



Lowell Public Schools
Moody Elementary School
158 Rogers Street
Lowell, MA 01852
978-937-7673



Moody Elementary School Site Council Meeting Notes

April 2, 2020 Zoom Meeting

Welcome and Introductions

Reviewed Zoom Meeting Features with Participants

Met on scheduled Zoom Meeting to discuss the documents pertaining to the budget and budget defense.

- Robbie sent out the documents via e-mail to review and defended the budget to Central Office on April 1st.
- At our last meeting, members were in agreement about how to spend our funds
- This meeting was moved up from April 8, 2020 to formally approve the budget

Reviewed the Quality Improvement Plan Document

Reviewed Funding, Priorities, Budget Documents

Voted to Approve Budget

- Members approved budget citing it was not ideal and wanted to include comments on the signature page

Discussed Protocol to Approve Budget Electronically via Email

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021

Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

Moody Elementary School

Principal: Roberta M. Keefe

School-Site Council Members: Lisa Golner, Lainey Martin, Ellen Netishen, Fatima DeSousa,

Steve Ibarguen, Patricia Pappathan, Priscila Scannell, Heidi Upton, Patricia Kennedy, Brenda Makiej, Marilyn Clvijo, Marcela Alves, Norma Gomes, Josefina Viveiros, Sian Nu, Juliana DeSouza Melo, Manpreet Dhillon, Mark Angluin

School Mission

The students at the Moody Elementary School will be equipped with the academic and social emotional skills necessary to successfully enter the next grade level, and continue to be life-long learners and considerate members of the community.

The Moody Elementary School Community commits to:

- *Providing a safe, secure, and nurturing environment*
- *Broadening opportunities to explore the world through technology and use of 21st Century skills*
- *Building social and academic language*
- *Implementing innovative curriculum to integrated groups of students based on the Common Core Standards*
- *Involving families in their children's learning*

School Vision

The Moody Elementary School will provide a safe, secure, and nurturing environment by forming close working relationships within the school between parents, staff members and students in order to work together toward the common goal of optimizing learning for our children. We strive to provide opportunities for parent involvement in governance and as volunteers in the school, as well as offering workshops and informational meetings to access the curriculum, community resources, and services. Our goal as staff members is to promote the collaboration of all stakeholders in developing and implementing innovative curriculum to integrated groups of students based on the Common Core Standards. For students, our goal is that all children can learn and achieve at high levels when given the proper time, support and quality instruction, as well as to provide opportunities to develop healthy friendships with peers and trusting relationships with adult members of the school community.

Core Values/Commitments

Core Beliefs

- 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
- There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time
- Every adult in the system 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

Fundamental Commitments

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students
- Engage all families with courtesy, dignity, respect and cultural understanding

School Motto I Can, I Will, I Must

School Strategic Objectives and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration

Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.

Intentional Practices for Improving Instruction – Engaged Learning

School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, support, and professional development. Provide an engaging, rigorous, and relevant

Student-Specific Supports and Instruction to All Students

Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide

School Climate and Culture

Provide human and financial resources to support high quality, engaged learning.

Student Safety

Ensure two-way, respectful communication, with families, and the LPS community.

	program to meet the academic, social, and emotional needs of each student.	student-specific interventions, enrichment, and support.	
<ul style="list-style-type: none"> ● Instructional Leadership Team ● Weekly Common Planning Time (CPT) ● Weekly Grade Level TAT Meetings ● Vertical Teams ● School Site Council ● Data Summits using Data Wise Protocol 	<ul style="list-style-type: none"> ▪ K-4 Teachers College Curriculum -Reader's and Writer's Workshop ▪ K-4 Number Sense and Operations/Word Problems ▪ K-4 Vocabulary Development ▪ K-4 MindUP SEL Curriculum ▪ K-4 Leveled Literacy Intervention (LLI) ▪ K-4 Playworks ▪ Differentiated Instruction ▪ Accommodated and Modified Instruction per IEP's ▪ Sheltered English Immersion (SEI) 	<ul style="list-style-type: none"> ▪ Data Wise Improvement Process ▪ i-Ready Reading, Lexia, Fountas and Pinnell Benchmarks, QPS, WaR ▪ ST Math, i-Ready Math, Math Module Assessments 	<ul style="list-style-type: none"> ▪ Translation for students (when possible) ▪ Translation for families (when possible) ▪ SEL Curriculum ▪ Monthly Calendar ▪ ClassDojo ▪ ConnectED ▪ School Site Council ▪ PTO ▪ Social Media ▪ Classroom Newsletters ▪ Parent/Family Notices ▪ Family Events ▪ Parent Workshops ▪ Cultural Events ▪ Musical Performances ▪ Playworks

School Data Profile

Enrollment: 225 students in Grades K – 4

African American: 7.6% Asian: 16.9 % Hispanic: 44.4% Native American: 0% White: 29.8% Native Hawaiian, Pacific Islander: 0% Multi-Race, Non Hispanic 1.3%

First Language not English: 54.2% English Language Learners: 52% Students with Disabilities: 8.4% High Needs: 88% Economically Disadvantaged: 72%

Attendance Data; i-Ready Math; i-Ready Reading; F&P Data; EL Data; ACCESS data, SEL Data; MCAS data

F&P Instructional Reading Levels-Winter 2020

47% Below
16% Approaching
12% Grade Level
25% Above

Winter 2020 F&P School Wide Data for EL Students

- 130 ELs were tested and received a Winter 2020 F&P score
- 19/130 (15%) ELs scored "Above" Grade Level
- 10/130 (7%) ELs scored "On" Grade Level
- 18/130 (14%) ELs scored "Approaching" Grade Level
- 83/130 (64%) ELs scored "Below" Grade Level
- Overall, 101/130 (78%) ELs are not reading on grade level—they are "approaching" or "below" grade level.

MCAS 2019-2020

Overall achievement in ELA and math grades 3 and 4.

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=01600027&orgtypecode=6&

Reflection on Current Practices

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Current efforts in targeting school improvement:

- Developing an Instructional Leadership Team and School Site Council
- Ongoing analysis of data and planning next steps based on student needs
- Using collaborative Learning Walks to inform and enhance our instruction
- Collaborating with grade level and vertical teams during CPTs, TATs, and early release meetings

- Identifying and supporting social emotional needs (social worker, support for families, MindUp curriculum, growth mindset)
- Increasing family involvement (Class Dojo, family breakfast, after school family activities)
- Monitoring attendance
- Increasing academic and social discourse, and vocabulary to enhance students reading comprehension and written discourse (turn and talk, think-pair-share, using visual aids and modeling)
- Use of native language to support students understanding and needs
- Differentiating instruction or providing small group intervention to meet all students' needs
- Using technology for computer-based interventions and programs like GoogleDocs
- Incorporating Playworks to strengthen social skills and develop healthy peer relationships

How we are leveraging these efforts:

- School improvements efforts are leveraged through ongoing collaboration among colleagues utilizing the DataWise Improvement Process to appropriately analyze and interpret data, to make informed decisions that positively affect student outcomes

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

Progress towards academic goals:

- The ILT looks at school data using the Data Wise Process to analyze, reflect, and implement next steps
- Social emotional learning is increased and consistent throughout the building
- Students are learning to interact socially and academically
- Students are using SEL strategies to reduce stress and anxiety
- Students are learning how to stay active and build valuable life skills through play-Playworks
- Teachers are providing students with sentence stems, word walls, and small group instruction and interventions
- Technology and computer based interventions are being utilized
- Individual students work with their teachers to make specific academic goals, making them aware of their strengths and weaknesses to improve upon
- Listening was a strength for our English Learners according to the 2018-2019 ACCESS scores (65% of ELs scored 4 or higher in Listening)

Priorities:

- Overall in reading, our data suggests that our students are struggling specifically with phonics, vocabulary and comprehension. According to F&P Winter 2020 data, only 37% of our students are reading on or above grade level.
- According to the F&P Winter 2020 data, 78% of our English learners are reading below grade level.
- Overall in math, our data suggests that a majority of our students are low in all areas of math. According to iReady data, only 18% of our students are on grade level in mathematics.
- Attendance data

Holding up Momentum:

- Limited parental support due to limited English, crisis, homelessness, education
- Lack of English proficient role models in the classroom
- Transient population
- High needs population
- High English Learner population with limited support (many ELs students are not receiving recommended services for their levels)
- Poor attendance
- Limited prior schooling
- Academic and social vocabulary needs
- Students with trauma are not receiving the social and emotional support needed from a professional
- Lack of ownership to learning
- Learning gaps continue to increase
- Lack of a school-wide phonics program
- Lack of funding for professional development opportunities
- Lack of funding for before/after school meetings forces us to have meetings during the day which takes away from instructional time
- Interventions are not in addition to, but rather in place of
- Allied Arts teachers leaving the building to be at the Day School impacts team collaboration opportunities, scheduling, and student learning
- Math curriculum is very fast paced and does not offer enough direct instruction with word problems and fact fluency. Too many strategies are given, which can often confuse student

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Greatest academic gains:

- According to the 2018-2019 ACCESS data an academic strength is listening
 - Each classroom models practices and expects students to be active listeners. The students get to practice and enhance their active listening throughout the day during every activity and area of the curriculum. Listening skills need to be developed before speaking, reading and writing skills.
- According to iReady math data, students made the greatest academic gains in algebra and algebraic thinking
- In all academic areas students who are consistently receiving support at home are making progress
- Social Emotional Learning is providing students with the skills to deal with stressors and developing a growth mindset
- Having shared goals or school-wide initiatives allows us to identify students' needs and decide how to meet them
 - Teacher collaboration is an essential component of school effectiveness, and student performance

Least academic gains:

- According to the 2018-2019 ACCESS data speaking, reading and writing are areas of high priority concern in grades K-4
 - Research shows that it takes 5-7 years to become proficient in learning a new language. These students are also not receiving the daily instructional time recommended to learn English. Many of our EL's do not have strong literacy skills in their native language, which impede learning a new language.

- According to Eureka data, students made the least academic gains with math facts and word problems
 - Students need more exposure and practice. Eureka does provide direct instruction in these areas
 - Our high population of EL students lack the vocabulary required to be successful with these problems
- In all academic areas students who are not receiving support at home are not making progress
- Lack of prior educational experiences (preschool, daycare)
 - lack of means
 - lack of transportation
- Chronic absenteeism has been linked to reduced student achievement, social disengagement, and feelings of alienation
 - Gaps in skills
 - Transient population
 - Trauma
- Students have limited higher level reading comprehension skills
- Lack of a school and/or district wide phonics program
- Poor handwriting and typing skills impacts progress

Urgent Student Needs	Strategies to Address Needs	Budget / Staffing Implications
Key Question: What are the urgent student needs you would like to focus on next year?	Key Question: What strategies and changes will you implement next year to address these needs?	Key Questions: What are the resource implications for these strategies? Do you need to hire additional people? How much will this all cost you?
<p>The urgent needs we would like to focus on next year encompass supporting our students' educational, linguistic, and social/emotional needs. We have a transient population with a steady influx of new students. Our ever changing population has resulted in welcoming more and more newcomer students who speak little or no English.</p>	<p>We will try to provide our English learners with the direct ESL instruction needed/recommended for their English proficiency levels by providing sheltered content instruction in math, ELA, social studies, and science when applicable. Investing in 2 full-time certified ESL teachers; 1 ESL tutor; and 2 bilingual tutors to work directly with our English learners will help us move closer to compliance with the recommended ESL programs based on students' English proficiency levels and address the vast academic, linguistic, and social/emotional needs of our English learners in Kindergarten through Grade 4.</p>	<p>We will maintain a full time certified ELL teacher at a cost of \$93,512.00. The average salary and benefits for an additional ELL Teacher is also \$93,512.00. The ESL tutor cost of \$15,750 is provided outside SSB. We will fund 2 bilingual tutors who will work for 15 hours a week for 33 weeks each costing \$14,850.00.</p>
<p>We have a high needs population with varied levels of social/emotional needs. There is an urgent need to provide support to students, families and staff to address these needs. A major concern that needs ongoing attention is our quest to improve attendance (absences, late arrivals and early dismissal) across all grades. "Attendance Matters" and students need to be present each day to adequately access the curriculum and instructional supports to learn.</p>	<p>Our 18 hour a week SEL tutor will continue to be funded to:</p> <ul style="list-style-type: none"> • Provide Case Management to students and families that are in need of additional support • Connect with outside agencies and providers involved with families to provide coordinated support • Make referrals for medical, mental health and community support as needed using a holistic approach • Coordinate Mental Health service providers doing school based counseling • Provide home visits to make meaningful connections with families • Communicate and follow up with families at meetings, through e-mail, via telephone • Monitor student attendance • Provide lunch bunch support groups • Provide parenting support groups • Provide emergency response support to students in crisis • Collaborate with school staff to coordinate individual support to students • Attend IEP and TAT meetings when needed • Coordinate and attend 504 meetings, complete required documentation, and disseminate information to pertinent individuals to provide accommodations 	<p>The cost for the 18 hour a week SEL Tutor for 35 weeks will be \$18,900.00.</p>
<p>Our students are in need of additional assistance from paraprofessionals and tutors to support their learning across all curriculum areas. Some of our students with disabilities also need additional support from a paraprofessional in the inclusion setting to meet the goals and objectives outlined in their IEPs.</p>	<p>Paraprofessionals and tutors will be responsible and accountable for providing students with a safe, loving, stimulating and nurturing learning environment. They will work closely with the teachers and the school administrative team supporting and assisting in the implementation of the goals and objectives of the grade level or Special Education curriculum. Lesson plans and materials can be coordinated by the literacy specialist and/or teachers based on individual needs.</p>	<p>The average salary + benefits for a paraprofessional is \$37,989.00. The total cost for 7 paraprofessionals (2 kindergarten paraprofessionals and 5 mainstream paraprofessionals) is \$265,924.75. The cost for two 15 hour a week instructional tutors working for 33 weeks and one 15 hour a week Math tutor for 33 weeks, will be \$14,850.00 each, totaling \$44,450.00.</p>

School Site Council sign-off form:

School Year 20-21 Budget Process

Date:	April 8, 2020
Organization Number:	01600027
School Name:	Moody Elementary School
Total Budget	\$2,343,612.00

The undersigned school leader confirms that every effort has been made to comply with the programmatic and policy requirements of Lowell Public Schools within the budgetary allocation received. In particular, every reasonable effort has been made to comply with Federal, State, and Local statutes and regulations, applicable Court Orders, collective bargaining agreements, School Committee policies and the goals and objectives of Lowell Public Schools.

The undersigned school leader also affirms:

1. ☒ Our school community has budgeted all of its general fund to instructional supports and materials.

Or

2. _____ Our school community has reallocated some of its general fund instructional supports and materials allocation to support other priorities (stipends, contracts, personnel, etc.) But, I hereby attest that we have budgeted ample resources to ensure that each student will have all required instructional time in FY _____.

Principal: **Roberta M. Keefe** **Roberta M. Keefe** **Date: April 8, 2020**

The undersigned School Site Council Representatives for this School have seen and reviewed the FY 2020-21 Budget.

Name/Signature: Fatima DeSousa	<u>Fatima DeSousa</u>	<u>Date: April 8, 2020</u>
Name/Signature: Steven Ibarquen	<u>Steven Ibarquen</u>	<u>Date: April 8, 2020</u>
Name/Signature: Ellen M. Netishen	<u>Ellen M. Netishen</u>	Date: April 8, 2020
Name/Signature: Patricia Pappathan	<u>Patricia Pappathan</u>	Date: April 8, 2020
Name/Signature: Heidi Upton	<u>Heidi Upton</u>	Date: April 8, 2020
Name/Signature: Mark Angluin	<u>Mark Angluin</u>	Date: April 8, 2020
Name/Signature: Patricia Kennedy	<u>Patricia Kennedy</u>	Date: April 8, 2020
Name/Signature: Mary Martin	<u>Mary Martin</u>	Date: April 8, 2020
Name/Signature: Brenda Makiej	<u>Brenda Makiej</u>	Date: April 8, 2020
Name/Signature: Manpreet Dhillon	<u>Manpreet Dhillon</u>	Date: April 8, 2020

Name/Signature: Juliana DeSouza Melo	<u>Juliana DeSouza Melo</u>	Date: April 8, 2020
Name/Signature: Lisa Golner	<u>Lisa Golner</u>	Date: April 8, 2020
Name/Signature: Marcela Alves	<u>Marcela Alves</u>	Date: April 8, 2020
Name/Signature: Norma Gomes	<u>Norma Gomes</u>	Date: April 8, 2020
Name/Signature: Priscilla Scannell	<u>Priscilla Scannell</u>	Date: April 8, 2020
Name/Signature: Josephina Viveiros	<u>Josephina Viveiros</u>	Date: April 8, 2020
Name/Signature: Marilyn Civjo	<u>Marilyn Civjo</u>	Date: April 9, 2020
Name/Signature: Sian Nu	<u>Sian Nu</u>	Date: April 9, 2020

The undersigned Collective Bargaining Representatives for this School have seen and reviewed the FY 2020-21 Budget. Our written comments are included.

SEIU school designated representative

Name: Genevieve Parasole

☒ Concur

☐ Non concur ☐ with included comments ☐ without comments

LSAA school designated representative

Name: Lisa Golner

☒ Concur

☐ Non concur ☐ with included comments ☐ without comments

UTL school designated representatives

Name: Ellen Netishen/Rosemary Gudewich

☒ Concur

☐ Non concur ☐ with included comments ☐ without comments

Comments:

After reviewing our data collection results, the Moody School community collectively agreed to allocate available funds based on the highest priorities. Some areas of identified needs that were unable to be addressed at this time include:

- *Hiring a full-time Social Worker/Case Manager
- *Purchasing additional technology for students
- *Providing more technology based Professional Development opportunities for staff
- *Providing adequate support for current and future ELL and SPED populations
- *Hiring a full-time Math Resource Teacher
- *Providing stipends for ELL, Science, and Math Lead teachers
- *Returning to Allied Arts staff being assigned full-time to support teaching and learning
- *Funding for Pre-school, After School and Summer Programs

We will maintain and update our data collection to address these needs during subsequent budget cycles and/or if any additional monies are allocated to this budget due to either the pandemic and/or other funding sources becoming available at the school or district level.