

Notes:

Intro and Norms

School Council Responsibilities Overview

Rules and Responsibilities

Council members are elected for 2 years

Title 1 update

No child left behind

Supports students who have a high percentage of low income

Federal funding is used to provide services such as interventionist, summer camp.

This year based on last year's demographics Morse did not qualify to be a Title 1 school. That doesn't mean our school can't qualify next year.

Morse School Focus

Access for student to thrive

Students need all access to instruction in order to thrive.

Glow

We outperformed the state in each of the grade levels in all subjects

61% of students met or exceeded standards in ELA

62% of students met or exceeded standards in Math

Growth

Our students with disabilities made low growth in math and ELA based on DESE accountability targets

Next Steps

Data wise Process that comes out of harvard

Data team meets once a week

What is a priority question we need to think about?

How do special education students experience school?

All special educators are on the date team

Work with different district leaders and attend Professional Development

WIN blocks small group instruction in which students get what the **Morse Data-End of the Year**

iREady and mClass

Glows

We made the highest growth in reading in the district

Grades K-2 made 140% growth in Reading on mClass

Grade 1-3 made the highest growth in reading in the district

Grade 3-5 made 135% growth in math on iReady

Stretch growth was collectively 50%

Growth

Students with special education services made less growth than students who did not receive special education services.

30% percent of our students are on IEP's

MCAS Data

y need.

Two basic academics classroom in our school

What academic classes would students push into in the general ed classroom and which students get specialized instruction in their classroom ?

More Data informed

We are thinking about who we are serving all students in the classroom

Questions and Discussions

Are gaps consistent with the district

Students with disabilities in the low 60. It looks like the gap is slowly closing

We do intervention and assess to determine what the student needs. This process can sometimes take too long before determining what the student needs.

If we have a student who keeps coming up we need to find out how this student learns.

A student might be high verbally but have a lower area.

It is a matter of how students are learning and we want to make sure we are taking the whole child approach.

Ayelet- trying shortening the TAT process

Utilizing staff in the most strategic ways

So that teacher and paraprofessional can see the language use and watch for example a special educator teach

Watching special educators and observing the students in the different spaces

Headley- teachers watching each other teach.

Communicating with staff

Liz- students with disabilities are making growth but not at the rate that our typical students are.

There is some growth is just not as noticeable as the growth our typical students are making

Chen- Has Morse stayed on track based on last year's growth and the recognition the school received.?

Headley- We are growing there's just some discrepancies in the way that we are growing

Student who performed the lowest are or student with severe disabilities

Portfolio style- student show growth with work samples

However when you take the MCAS ALT and don't take the MCAS in 10th grade you don't graduate.

Caleb and Hannah- Breaking down the data based on severe to moderate disabilities

Demographics

Balanced in terms of racial and cultural diversity

The change in status are a reflection of last years data

State uses formalize data to verify low income

Hannah- having the 3 yr old in the school might help with recognizing some students earlier on than before.

After-School supporting with iReady for completing the minutes.

How can we create space for student who need more minutes and not have them miss something they might want to do in after-school.