

2021-2022

MMES School Committee Update



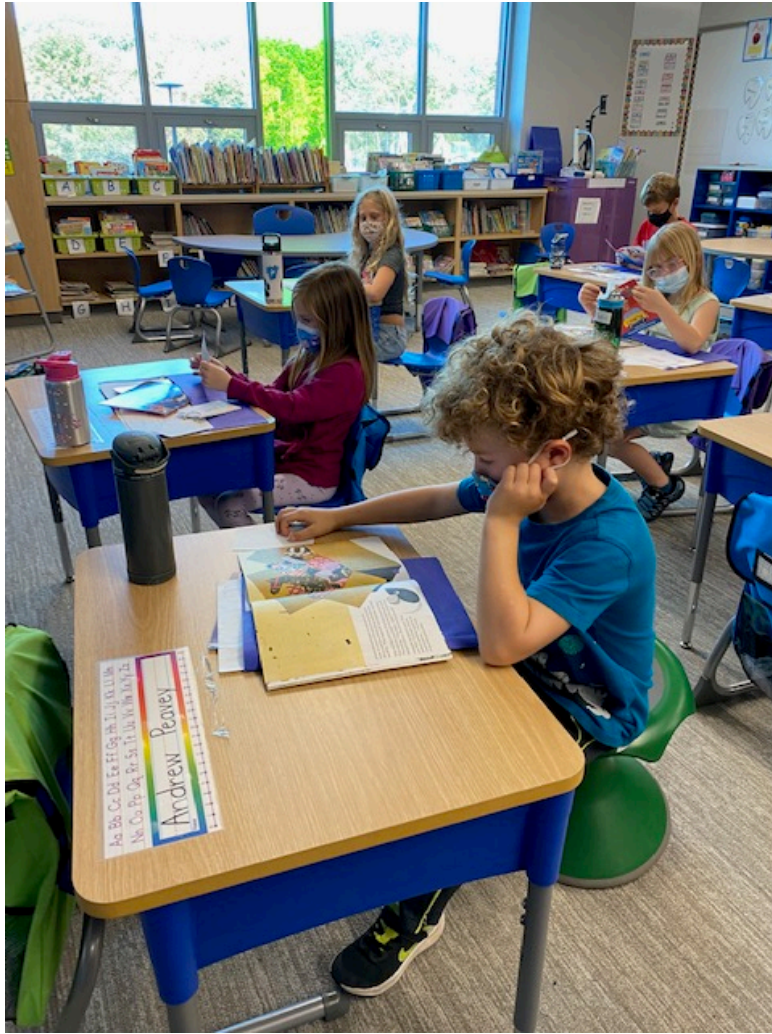
MMES Fall 2021 – State of the School

Agenda

- ▶ General Observations and Anecdotal School Culture (Staff Survey Data)
- ▶ Academic Performance
 - ▶ MCAS Performance Comparison
 - ▶ Aimsweb Plus Results (at-risk readers)

General Observations

- ▶ Strong Academic Performance
- ▶ Social-emotional (self control, behavior, etc.) Observations
- ▶ Impact greater in younger grades



Anecdotal School Culture

- ▶ Students, staff, and families are very proud of their new school
- ▶ Students and staff are very excited to be together in school
- ▶ Staff are inspired by our new teaching spaces to be innovative

Anecdotal Observations

(Data from Staff Survey)

Things we are working on...

- ▶ Maturity
 - ▶ Working in groups
 - ▶ Age-appropriate play
 - ▶ Physical space/boundaries
 - ▶ Independence
- ▶ Executive Functioning – organizing, maintaining focus on task at hand, stamina
- ▶ Managing anxiety

Anecdotal Observations

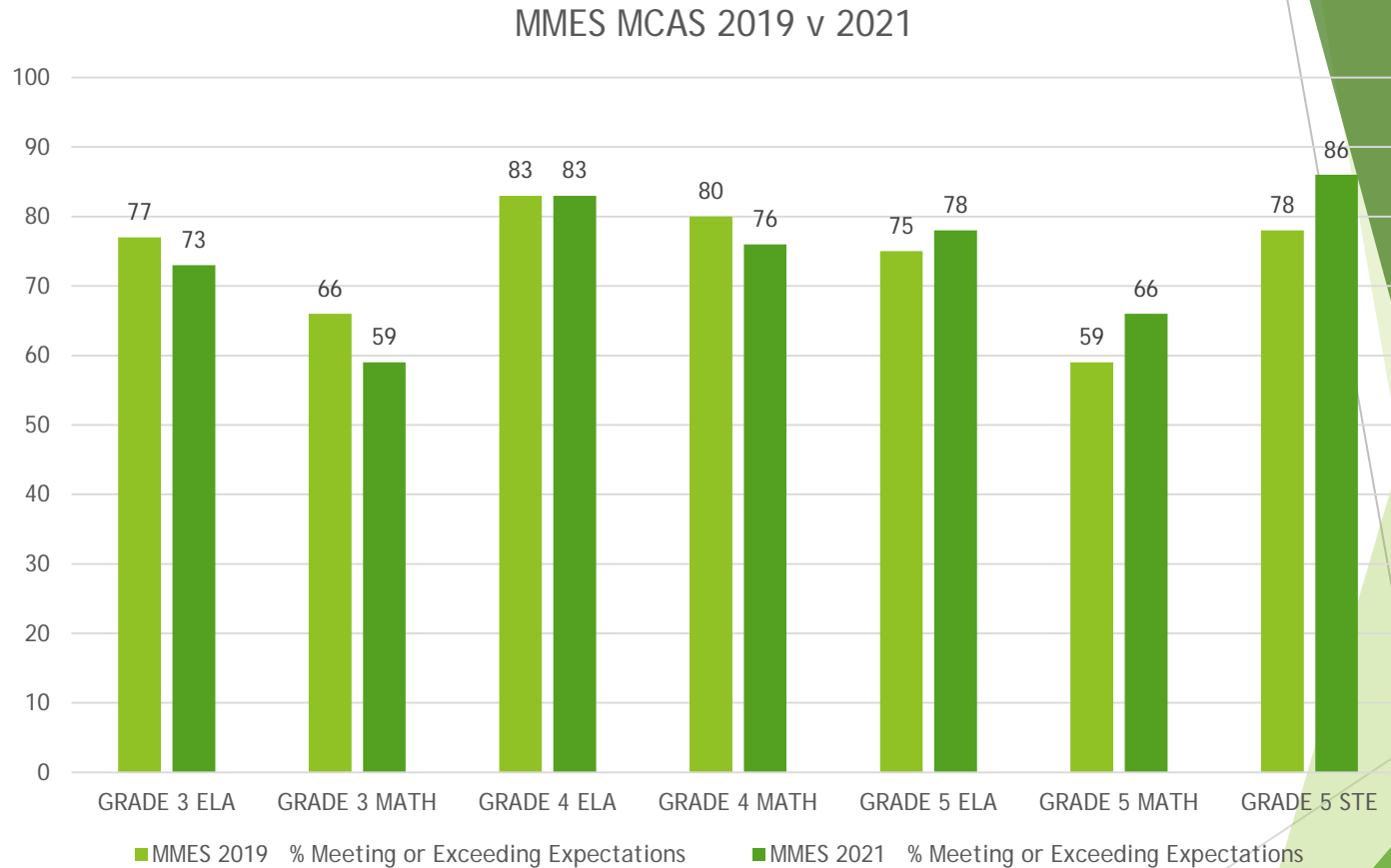
(Data from Staff Survey)

- ▶ Things our students are bringing with them each day...
 - ▶ They are **HAPPY** to be in school and together with teachers and peers!
 - ▶ Students enjoy and are comfortable sharing **FEELINGS** during SEL work
 - ▶ Students are **EXCITED** to learn in-person
 - ▶ Academically **STRONG**
 - ▶ Students seem more **ADAPTABLE** and **FLEXIBLE**
 - ▶ **CONFIDENT** with technology
 - ▶ **Happy, happy, happy** (to be here)!

Climate and Culture Actions

- ▶ Student Actions/Supports
 - ▶ Increased SEL Focus: *Ruler*
 - ▶ Increased SEL Focus: *Second Step* Grade-level lessons
 - ▶ Increased SEL Focus: Grade-level “Fireside chats”
- ▶ Staff Actions/Supports
 - ▶ THEMES:
 - ▶ *Be the Reason Someone Smiles Today!*
 - ▶ *Positive Vibes Only*
 - ▶ STAFF APPRECIATION
 - ▶ Pay it Forward
 - ▶ Monday Shout Outs!
 - ▶ STAFF VOICE
 - ▶ Monthly formal *Ruler* Mood Meter check-ins
 - ▶ Monthly Grade-level Meetings

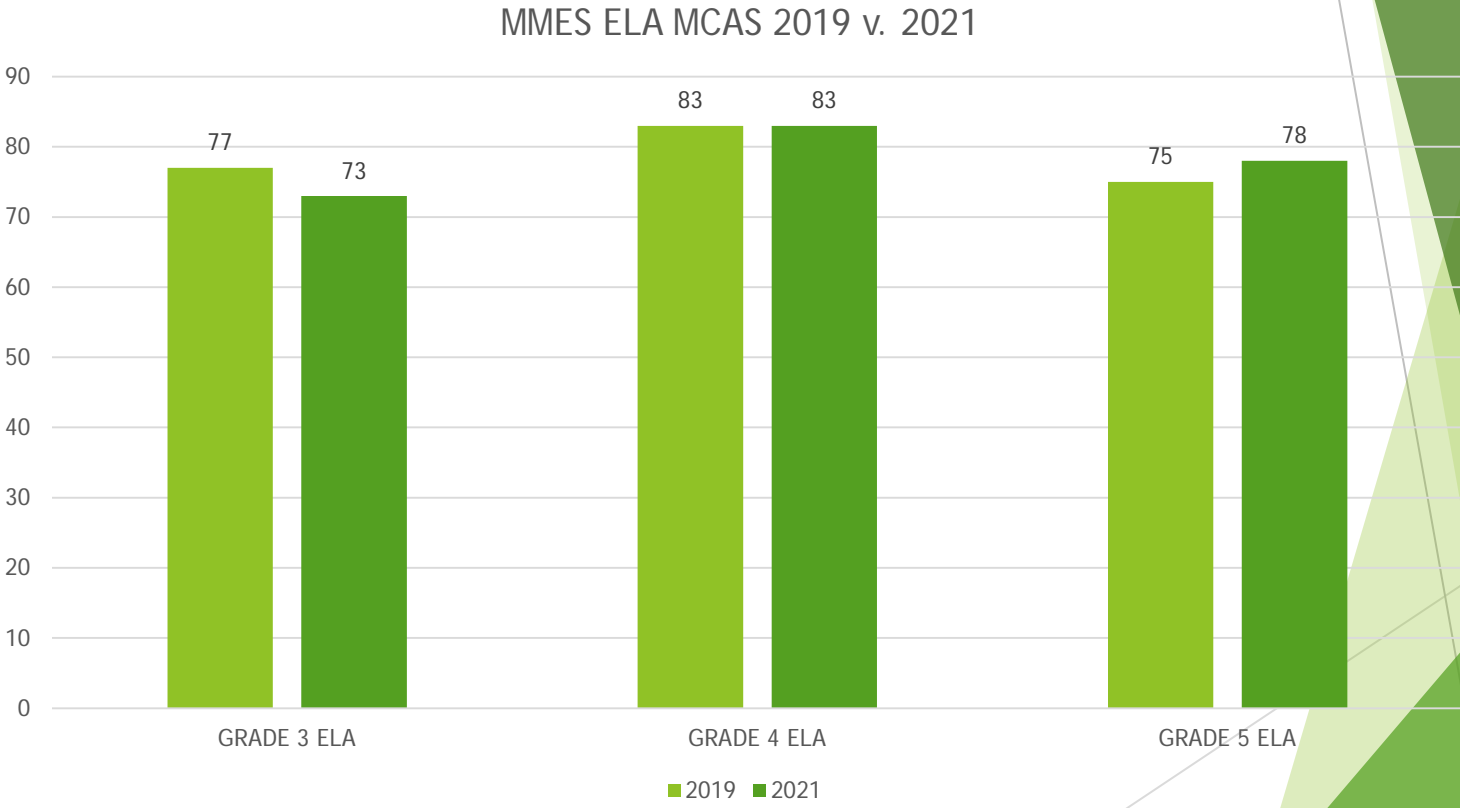
Academics: MCAS 2019 v. 2021



Creative Thinkers!



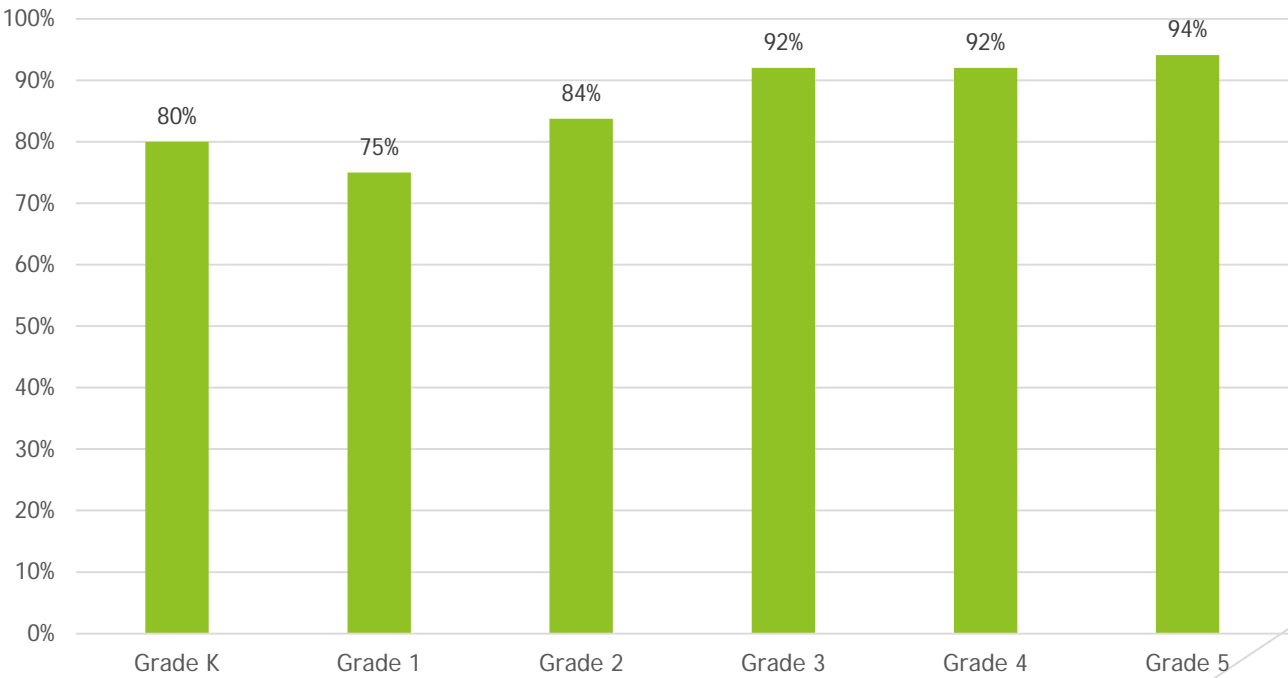
MCAS ELA 2019 v. 2021



AIMSWEB Composite Literacy – FALL 2021

(Average, Above Average, Well Above Average)

AIMSWEB Composite Literacy
% Average or Above



ELA Areas for Growth

Areas for improvement (*individual question level*):

MMES performed at or below state average in:

- ▶ G3: Identifying the **THOUGHTS** of the speaker of a poem (-1)
- ▶ G3: Identify a description of a character's **FEELINGS** based on the details in a story (-8)
- ▶ G3: Identify the **MEANING** of a title of a poem (-11)
- ▶ G3: Sequence events based on information from an article (-12)
- ▶ G4: Determine how a picture contributes to the **UNDERSTANDING** of a story (-2)
- ▶ G4: Determine what is **SUGGESTED** about a character based on information in the story (-5)
- ▶ G5: Identify a description of an individual and choose **EVIDENCE** from the passage that best supports that description (0)

ELA Actions

Two categories:

- ▶ High-level thinking (thoughts, feelings, meanings) - SEL
- ▶ Finding supporting evidence in the text

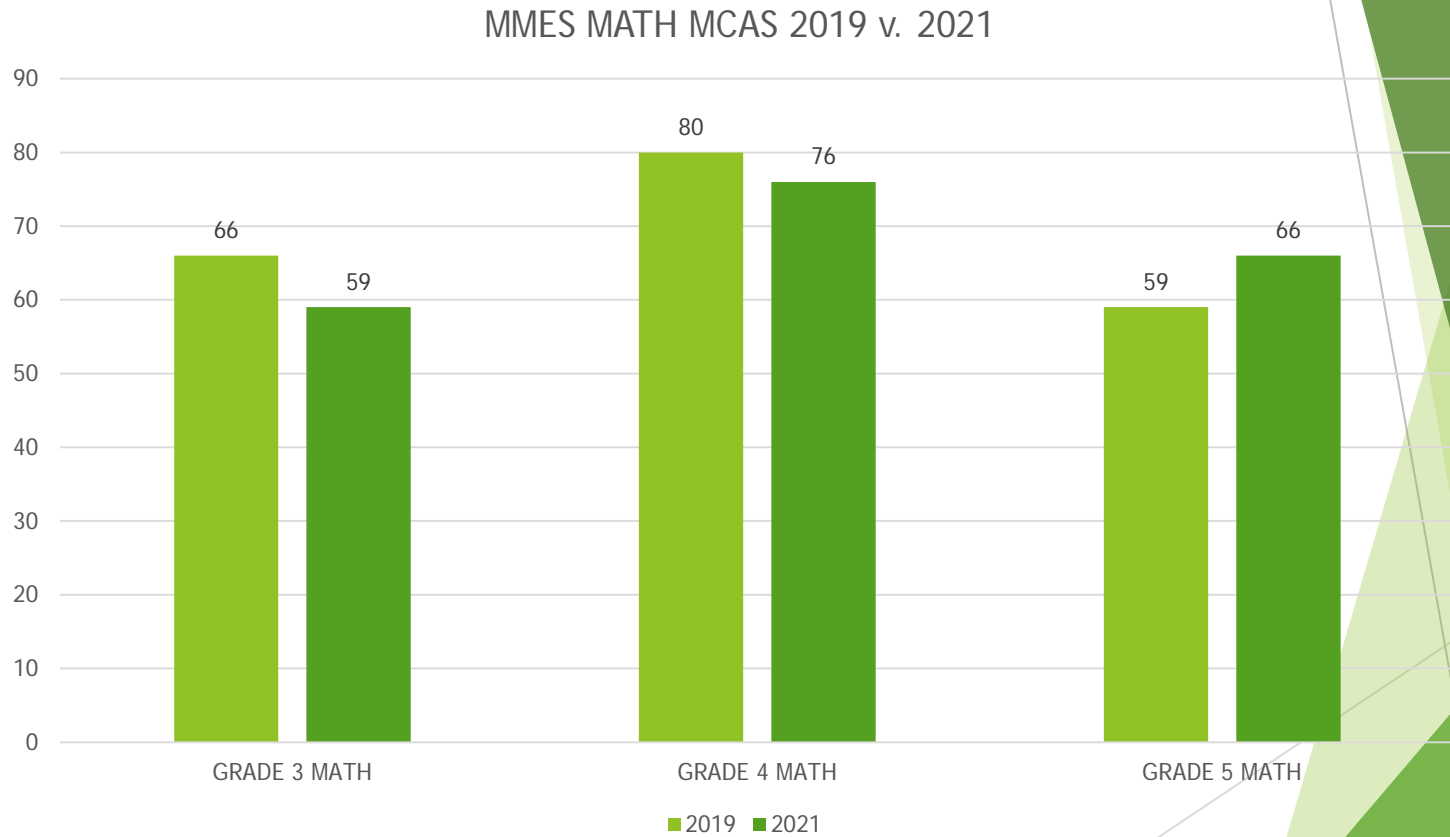
Actions:

- ▶ Increased SEL work – *Ruler* and *Second Step*
- ▶ Increase exposure to poetry/stories that promote high-level analysis of thoughts, feelings, meanings
- ▶ PD Focus: The Science of Reading K-5

Fifth Grade Collaborative Problem Solvers!

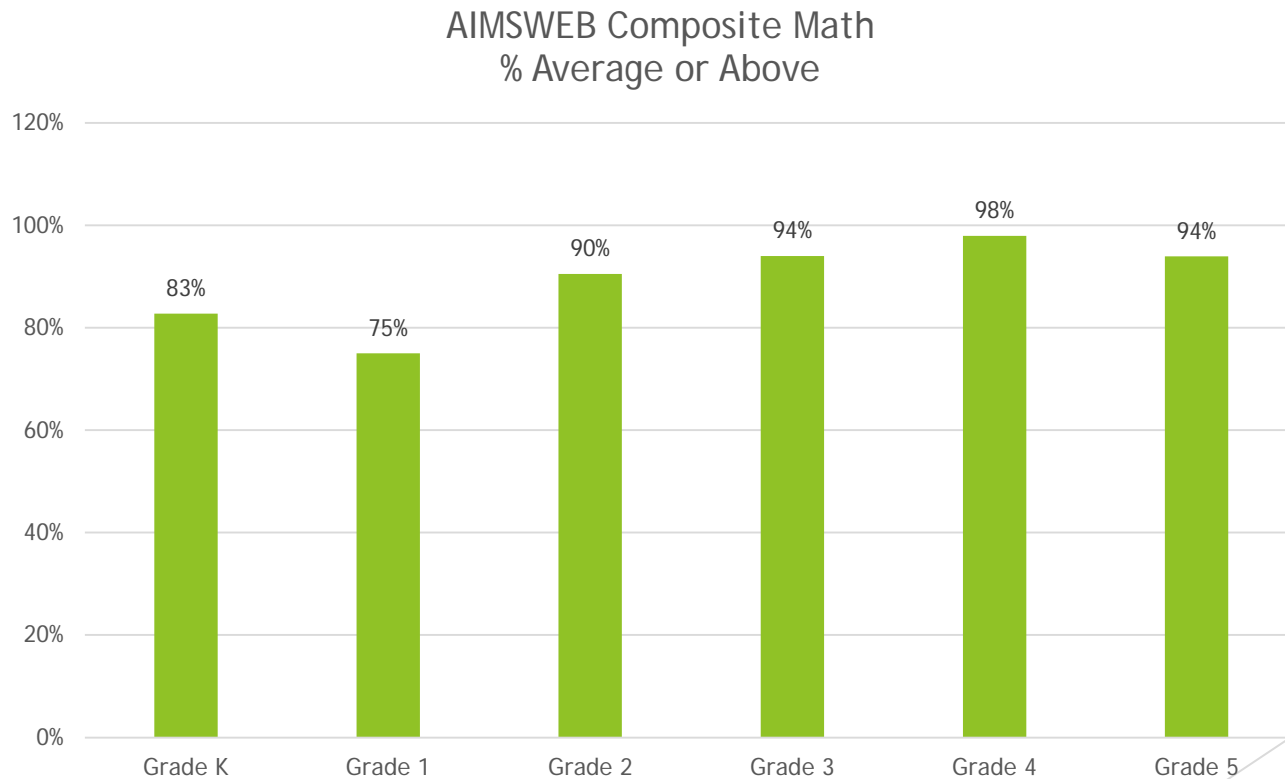


MMES Math MCAS 2019 v 2021



AIMSWEB Composite Math – Fall 2021

(Average, Above Average, Well Above Average)



Math Areas for Growth

Areas for improvement (*individual question level*):

MMES performed at or below state average in:

- ▶ G3: Choose the pair of multiplication/division equations that are both true (-4)
- ▶ G3: Choose the pair of multiplication/division equations that are both true (-5)
- ▶ G4: **None**
- ▶ G5: Determine which triangle meets specified criteria based on the given side lengths of each triangle (0)
- ▶ G5: Solve a real-world problem by converting milliliters to liters (-1)
- ▶ G5: Determine which expression with parentheses has an equivalent value if the parentheses are removed (-4)
- ▶ G5: Divide a decimal to hundredths by a whole number (-23)

Math Actions

- ▶ Multi-step, higher-level, analytical problem solving

Actions:

- ▶ Supplement individual enrichment efforts with whole-class collaborative, multi-step problem solving projects – Project Rooms!
- ▶ Provide additional opportunities for students to communicate (Math Talk) about solutions to complex problems
- ▶ Investigate the ELA/MATH differential – time on learning, curriculum, etc.

Thank you!

- ▶ Students
- ▶ Staff
- ▶ Parents
- ▶ Supportive MERSD School Committee and Community – *we love our new home to learn and grow! – Come visit us!*
- ▶ Questions, thoughts, ideas?