remote Learning Year)	24%	42%	35%		Winter 2022	42%	44%	15%		Spring 2022	56%	33%	10%
Fall 2022	25%	46%	29%		Winter 2023	47%	42%	11%		Spring 2023	57%	33%	10%
Fall 2023	25%	45%	30%		Winter 2024	50%	36%	13%		Spring 2024	60%	28%	12%
Fall 2024	28%	47%	24%		Winter 2025					Spring 2025			

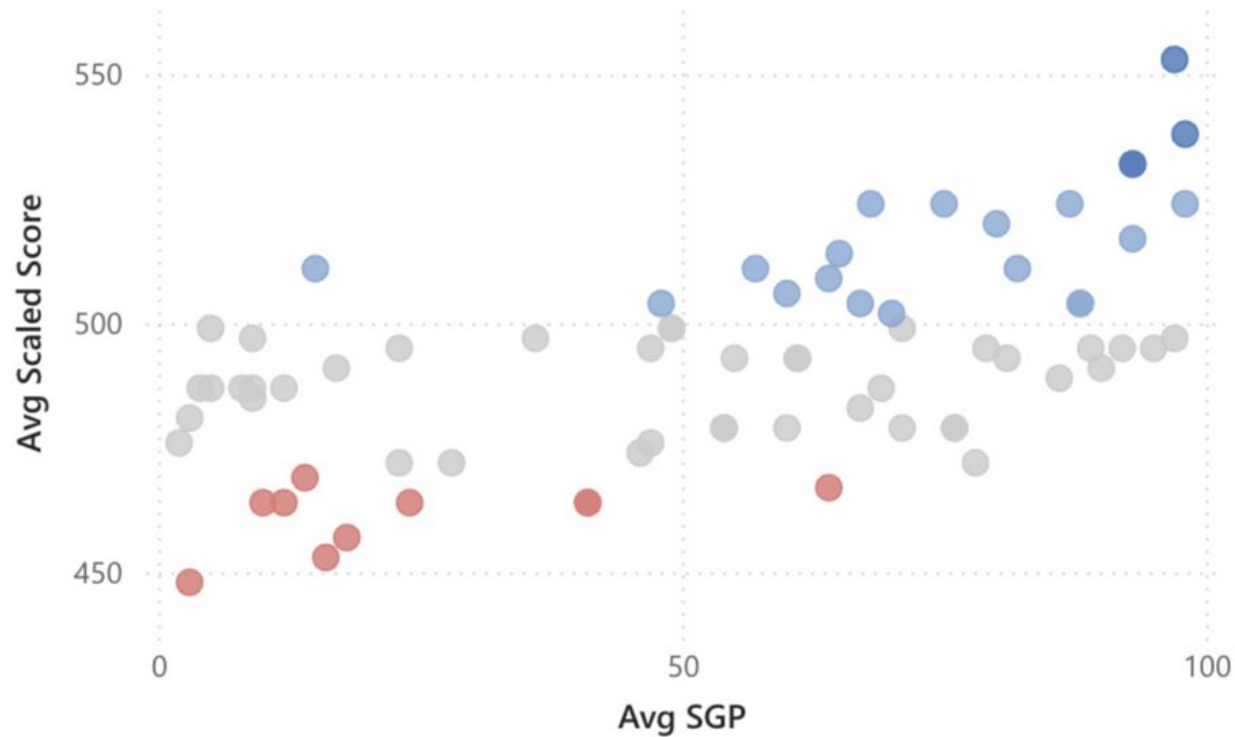
iReady Math 2019-present

Math	Tier 1	Tier 2	Tier 3		Math	Tier 1	Tier 2	Tier 3		Math	Tier 1	Tier 2	Tier 3
Fall 2019 (PrePandemic)	22%	62%	17%		Winter 2020	48%	44%	8%		Spring 2019			closure
Fall 2020 (Following School Closure Term)	24%	53%	24%		Winter 2021	46%	39%	15%		Spring 2021	37%	56%	7%
Fall 2021 (Following Remote Learning Year)	10%	50%	40%		Winter 2022	28%	56%	15%		Spring 2022	50%	43%	7%
Fall 2022	9%	60%	31%		Winter 2023	36%	53%	11%		Spring 2023	56%	37%	8%
Fall 2023	13%	54%	34%		Winter 2024	42%	50%	9%		Spring 2024	59%	35%	6%
Fall 2024	13%	58%	29%		Winter 2025					Spring 2025			

MCAS 2024 Aggregate ELA

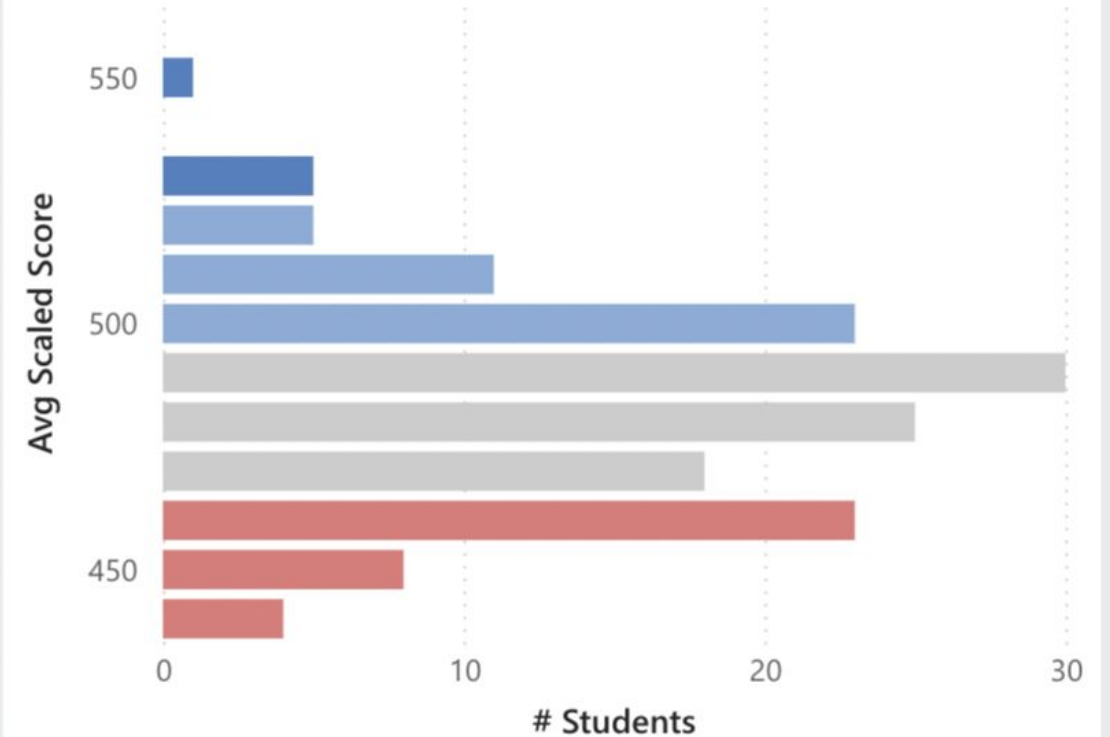
Scaled Score vs. SGP by Student - ELA

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Students by Scaled Score - ELA

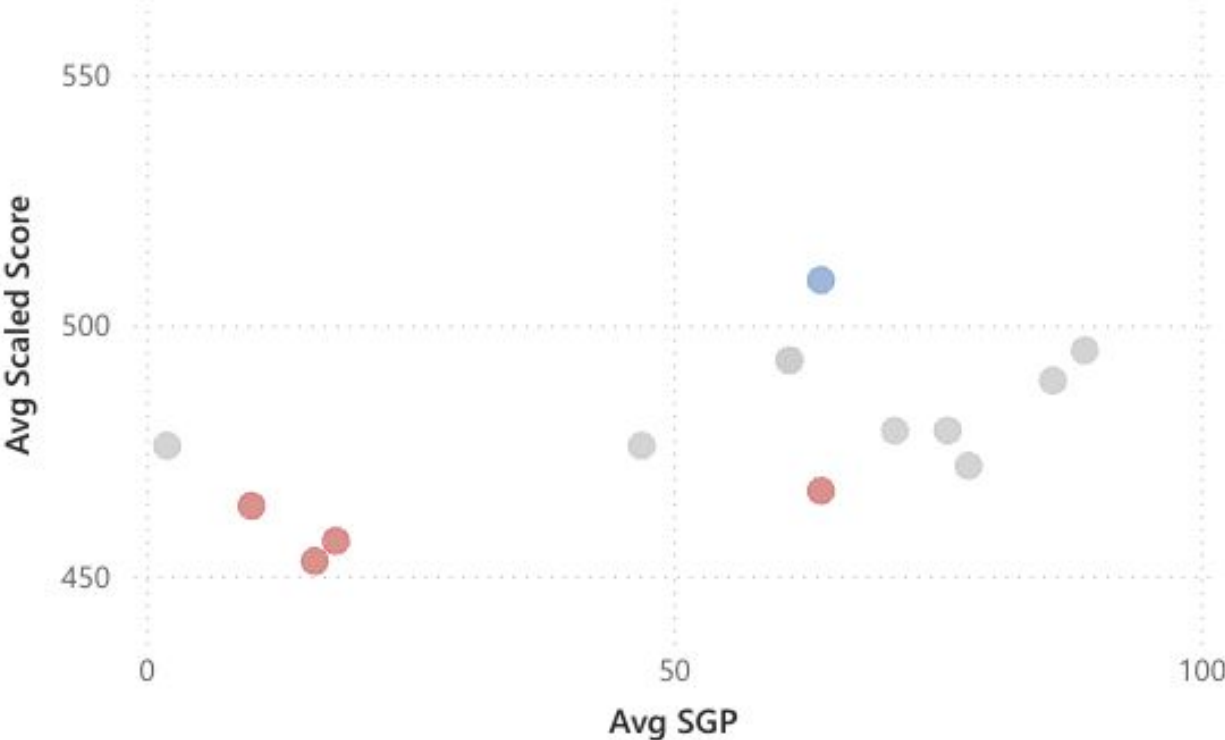
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



MCAS 2024 ML ELA

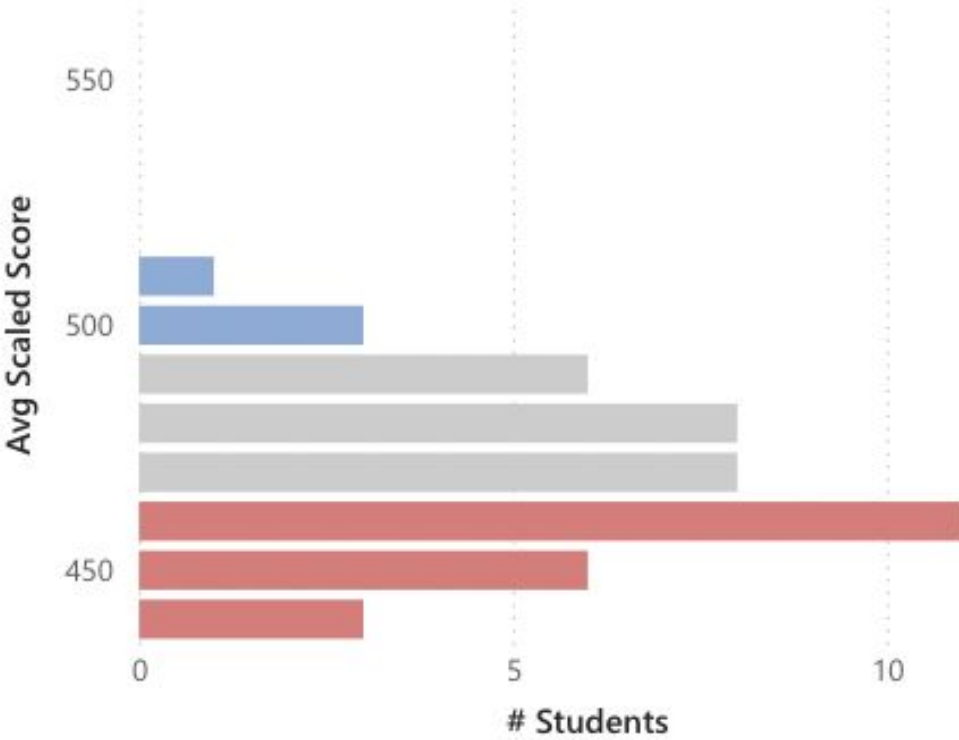
Scaled Score vs. SGP by Student - ELA

● Not Meeting ● Partially Meeting ● Meeting



Students by Scaled Score - ELA

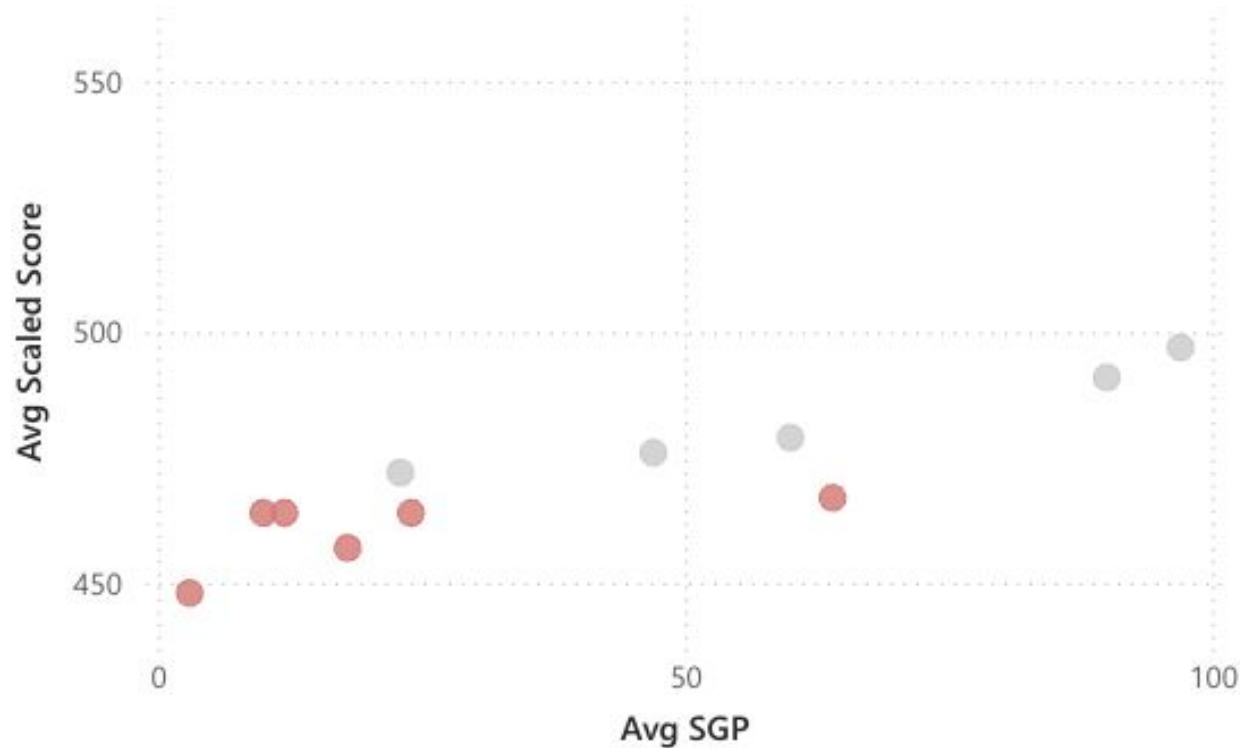
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MCAS 2024 Special Education ELA

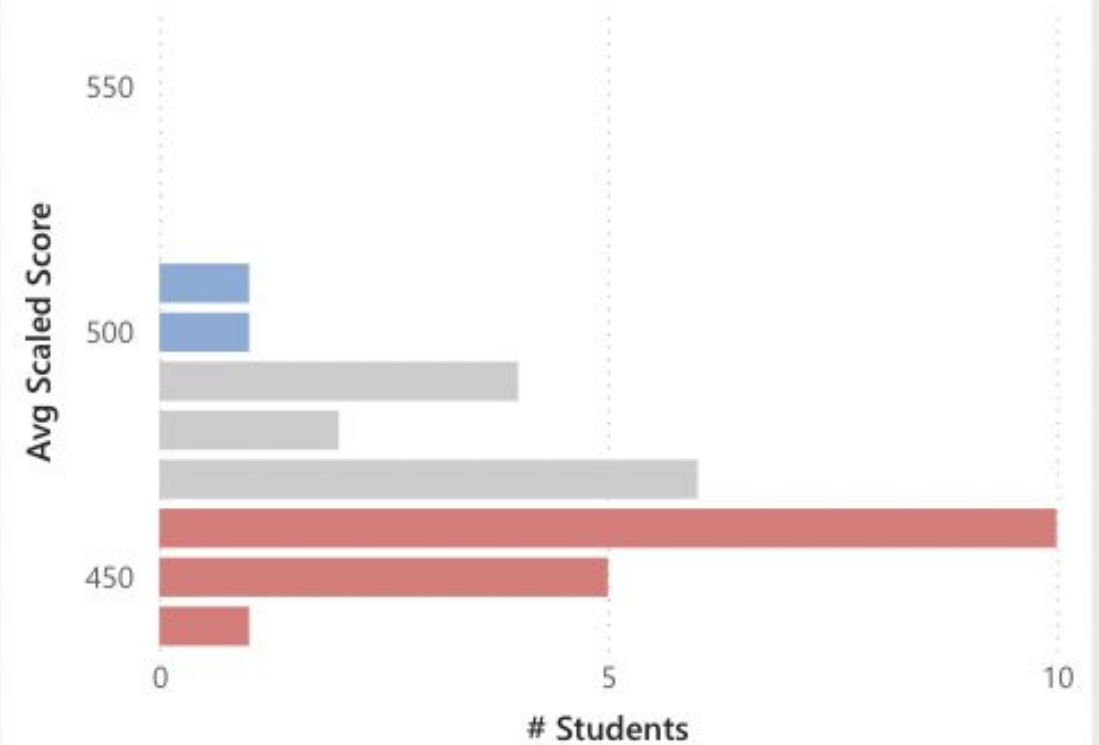
Scaled Score vs. SGP by Student - ELA

● Not Meeting ● Partially Meeting ● Meeting



Students by Scaled Score - ELA

● Not Meeting ● Partially Meeting ● Meeting



MCAS 2024 Aggregate Mathematics

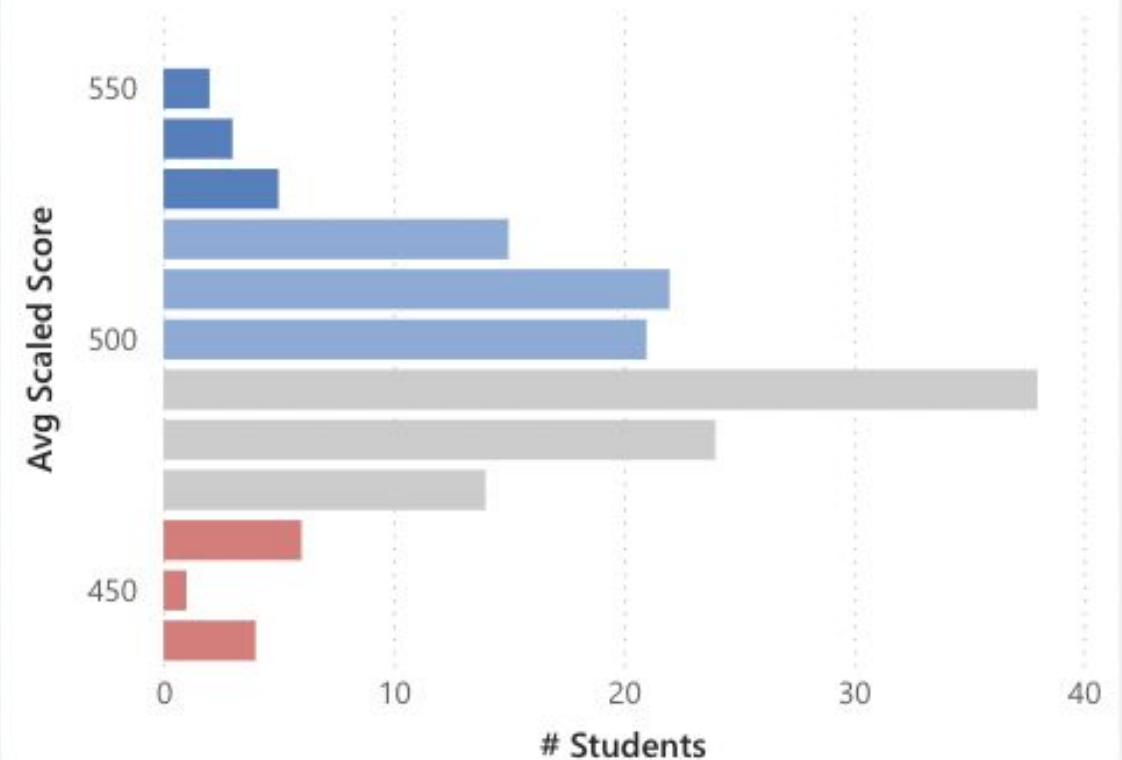
Scaled Score vs. SGP by Student - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Students by Scaled Score - Math

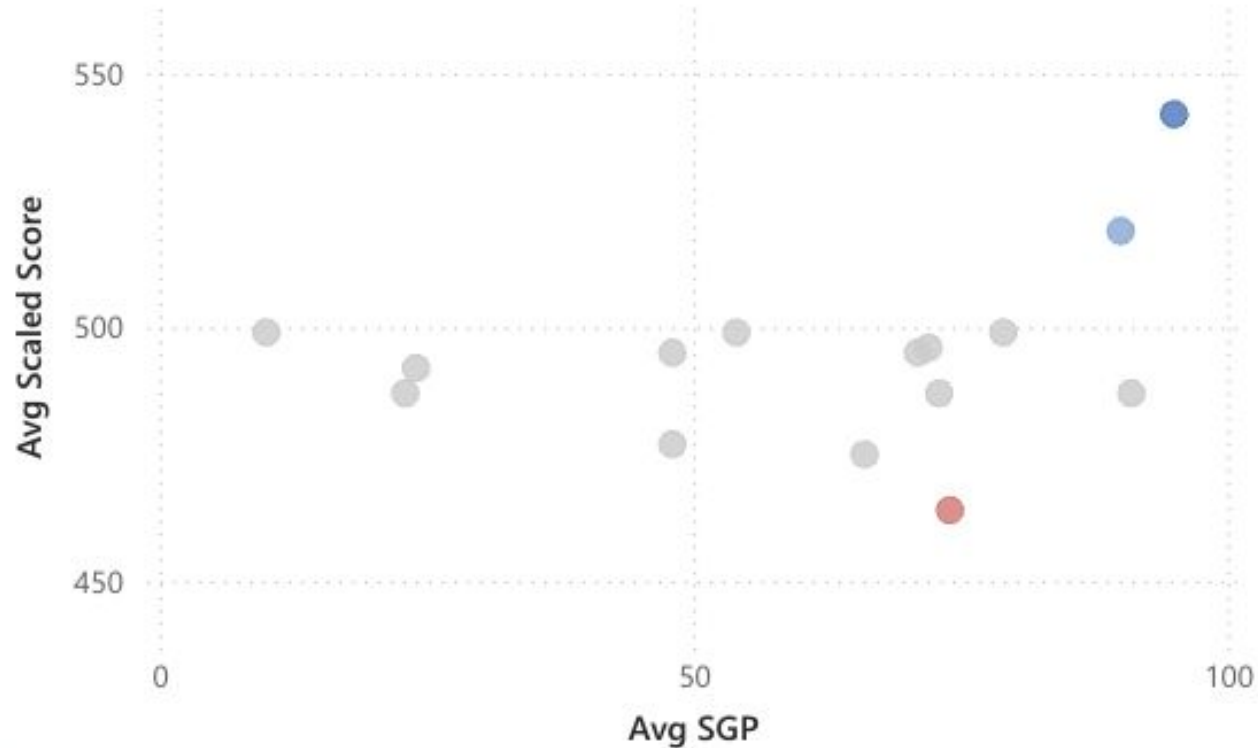
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MCAS 2024 ML Mathematics

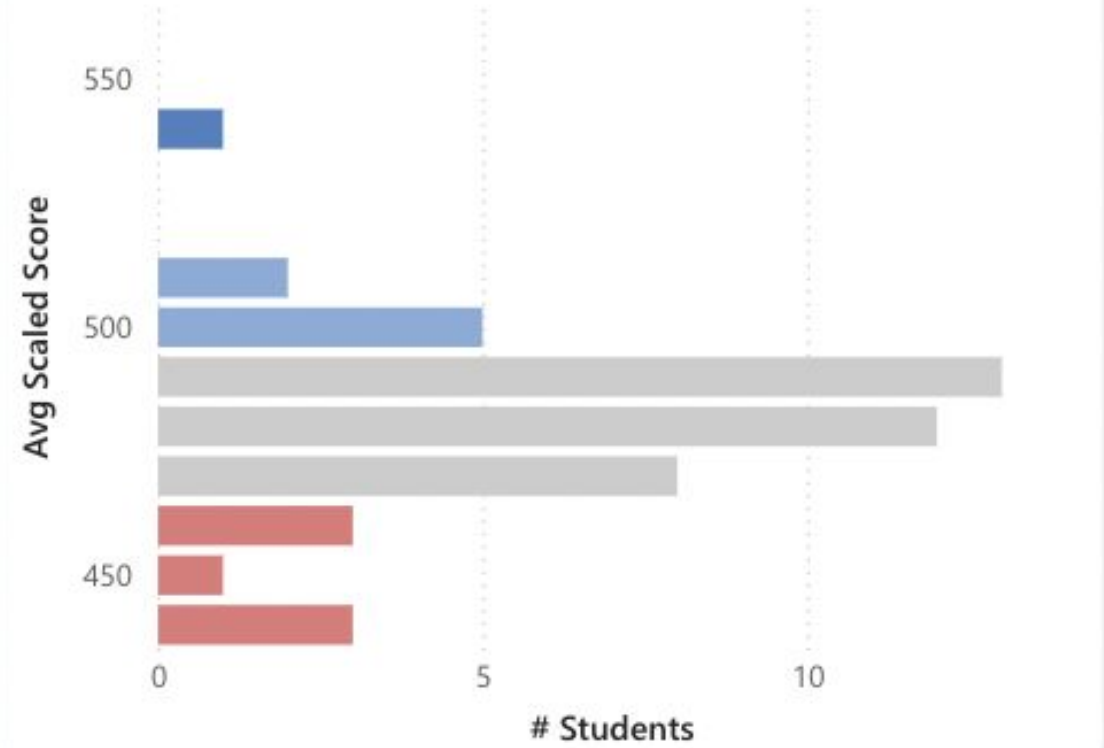
Scaled Score vs. SGP by Student - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Students by Scaled Score - Math

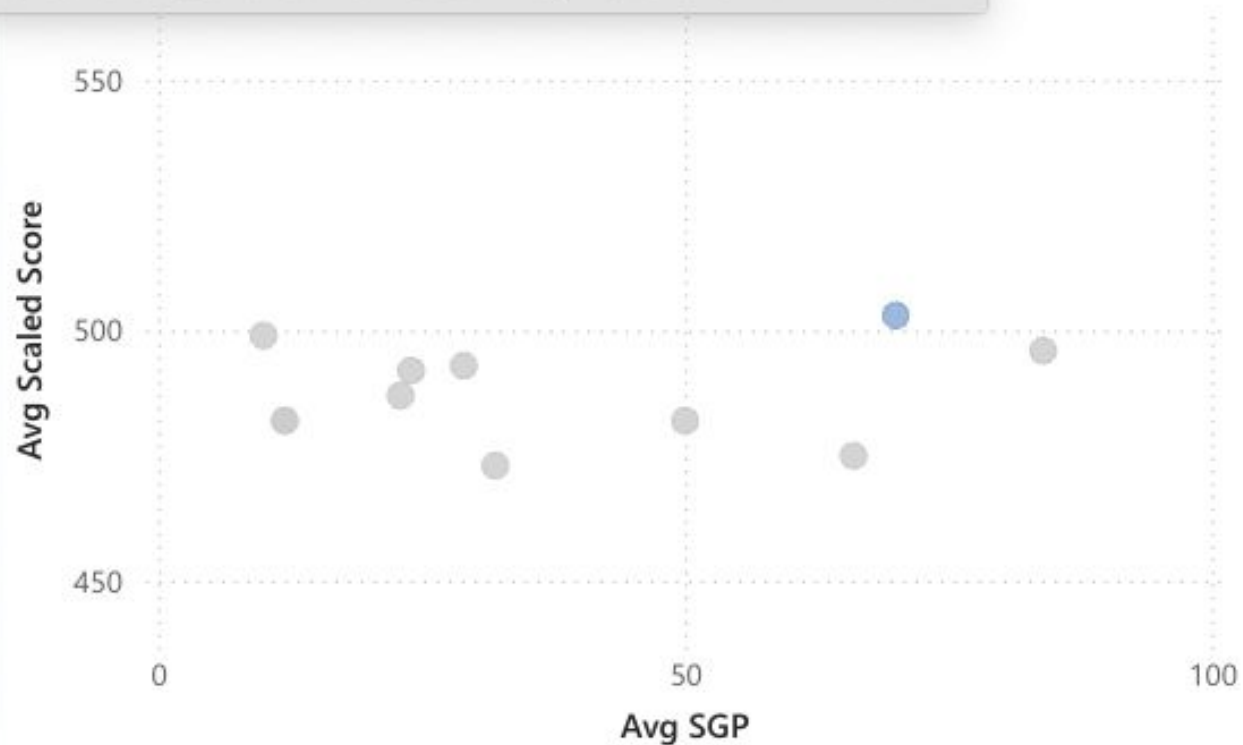
● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



MCAS 2024 Special Ed. Mathematics

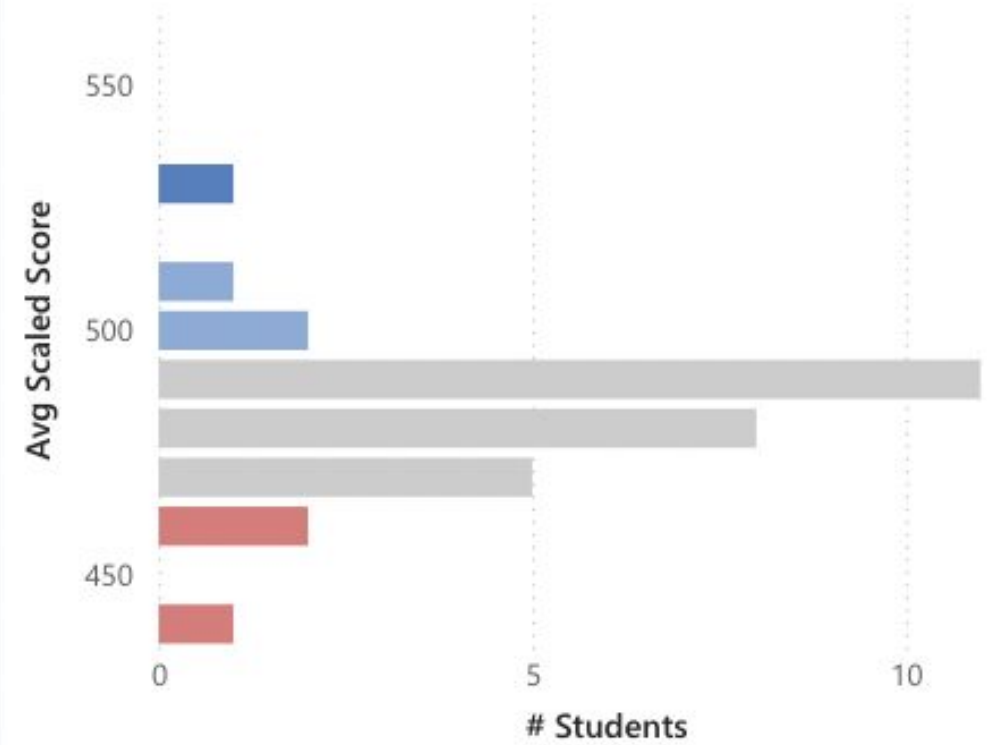
Scaled Score vs. SGP by Student - Math

Scaled Score vs. SGP by Student - Math



Students by Scaled Score - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Accountability Report

Overall classification: Not requiring assistance or intervention

Reason for Classification: Substantial progress toward targets

Accountability Percentile: 56 (down from 58)

Progress Toward Improvement Targets: 71% substantial progress

<https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=01600030&orgtypecode=6&>

Item #3: Quarter 1 Reporting of QIP Goals

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 mathematics.	In progress	<ul style="list-style-type: none">Developed Morey Module/Topic Planning Template to start the initial thinking about math concepts and needed toolsUsed template on Oct. 9th early release	Deliverable: Morey Module Planning/Topic Internalization Example of Completed: Morey Module Planning/Module 2 Topic A Internalization

Item #3: Quarter 1 Reporting of QIP Goals

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
2: Year 1 Performance Objective: We will use available collaboration time (common planning, early release, vertical teams) to refine mathematics instruction in our second year of Eureka Squared implementation. Using student data, focus standards, and pedagogical content knowledge, we will plan/supplement modules and develop tools (graphic organizers, checklists, anchor charts) to increase student engagement and agency.	In progress	<ul style="list-style-type: none">• Used all available time on October 9th to work on increasing student engagement in our math planning with the District Support Specialist and MRT• Math Leadership Team meeting on October 9 to identify vertical planning goals• Of the building based common planning time available, we have been able to use one on working toward this goal. <p>Challenges: Very limited meeting time, especially in the first quarter of the year.</p>	CPT Calendar: Morey CPT 2024-25

Item #3: Quarter 1 Reporting of QIP Goals

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
3: Year 1 Performance Objective: We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources in mathematics to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds which will ultimately increase the percentage of students who are proficient on the EOY iReady assessment from 55% to 70% and our school progress to Annual Typical Growth will be at least 100%.	In progress	<ul style="list-style-type: none">Classroom observations have included observations about what the students are doing, the tools that they are using, and the co-constructed anchor charts available for students.We are incorporating student discourse strategies in our math planning of October 9 & October 28Administered Math iReady in September and analyzed first benchmark data on September 23 <p>Next quarter: Will assess growth with the December administration of iReady</p>	Deliverables: Math iReady Projected Proficiency Report Fall 2024.pdf Math iReady Results Fall 2024.pdf

Item #3: Quarter 1 Reporting of QIP Goals

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
4: Year 1 Performance Objective: We will continue to provide targeted, data-based Tier 2 intervention and Tier 3 specialized instruction in reading using our current data analysis, group planning and monitoring, and documentation process. We will further refine our mathematics WIN block to create a math intervention component over the next three years.	In progress	<ul style="list-style-type: none">• ELA Data Analysis and Intervention Planning common planning time: September 30th• Math Data Analysis and Intervention Planning common planning time: September 23• ELA Intervention Groups (117 students) began October 2• Math Intervention/Enrichment Groups (all students) began September 25	Deliverables: 24-25 ELA Intervention Group Example with Identifiers Redacted.png 24-25 Math Intervention Example with Identifiers Redacted.png

Item #3: Quarter 1 Reporting of QIP Goals

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
5: Year 1 Performance Objective: To further develop our two-way communication with new families about grade-level learning expectations, school attendance/norms and vital information about their children's learning and to build genuine reciprocal relationships, we will implement specific family-school relationship strategies to create improved systems.	In progress	<ul style="list-style-type: none">Adapted the Special Education Considerations for Multilingual Learners information to develop new family intake process and protocolConsulted with district CLSP coordinator for feedback and suggestionsConducted inaugural interview with kindergarten parent and sought feedback <p><u>Remaining:</u> Conduct more family meetings and use feedback from families to improve the protocols</p>	<p>Deliverable: Morey Newcomer Welcome Meetings</p> <p>Frequency of Meetings as of 11/1/24: 3</p>