

School Site Council

November 16, 2022





Zelika Henry

Peter Sylvain

Samantha Tan

Jessica Genninger

Roxanne Desmarais

Deb Rich

Overview of Role

November - Review Data and Goals

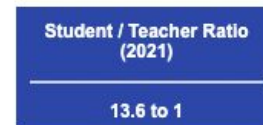
January - Review Data and Goals/Begin QIP process for 21-22 SY

March - Finalize QIP and Budget Defense for 21-22 SY

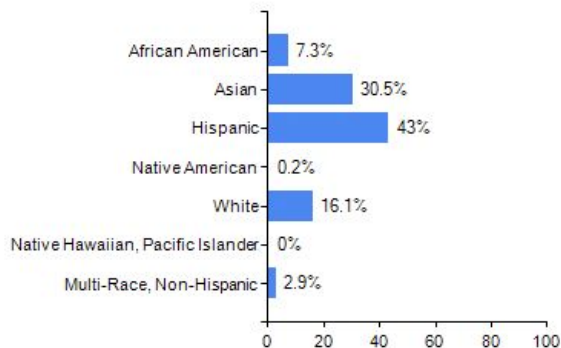
May - Any unfinished items

Current Student Information

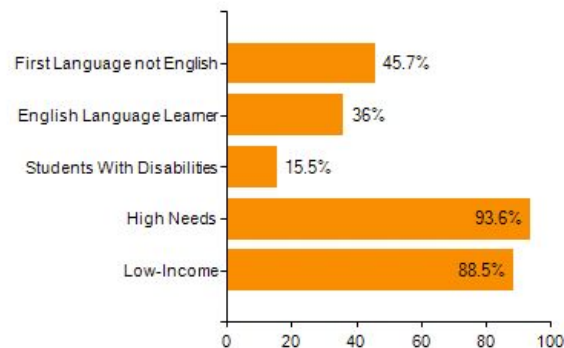
2021-22 Enrollment



Student Race and Ethnicity



Selected Populations



Spring 2022 MCAS Info

| Gr. Sub | | Meets or Exceeds | | | Partially Meets | | | Not Meeting | | | SGP |
|---------|------|------------------|-------|-------|-----------------|-----|-------|-------------|-------|-------|-----|
| | | Murk | Dist. | State | Murk | Dis | State | Murk | Dist. | State | |
| 3 | ELA | 31 | 24 | 44 | 52 | 49 | 41 | 17 | 27 | 15 | |
| 4 | ELA | 23 | 25 | 41 | 56 | 49 | 21 | 21 | 26 | 16 | 52 |
| 3 | Math | 36 | 28 | 41 | 49 | 46 | 39 | 15 | 26 | 20 | |
| 4 | Math | 41 | 30 | 42 | 45 | 48 | 40 | 14 | 22 | 17 | 61 |

Grade 3 ELA

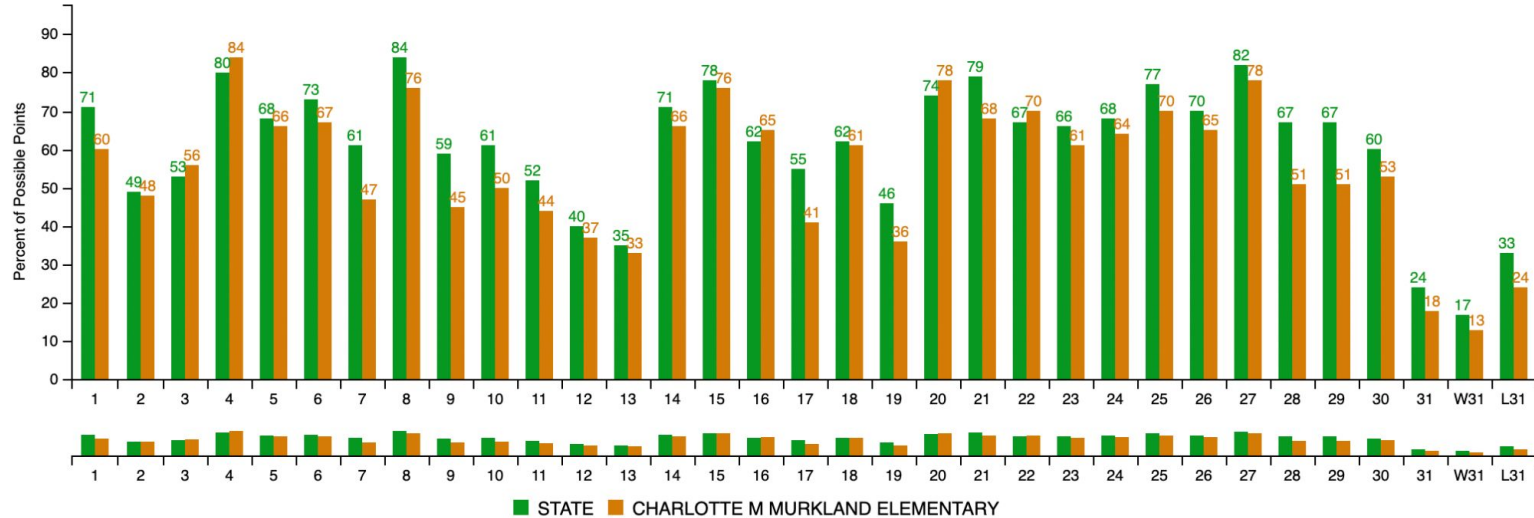
2022 Item by Item Results for GRADE 03 ENGLISH LANGUAGE ARTS

Data Last Updated on September 29, 2022.

[More about the data](#)



Number of Students Included: 88 Participation Rate = 100%



Charlotte M Murkland Elementary - GRADE 03 ENGLISH LANGUAGE ARTS

Grade 3 ELA MCAS

Question 1: Determine the meaning of the word based on the story.

Based on the story, what does the word **grand** in the title mean?

- ☐ A. magnificent
- ☐ B. intelligent
- ☐ C. confident
- ☐ D. patient

| Murkland | District | State |
|----------|----------|-------|
| 60 | 56 | 71 |

Grade 3 ELA MCAS

Question 4: Determine how illustrations support the overall understanding of the story.

Based on paragraphs 6–10 of the story, what do the illustrations **best** help the reader understand?

- ☐ A. that the tree has become much larger
- ☐ B. that the tree has changed over time
- ☐ C. that the tree has made many seeds
- ☐ D. that the tree has become stronger

| Murkland | District | State |
|----------|----------|-------|
| 84 | 74 | 80 |

Grade 3 ELA MCAS

Question 10: Identify the main idea in a passage.

What is the main idea of the passage?

- ☐ A. The people who left the farm caused the forest to grow.
- ☐ B. The land went through many stages as the forest grew.
- ☐ C. The sun provided light that helped the forest to grow.
- ☐ D. The land filled with weeds before the forest grew.

| Murkland | District | State |
|----------|----------|-------|
| 50 | 51 | 61 |

Grade 3 ELA MCAS

Read the paragraphs from the story in the box.

- She was home to many creatures. Birds nested among her branches, squirrels scurried through her leaves, caterpillars and ladybugs crawled about. (paragraph 3)
- The old tree died. She no longer flowered, bore fruit, or sowed seeds, but she was still home to many creatures. (paragraph 11)
- They are home to many creatures, just like the grand old tree. (paragraph 16)

What is a main idea shared by the paragraphs?

- ☐ A. The trees have strong wood.
- ☐ B. The trees have many branches.
- ☐ C. The trees are a warm place to be.
- ☐ D. The trees are useful in many ways.

Question 6: Determine the main idea shared by paragraphs from the story.

| Murkland | District | State |
|----------|----------|-------|
| 67 | 61 | 73 |

Grade 3 ELA MCAS

Question 13: *Write a paragraph that compares an important point presented in both the story and the passage, using important details from both texts.*

Based on *A Grand Old Tree* and “How the Forest Grew,” write a paragraph that explains how trees are important to animals. Support your response with important details from the story and the passage.

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| 33 | 31 | 35 |

Grade 3 ELA MCAS

Part A

Read the sentence from paragraph 3 in the box.

Castellanos wondered how the caterpillar knew the predator was approaching.

Based on the article, what does the word **approaching** mean?

- ☐ A. getting closer
- ☐ B. feeling hungry
- ☐ C. becoming angry
- ☐ D. changing direction

Part B

Which detail from the article **best** supports the answer to Part A?

- ☐ A. “crept toward” (paragraph 1)
- ☐ B. “ate caterpillars” (paragraph 1)

Question 15 (Two parts): Determine the meaning of a word in context and choose evidence from the article that best supports the meaning.

| Murkland | District | State |
|----------|----------|-------|
| 76 | 66 | 78 |

Grade 3 ELA MCAS

Question 20: Identify the purpose of an object from the article.

Based on the article, for what purpose do caterpillars **mainly** use their silk thread?

- ☐ A. to get out of danger
- ☐ B. to tie up other insects
- ☐ C. to keep away from the wind
- ☐ D. to trap food to be eaten later

| Murkland | District | State |
|----------|----------|-------|
| 78 | 65 | 74 |

Grade 4 Math

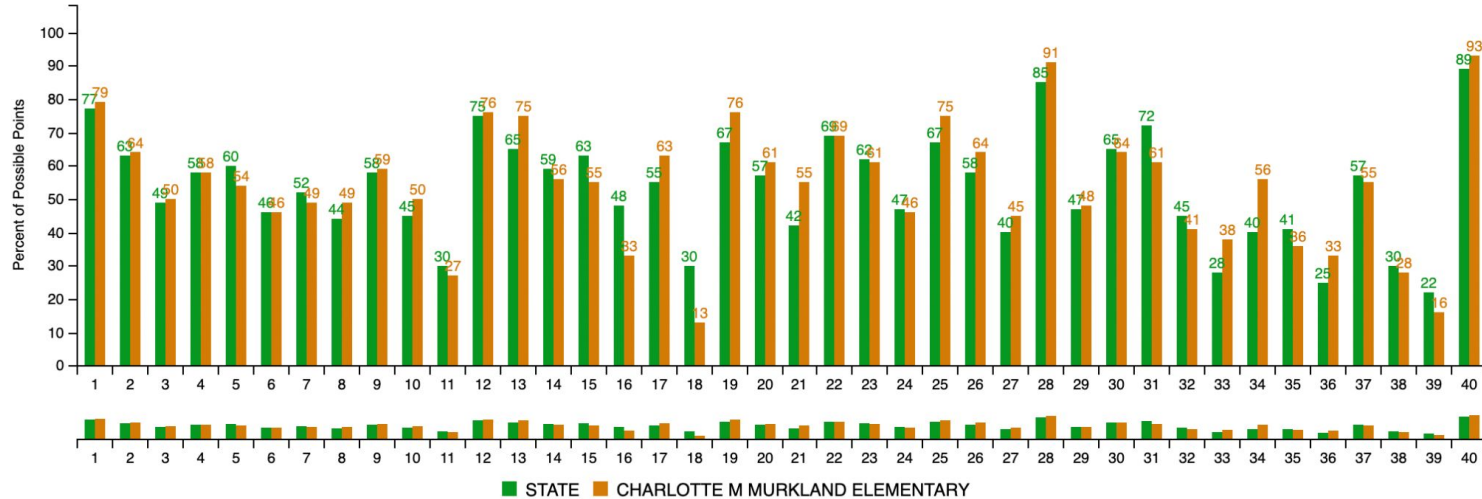
2022 Item by Item Results for GRADE 04 MATHEMATICS

Data Last Updated on September 29, 2022.

[More about the data](#)



Number of Students Included: 80 Participation Rate = 100%



Charlotte M Murkland Elementary - GRADE 04 MATHEMATICS

Grade 4 Math MCAS

Question 7: Write related multiplication equations for given division equations that include a variable.

Match each division equation with a related multiplication equation.

Drag and drop numbers and variables into the boxes to match each division equation with a related multiplication equation.

a p s 4 5 7 12 36 72

$36 \div p = 4$ has a related multiplication fact of \times =

$s \div 7 = 5$ has a related multiplication fact of \times =

$72 \div 12 = a$ has a related multiplication fact of \times =

| Murkland | District | State |
|----------|----------|-------|
| 49 | 43 | 52 |

Grade 4 Math MCAS

Question 8: Determine the area of a rectangle given the length and width, determine the width of a rectangle given the area and length, explain how it is possible for two rectangles with different areas to have the same perimeter, and solve a real-world problem involving rectangles with the same perimeter but with different areas.

This question has four parts.

There is a garden, a patio, and a flower bed in the backyard of a house. The garden, the patio, and the flower bed are each in the shape of a rectangle.

Part A

The garden has a length of 4 feet and a width of 8 feet, as shown in this diagram.



What is the area, in square feet, of the garden?

Enter your answer in the box.

square feet

Part B

The patio has a length of 5 feet and an area of 35 square feet.

What is the width, in feet, of the patio? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space

Part C

The owner of the house thinks the garden and the patio have the same perimeter.

Is the owner correct? Explain your reasoning.

Enter your answer and your explanation in the space provided.



Math Symbols



Geometry

Part D

The area of the flower bed is **less than** the area of the garden. The perimeter of the flower bed is **equal** to the perimeter of the patio.

What could be the length **and** the width of the flower bed?

| Murkland | District | State |
|----------|----------|-------|
| 49 | 38 | 44 |

Grade 4 Math MCAS

Question 9: Solve a word problem by multiplying a fraction by a whole number.

A student drinks $\frac{2}{5}$ liter of water each morning.

What is the total amount of water, in liters, the student drinks over 4 mornings?

Enter your answer in the space provided. Enter **only** your answer.







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| 59 | 47 | 58 |

Grade 4 Math MCAS

Question 10: Solve a multi-step real-world problem using multiplication and division, and by interpreting a remainder.

A teacher has 8 sheets of stickers for decorating posters.

- Each sheet has 10 stickers.
- Each poster will have exactly 3 stickers.

What is the **greatest** number of posters the teacher can decorate?

- ☐ A. 25 posters
- ☐ B. 26 posters
- ☐ C. 27 posters
- ☐ D. 28 posters

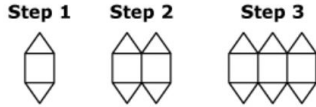
| Murkland | District | State |
|----------|----------|-------|
| 50 | 40 | 45 |

Grade 4 Math MCAS

Question 15: Determine the next step in a shape pattern, identify how many shapes will be in future steps, and demonstrate understanding of the relationships between different features of the pattern.

This question has four parts.

A student uses squares and triangles to make a pattern. In each step of the pattern, the student adds 1 square and 2 triangles, as shown.



Part A

What is the total number of triangles in Step 4 of the pattern?

Enter your answer in the box.

triangles

Part B

What is the total number of **squares** in Step 6 of the pattern? Explain how you know your answer is correct.

Enter your answer and your explanation in the space provided.



▼ Math Symbols

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Part C

What is the total number of **triangles** in Step 9 of the pattern? Explain how you can get your answer by using multiplication.

Enter your answer and your explanation in the space provided.



▼ Math Symbols

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Part D

One step in the pattern will have a total of 64 triangles.

What is the total number of **squares** in that step? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.



▼ Math Symbols

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| Murkland | District | State |
|----------|----------|-------|
| 55 | 54 | 63 |

Grade 4 Math MCAS

Question 17: *Identify two fractions with denominators of 10 and 100 that are equivalent.*

Which two fractions are equivalent?

Select the **two** correct answers.

$$\frac{4}{1}$$

$$\frac{40}{1}$$

$$\frac{4}{10}$$

$$\frac{44}{10}$$

$$\frac{4}{100}$$

$$\frac{40}{100}$$

$$\frac{44}{100}$$

| Murkland | District | State |
|----------|----------|-------|
| 63 | 42 | 55 |

Grade 4 Math MCAS

Question 20: Use a visual fraction model to represent the product of a whole number and a unit fraction.

Create a fraction model to show the product of this expression.

$$4 \times \frac{1}{3}$$

Each figure represents one whole. Shade the fraction of the model that represents the product of the expression.

Divide each figure into the correct number of equal parts by using the More and Fewer buttons. Then shade by selecting the part or parts.



| Murkland | District | State |
|----------|----------|-------|
| 61 | 48 | 57 |

2022-2023 QIP/Budget Info

QIP Goals

- Accelerate student outcomes through unpacking standards, developing continuums, and differentiating based upon those continuums within the context of team lesson studies.
- Support EL students to achieve a greater level of success with listening and speaking in English to support their reading comprehension. Include targeted instruction around language and vocabulary.
- Students will continue to improve upon engagement strategies to successfully access our rigorous academic curriculum and improve their attendance.
- Ensure new resources are bias-free and appropriately reflect all learners.



2022-2023 QIP/Budget Info

QIP Goals

- *Accelerate student outcomes through unpacking standards, developing continuums, and differentiating based upon those continuums within the context of team lesson studies.*



"You can't control the wind
But you can adjust your sails"



Lesson Study
Schedule
2022-2024

"You can't control the wind
But you can adjust your sails"



| Dates | Grade 1 Focus | Grade 3 Focus |
|-----------------|---------------|---------------|
| September 20-21 | Math | ELA |
| October 4-5 | ELA | Math |
| January 24-25 | Math | ELA |
| February 14-15 | ELA | Math |

| Dates | Grade 2 Focus | Grade 4 Focus |
|-----------------|---------------|---------------|
| September 22-23 | ELA | Math |
| October 18-19 | Math | ELA |
| January 17-18 | ELA | Math |
| February 7-8 | Math | ELA |

| Dates | K Focus | PK Focus |
|-----------------------|---------|----------|
| September 28-29 | ELA | Math |
| October 11-12 | Math | ELA |
| January 31-February 1 | ELA | Math |
| February 28-March 1 | Math | ELA |



Mid-Lesson Study Reflection



Lesson Study is a major PD commitment. Thank you for the thoughtful reflection. Below are some areas that teams pursued because of the work:

- For ELA, We ended up breaking the lesson down into more manageable pieces. For example, showing students how to find the evidence and record it on an organizer. For MATH, we ended up furthering our discussion on the use of part-part-whole to encourage a higher level of thinking.
- For math, I think LS encouraged us to look at our own commitment to the problem solving steps. Thinking back to where I started, the kids were given the story problem steps on a yellow sheet of paper and that was their support. Many of the kids in my class didn't use the steps and went right to finding the answer even with prompting. We dove deeply into that and really model the steps every opportunity we get as teachers.
- We created the math anchor chart for solving equations that I am still using every day.
- Our team decided to create a document that aligns district curriculum with other tools (F&P mini reading and writing lessons, Serravallo books) that may better address our students' needs and time constraints
- Addressing the importance of character over the school year but expanding the thinking into more complex ideas.

| How did knowing your data prior to planning the lesson impact your teaching? | How did the "big moves" in your lessons support access for all learners? | To what extent has LS influenced your planning habits (e.g. Maybe your team is digging deeper into problem structure, or writing, or mini lessons, etc.)? | To what extent has LS influenced your teaching habits? | As a result of LS, what additional areas did your team decide to pursue (e.g. Maybe your team refined problem solving steps)? | What suggestions for the approaching winter lesson studies might you have? |
|--|---|---|--|---|---|
| Knowing the data helped us to make a messy sheet and plan for small groups. It allowed us to meet the students where they are at. | We planned for the launch, explore, summary and included small group work in our planning. In Math we backtracked and created problem solving steps with our class. In ELA students came up with the necessary components of a summary based on a shared text and a teacher provided summary. | We realized we had to go back and re-teach the most basic problem structures and routines, before students were ready for more 4th grade level work. We had some gaps to fill. Many students did not know how to create PPW organizers with 4 matching equations. We focused on verbal summaries rather than written to increase student output. | I really had to meet students where they truly were and not where I wanted them to be. | We thought about problem solving steps in a different way. Realized the importance of the problem solving steps and showing your thinking. Use 4 equations, utilizing part part whole organizers. | It would be helpful if we had more time to reflect and plan for implementing the lessons in our own classes after the model lesson. Being able to tweak it for our classes. Also having an idea of the topic prior to that day so we make sure we bring related materials. |
| Thinking back to math we didn't have much data to pull from at the beginning of the year but that was interesting in itself because we had to think about trends we were seeing as a grade level. When we focused on ELA, we were able to pull from F&P and that helped me to pinpoint specific student strengths and areas of growth. I had never planned this way before. Most of the data I used was generalized like Ready or even F&P I approached students | Our BIG MOVE from math was to build the anchor chart together. This supported all learners because everyone had the opportunity to contribute. They all had an experience they could draw from since we completed a story problem on the rug first. The level of student accountability and ownership in that move was big. Our BIG MOVE for ELA was to build an anchor chart together but this one was about summary. The difference in ELA was that the teacher created the summary of a shared text as an exemplar for kids to draw from. It is interesting to reflect on how the two big moves from math to ELA were co-creating anchor charts. This gives me the idea that this move is very powerful. It supported all learners both | For math, we were able to reflect as a team and decide that basic PPW thinking was needed. It really drove the direction of our math instruction in intervention and core for the first unit. Personally, it helped me realize my own struggles with PPW thinking. My team supported me in teaching me the structures of problems and I found that my own understanding and comfort really colored my ability to teach a certain structure. For ELA, we are considering as a team to organize our units. We decided that a focus on writing was really needed as the traditional way of teaching and writing a single large piece was just not addressing what our students needed. The experience of my team was really helpful to me. There is power in not having to "figure things out" on your own because teachers with experience have already come to the conclusion that writing needs to change. Being part of that process has been powerful and has encouraged me to audit the things I do in my own classroom to ensure | LS for me has been enlightening. Being able to sit and listen to the thinking of experienced teachers must be how kids feel when they are able to sit and listen to a classmates understanding of a concept. You really don't know what you don't know until you see how others take apart an elephant | For math, I think LS encouraged us to look at our own commitment to the problem solving steps. Thinking back to where I started, the kids were given the story problem steps on a yellow sheet of paper and that was their support. Many of the kids in my class didn't use the steps and went right to finding the answer even with prompting. We dove deeply into that and really model the steps every opportunity we get as teachers. For ELA, LS made us think about what F&P was asking us to measure when doing the benchmark reading with the kids. We came to the conclusion that we cannot teach to the test but we need to ensure that students are able to answer those types of | I would appreciate having more structured time to reflect between my teammates teaching a lesson and me teaching the same lesson. I would also love to have more time to reflect together at the end of LS with my team and talk about next steps/improvements for the entire unit. For example, when we taught story problem steps and discovered students really needed support with that I |

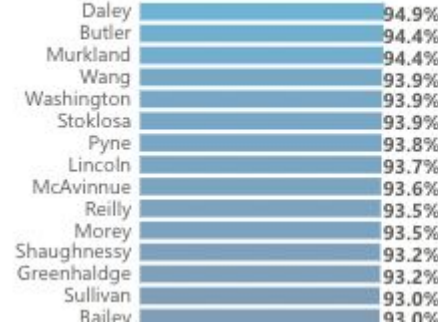
2022-2023 QIP/Budget Info

QIP Goals

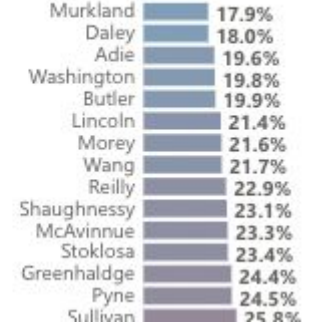
- Students will continue to improve upon engagement strategies to successfully access our rigorous academic curriculum and improve their attendance.



Attendance Rate by School



Chronic Absence Rate by School



Attendance 22-23

| Home | Lastname | Grade | MR | Phone 1 | Phone 2 | AR | AS | AT | AU | AV | AW | AX | AY | AZ |
|--------|-------------|-------|------------------|--------------|---------|------|----|-----|-----|----|----|----|----|-----------------|
| YEU | GUARANDA GU | 1 | 113 978-608-7924 | 978-608-3870 | | 1031 | | 111 | 112 | | | | | |
| ZAMEL | HAKIMI | 1 | 113 202-765-5779 | 978-459-9031 | | | | | | | | | | |
| IAH | HENRY | 1 | 110 978-227-7015 | 978-606-7081 | | | | | | | | | | |
| INICA | JEAN | 1 | 109 954-554-6255 | 954-736-9574 | | | | | | | | | | |
| YDEM | KHON | 1 | 110 978-586-6847 | 978-328-9336 | | | | | | | | | | |
| MMY | KOARM | 1 | 113 978-881-1613 | 978-483-9173 | | | | | | | | | | Called in sick. |
| DAH | KORANTENG | 1 | 111 724-912-2088 | 978-677-6631 | | | | | | | | | | |
| ITTANY | KUMAH | 1 | 111 978-802-4015 | 978-942-8816 | | | | | | | | | | |
| IZALYN | LA-CHAE | 1 | 110 978-726-4128 | 978-677-1997 | | | | | | | | | | |

KK spoke with Mom. He threw up at school yesterday and the nurse took him to the home today.

KK LVM

KK spoke with Dad. Dad said mom was supposed to be back with children at end of last week. Dad reports children are still in Texas with mom. Dad hasn't heard from mom and isn't returning his calls. I recommended if dad is nervous that dad should consider contacting the police and/or CPS. Dad said he will be calling the law enforcement meeting with an update.

Daily

2022-2023 QIP/Budget Info

QIP Goals

- *Ensure new resources are **bias-free** and appropriately reflect all learners.*



WASHINGTON MODELS FOR THE EVALUATION OF BIAS CONTENT IN INSTRUCTIONAL MATERIALS

Guidelines for Identifying Bias

As schools work to increase success for all students, it is important to recognize the impact of bias in classrooms, instructional materials and teaching strategies. Bias in general may be identified by determining whose interest is being portrayed and whose interest is being excluded. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities.

A Bias Review should consider the following elements*:

| | | |
|------------------------------|---------------------|-----------------------|
| Gender | Race | Ethnicity |
| Sexual Orientation | Religion | Socio-economic Status |
| Gender Expression & Identity | Physical Disability | Age |
| Family Structure | Native Language | Occupation |
| Body Shape/Size | Culture | Geographic Setting |



2022-2023 QIP/Budget Info

QIP Goals

- **Support EL students to achieve a greater level of success with listening and speaking in English to support their reading comprehension. Include targeted instruction around language and vocabulary.**



Writing: With Support/Modeling...

| | Goals | Teaching Moves |
|-------------------|--|---|
| Level 1 Goal 1 | Add details to pictures to elaborate on stories and/or information that is known | Allow time for oral rehearsal with a partner in English or first language |
| Level 1 Goal 2 | | |
| Level 2 Goal 1 | Say words slowly to hear a sound and to write a letter to represent it as a way to build independence and progress toward "book" spelling (If the child independently writes an incorrect letter for the sound no worries. It will help build independence.) | |

Future Meeting Dates

November 16 - Review Data and Goals

January 18 - Review Data and Goals/Begin QIP process for 21-22 SY

March 1 - Finalize QIP and Budget Defense for 21-22 SY

May 3 - Any unfinished items

