

# School Committee Presentation

## Lura A. White Elementary



# School Improvement Plan

## 2019-2021



# A Year We Will Never Forget at LAW !



## Strategic Objective 1: Curriculum and Instruction:

IT IS IMPERATIVE THAT WE MEET EVERY STUDENTS' LEARNING NEEDS. EVERY CHILD SHOULD BE AFFORDED THE OPPORTUNITY TO LEARN IN AN OPTIMAL ENVIRONMENT THAT CHALLENGES AND SUPPORTS THEIR LEARNING.



# Overarching Principles

## Task 1: Curriculum and Instruction- Post Covid

1. **Stick to grade-level content and instructional rigor.**
2. **Focus on the depth of instruction, rather than the pace.**
3. **Prioritize content and learning.**
4. **Maintain the inclusion of each and every learner.**
5. **Identify and address gaps in learning through instruction.**
6. **Focus on commonalities that students share in this time of crisis, not just their differences.**



# Task 1 : Curriculum and Instruction Pre and Post Covid

## Before:

1. Math Coaches/ Literacy Coaches support teachers work to calibrate instruction.
  2. Literacy Leadership Team
  3. General Educators and Special Educators collaborate to provide appropriate instruction to IEP students
  4. Progress Monitor Students who struggle monthly and all IEP students.
  5. Continue Balance Literacy Initiative
  6. Eureka Math Pilot with some grade levels.
  7. Increase Writing across subjects and unify process across grade levels.
- Increase Typing skills.

## After:

1. Math Coach /Literacy coach supporting teachers remotely & in-person, using Literacy Coaches to support Tier II reading intervention while still coaching educators in literacy.
2. General Ed. and Special Educators continue to collaborate to ensure best practices for all students.
3. Progress monitoring monthly for IEP students. Students receiving intervention will receive baseline assessments.
4. Educators following the components of the Balanced Literacy Initiative - Break out rooms
5. Eureka is now being used across all grade levels K-5
6. Writing is more consistently used and more often across subjects. Educators are consistently using SRSD and Writer's Workshop Model. /Typing Skills for MCAS

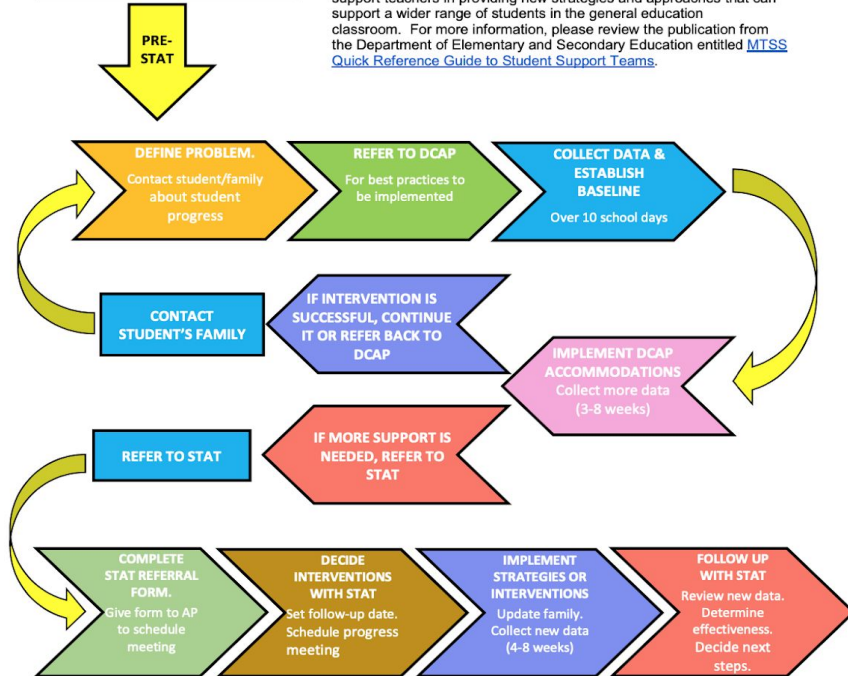
## Student Teacher Assistance Team (STAT)

### ESSENTIAL QUESTION:

WHAT ABOUT THE INTERACTION OF THE CURRICULUM, INSTRUCTION, LEARNERS, AND LEARNING ENVIRONMENT SHOULD BE ALTERED SO THAT THE STUDENT WILL LEARN?

### What is a Student Teacher Assistance Team?

A Student Teacher Assistance Team (STAT) is a formalized structure for a group of educators, administrators, and other staff members to meet regularly to address concerns about individuals or groups of students. STATs are designed to support students both by anticipating and preventing issues before they occur and providing interventions and/or resources when issues do arise. STATs are also designed to support teachers in providing new strategies and approaches that can support a wider range of students in the general education classroom. For more information, please review the publication from the Department of Elementary and Secondary Education entitled [MTSS Quick Reference Guide to Student Support Teams](#).

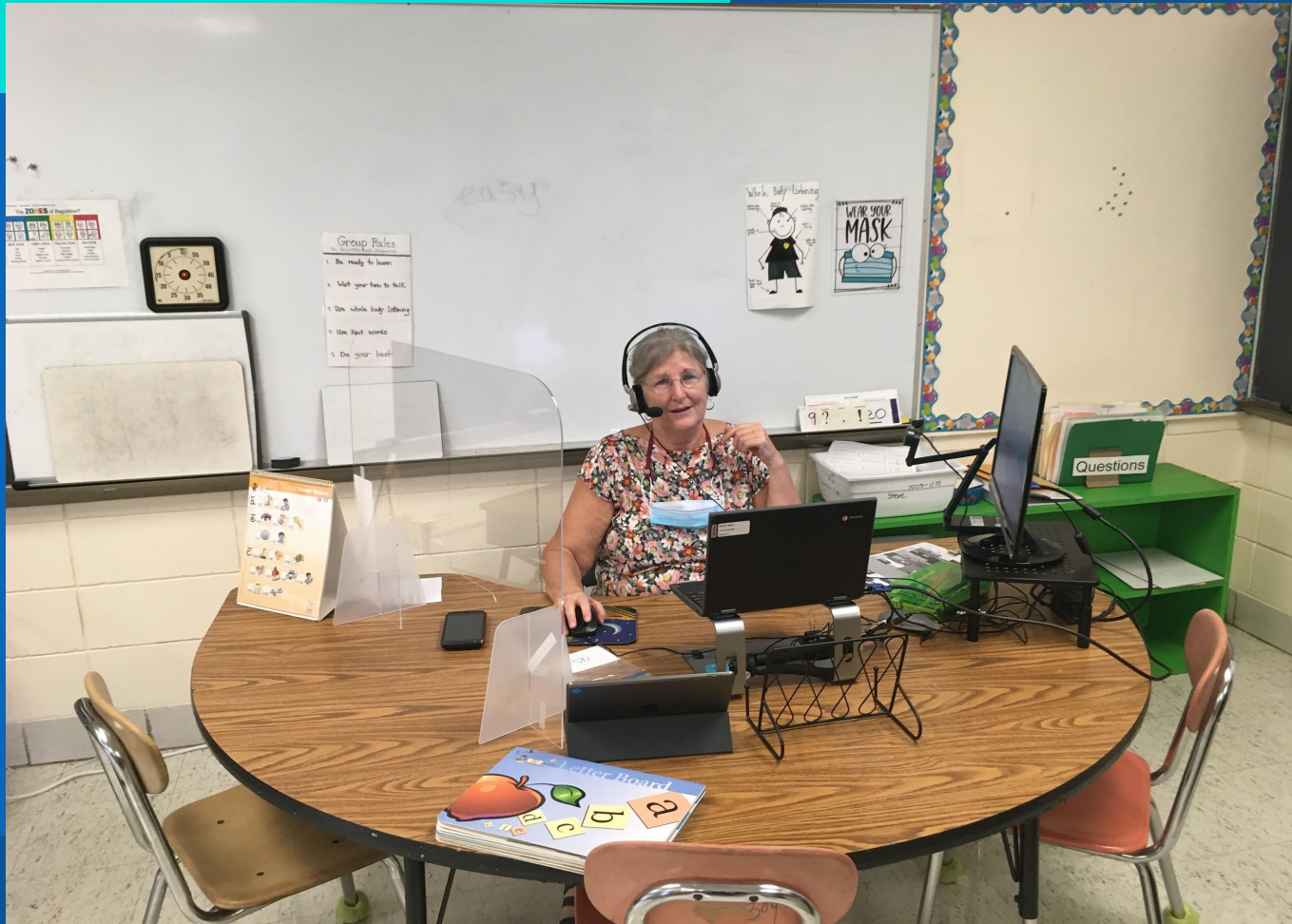


Following STAT  
Process to Identify  
Students who may  
need interventions  
or  
Accommodations  
to improve learning  
outcomes.











# Strategic Objective 2: Educator Effectiveness

EACH EDUCATOR SHOULD BE EQUIPPED WITH THE KNOWLEDGE, TOOLS, AND RESOURCES TO EFFECTIVELY TEACH ALL STUDENTS USING EVIDENCE-BASED INSTRUCTIONAL STRATEGIES PROVEN TO PRODUCE GOOD STUDENT OUTCOMES.



# Overarching Principles:

## Task 2 Educator Effectiveness

1. Effective Teacher Observations which provide valid feedback and opportunity to conference with the educator to discuss instructional strategies to improve practice.
2. Communicate to staff a set of high expectations and effective instructional practices through faculty meetings, newsletters and observational feedback.
3. Monthly Team meetings to discuss student academic data outcomes and formulate plans for students based on the need presented from the data/meeting outcomes.
4. Improve Remote Learning Instruction and engagement of students in the remote learning mode

## Task 2: Educator Effectiveness: Pre and Post Covid

### Before:

1. Develop a common and shared understanding of effective instructional strategies
2. Focus on quality and effort/setting high expectations
3. Calibrate high expectations across all grade levels in all subjects

### After:

1. Continue to develop a common and shared understanding of effective instructional strategies with educators which foster high expectations for students through observational feedback.
2. Improve Engagement in Remote Learning Instruction through trainings, faculty meeting discussions and resources .

## Break Out Groups

*Encouraging student agency and engagement by delivering content across multiple learning modalities, offering multiple entry points, and providing choice within assignments.*

*Work with your group to discuss and add thoughts to the [google document](#).*

**Share some examples of how you've seen evidence of this in previous in person evaluations?**

**How might this look the same/different in a remote setting?**



*Encouraging student agency and engagement by delivering content across multiple learning modalities, offering multiple entry points, and providing choice within assignments.*

**Share some examples of how you've seen evidence of this in previous in person evaluations?**

Update Report

### District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

School

Grade

**Lura A. White Elementary School 3rd**

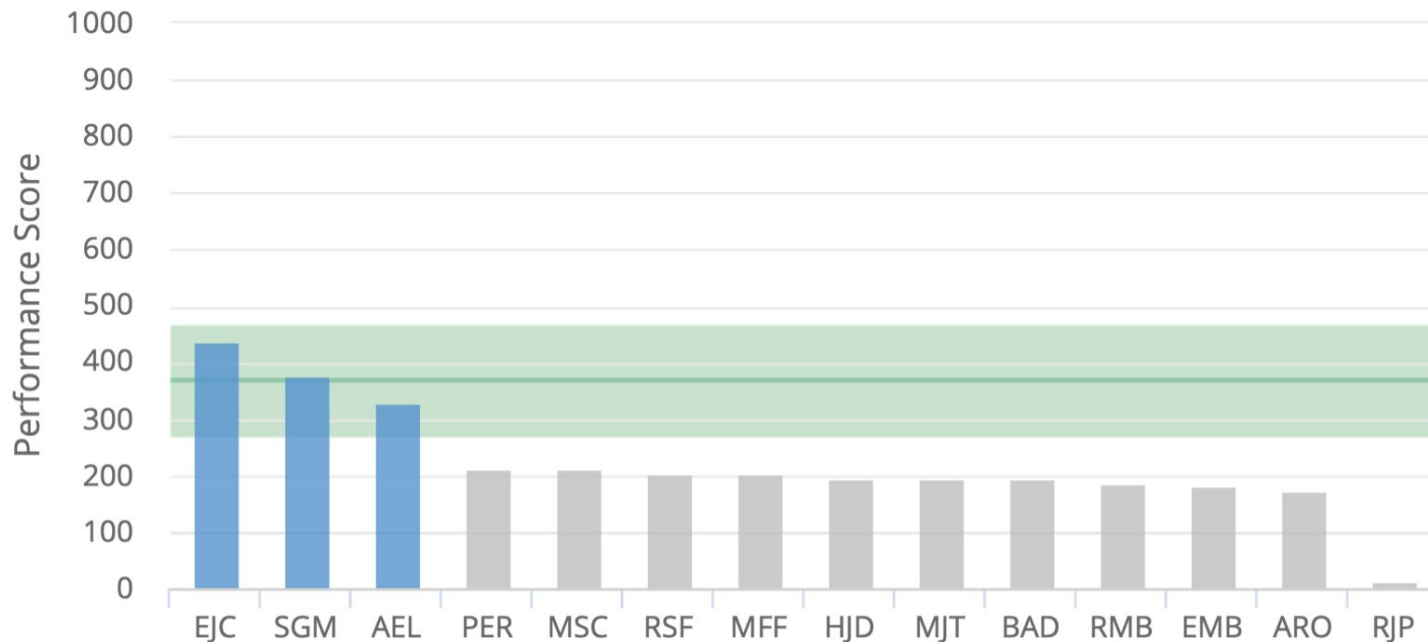
School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2020 - 2021	3		6	13%	4	9%	7	15%	29	63%	46
2019-2020	2		2	5%	5	11%	5	11%	32	73%	44
2018-2019	1		0	0%	1	33%	1	33%	1	33%	3



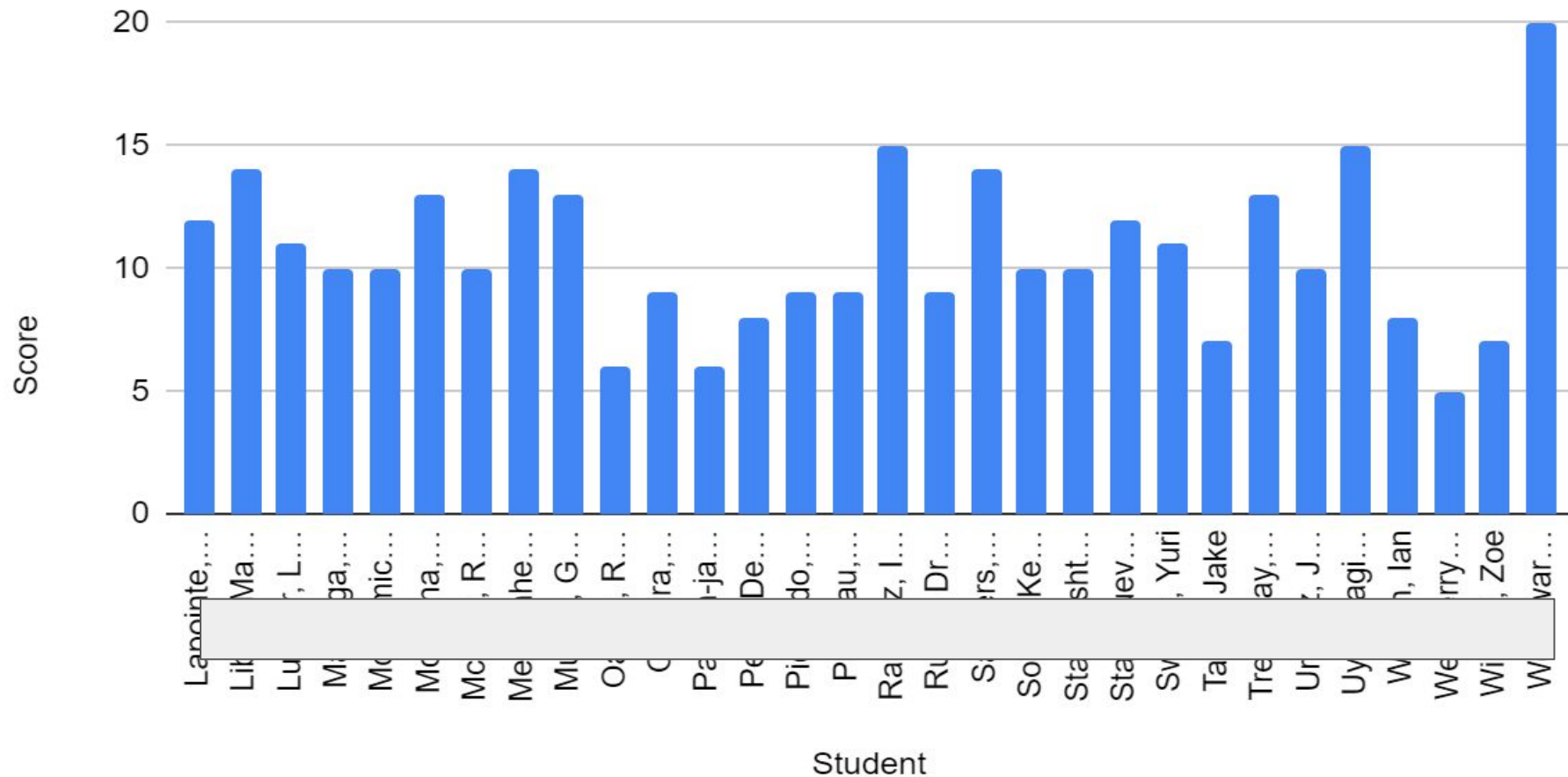
## Phonological Awareness

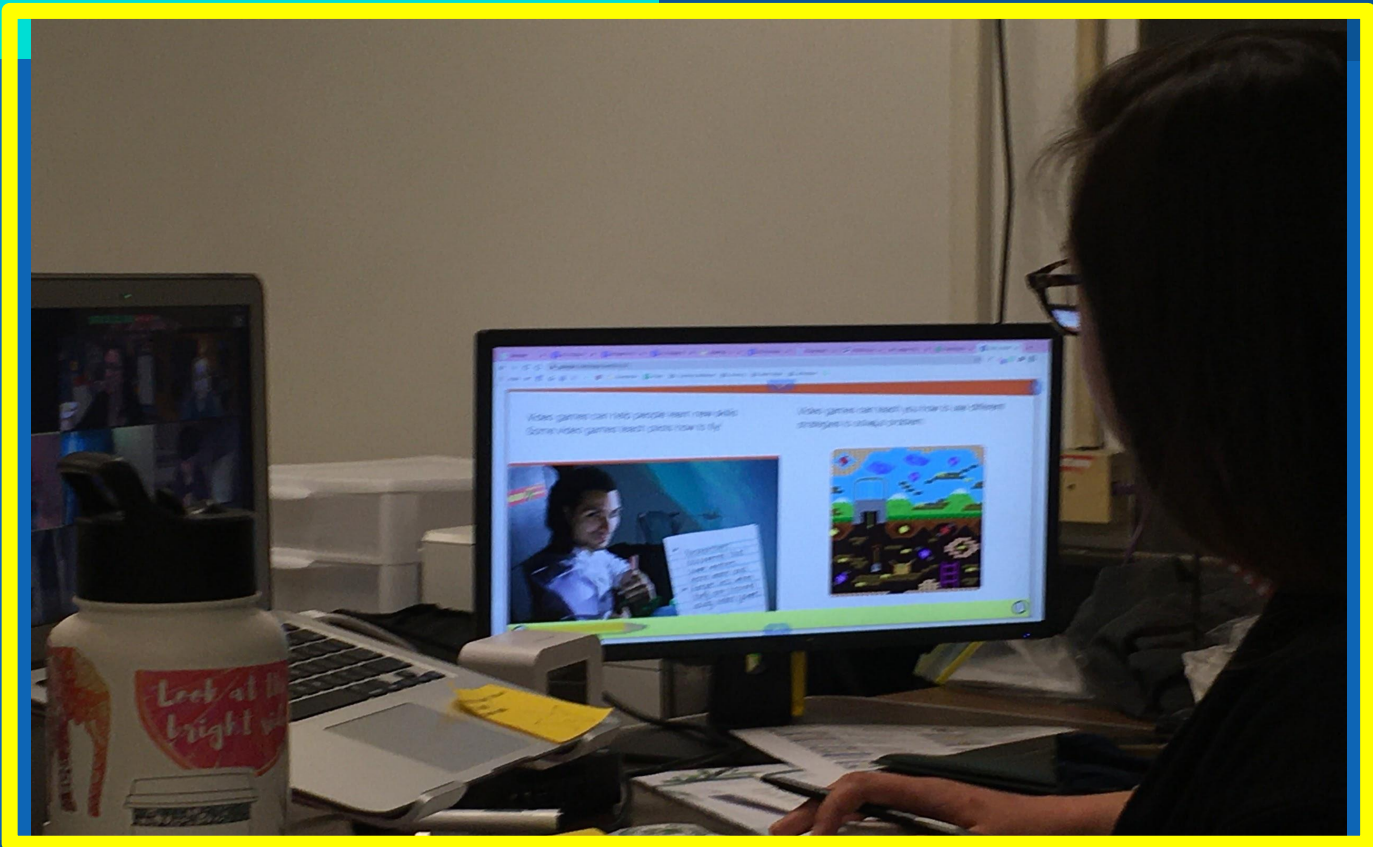
Fall 2020

14 Students | 0 Above Grade Level (0) | 21 In Grade Level (3) | 79 Below Grade Level (11)



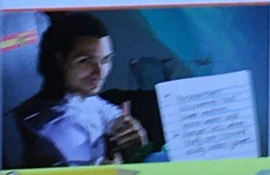
# Grade 5 Pre-Opinion Writing Scores 2020-2021( L-Z)





Video games can help people learn new skills.  
Some video games teach people how to fly.

Video games can teach you how to use different  
strategies to solve a problem.



Look at the  
bright colors

## Strategic Objective 3: Management and Operations

**Ensure equity and parity of resources:  
establish consistency and common  
expectations for district procedures and  
protocols in school finance, human resources,  
leadership and governance**



# Task 3: Management Operations Pre and Post Covid

## Before:

1. Increase Knowledge and Effectiveness of Executing Run-Hide-Fight Procedures
2. Increase Knowledge and Effectiveness of Evacuation Plan

## After:

1. Safety drill trainings delivered remotely for new staff.
2. Video trainings will be provided that are personalized to the school.
3. We have been able to conduct fire drills in the same manner.
4. Fire safety lessons delivered to students virtually.
5. Based on Covid-19, building safety protocols were established following DESE guidelines.











## Strategic Objective 4 : School and District Culture Pre and Post Covid

**AN ENVIRONMENT THAT PROVIDES  
TEACHERS AND STUDENTS HEALTHY  
AND POSITIVE CONDITIONS THAT FOSTER  
ACADEMIC AND PERSONAL GROWTH.**



# Overarching Principles: School and District Culture

1. Manage student behavior
2. Train staff and students to utilize school behavior expectations
3. Create an inclusive school culture.



# Task 4: School & District Culture Pre and Post Covid

## Before:

1. Timelines established, curriculum guidelines and implementation of the LAW core values completed
2. Resources provided to staff
3. Staff trained on the tenets of new Behavior Plan
4. Tenets of plan shared with parents and students
5. Hold school-wide assemblies supporting Behavior Plan
6. Student Support Group meets weekly SSG
7. Continue to build a kindness school

## After:

1. Continue implementation of PBIS behavior expectations.
2. Remote and in-person students receive PAWs tickets as incentives.
3. Hold virtual behavior (PBIS) assemblies
4. Continue meeting virtually in support group (SSG) to discuss student attendance concerns and emotional needs which impact learning.
5. Initiate a Diversity, Equity and Inclusion Council to address school inclusive practices with an emphasis on anti-bias awareness

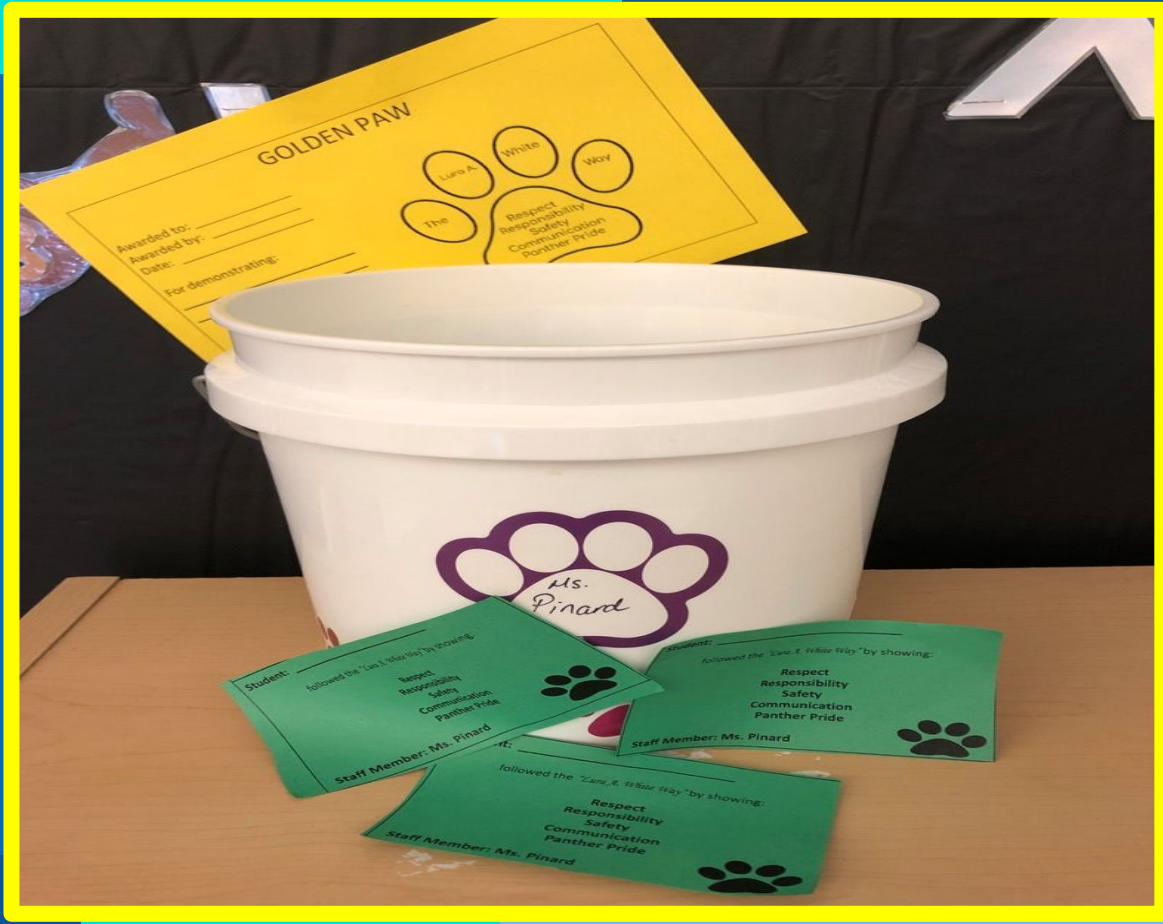
# LAW Diversity, Equity, and Inclusion Council

First Meeting Agenda:

1. Identify mission statement
2. Begin using diversity, equity and inclusion checklist to take inventory for LAW

[Diversity From Within Checklist](#)





**GOLDEN PAW**

Awarded to: \_\_\_\_\_  
Awarded by: \_\_\_\_\_  
Date: \_\_\_\_\_  
For demonstrating: \_\_\_\_\_



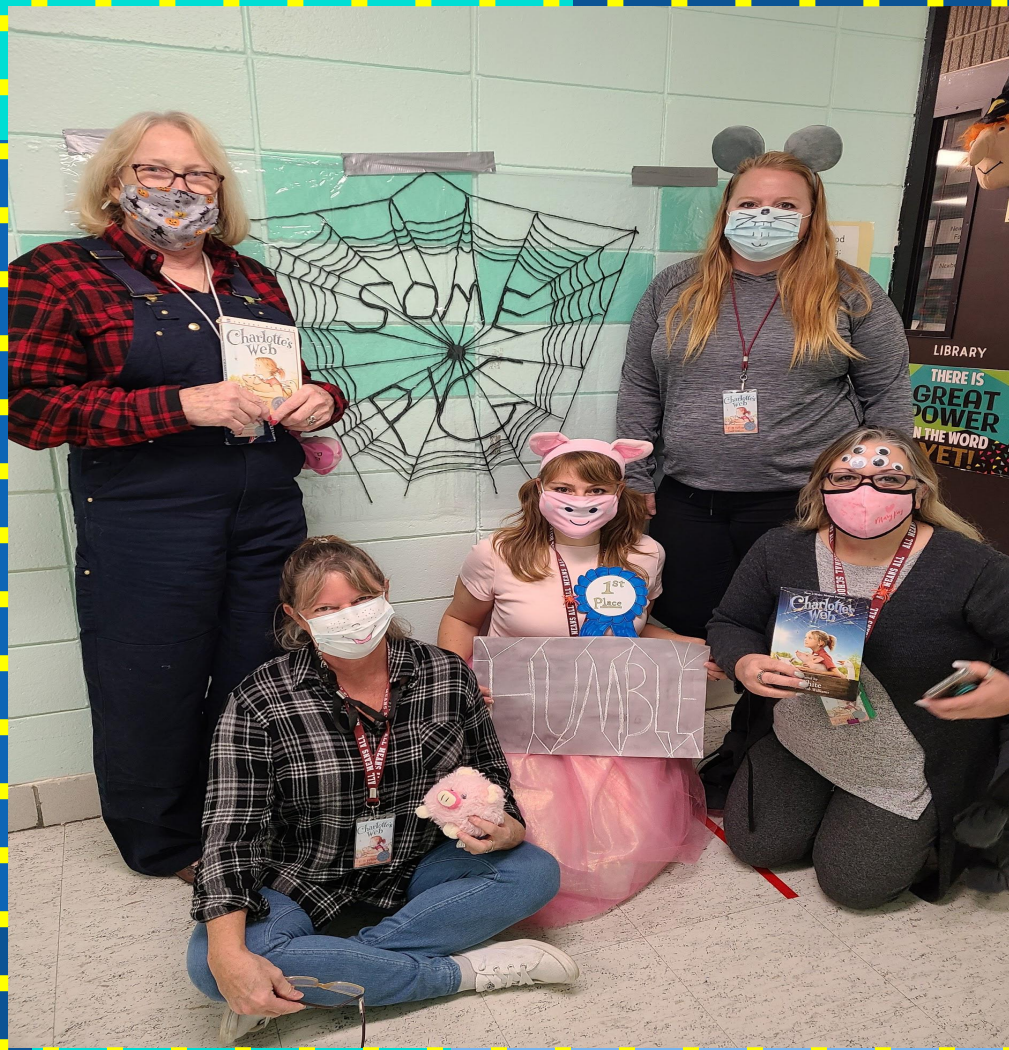
Student: \_\_\_\_\_  
followed the "Learn & Write Way" by showing:  
Respect  
Responsibility  
Safety  
Communication  
Panther Pride  
Staff Member: Ms. Pinard

Student: \_\_\_\_\_  
followed the "Learn & Write Way" by showing:  
Respect  
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Student: \_\_\_\_\_  
followed the "Learn & Write Way" by showing:  
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Staff Member: Ms. Pinard







## Strategic Initiative 5: Community and Families: Pre and Post Covid

**FOSTER STRONG PARTNERSHIPS WITH  
PARENTS AND COMMUNITY MEMBERS  
TO EFFECTIVELY SUPPORT OUR  
STUDENTS TO REACH THEIR FULL  
POTENTIAL.**





# **Overarching Principles: Community and Families**

- 1. Communication Between Home and School**
- 2. Student Connections with Community Members**
- 3. Community Resources to Benefit School**

# Task 5: Families and Communities Pre/Post Covid

## Before:

1. Continue Snack Pack Program for students in need
2. Students Make Intergenerational Outreach Connections
3. Improve Communications Between School and Home
4. Form Partnerships with Community Businesses

## After:

1. We will continue Snack Pack need once free lunch is no longer available.
2. We are planning a few virtual presentations to share with local senior centers or nursing homes.
3. During this time of Covid-19 communication has increased due to changes to schedules, etc..
4. Rotary Club, Madigan Trucking, Bemis, Local Seniors, Veterans, local PD and AFD , Weekly Mystery Guest some have been put on hold due to Covid- looking @ virtual opportunities



Mystery Guest  
Wally  
from  
Fenway and Mr.  
Deppe  
Saying the Pledge  
of Allegiance for  
LAW students.



LURA A. WHITE  
ELEMENTARY SCHOOL











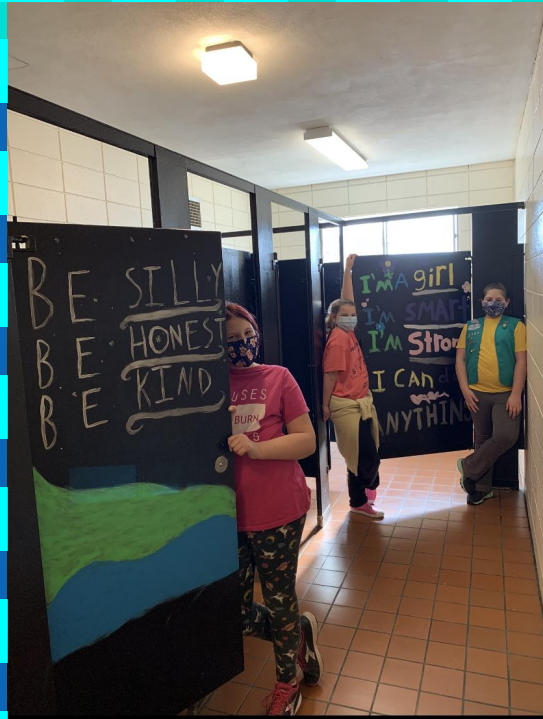


**Michelle  
Pascucci  
Sergeant First  
Class (SFC)  
Army  
21 years of  
service, still  
serving  
Mom to Cara  
Pascucci**









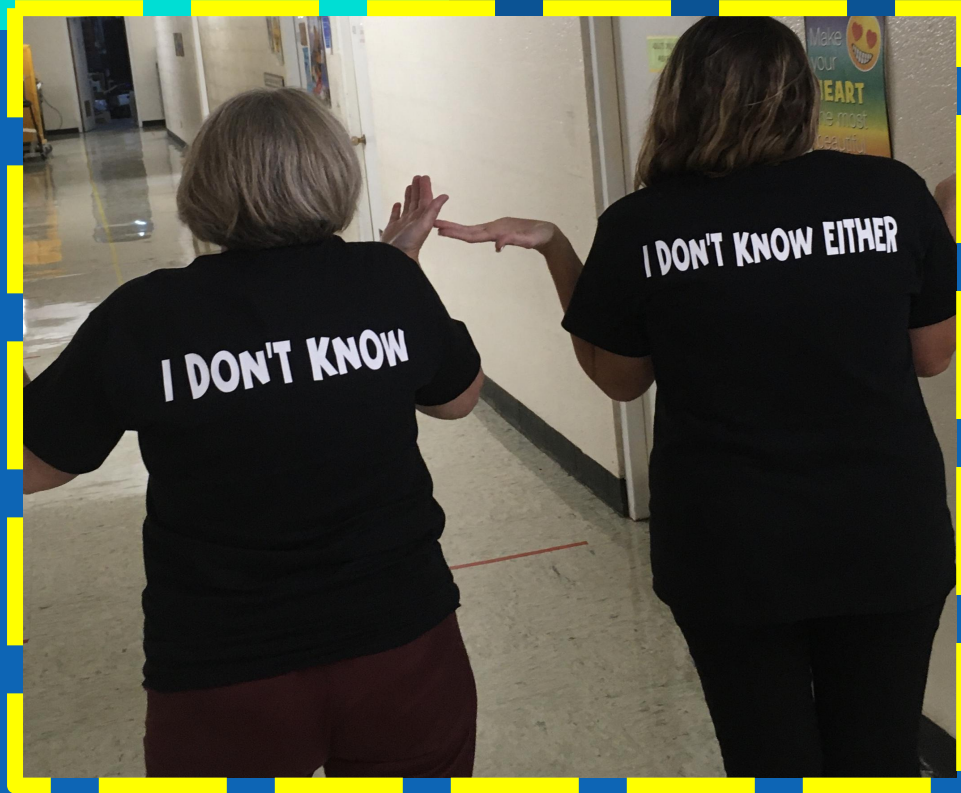


# Coming Soon in December !

- ❖ The winter holidays have always been celebrated in the elementary schools with a holiday concert. Because of Covid-19 we are no longer able to assemble in large groups.
- ❖ Students and staff are working on a virtual “Holiday Extravaganza” to share with a local nursing home and with our own students.



# Questions???



Principal Beth Lewis and Assistant Principal Courtney Noll