

Dean S. Luce Elementary School Improvement Plan 2023 - 2024



2023-24 School Council

Name	Position	Term End Date
Yeshi Lamour	Principal	Permanent
Drew Reynolds	Parent	June 2024
Johnny Troung	Parent	June 2024
Elise Cedrone	Parent	June 2025
Kevin Vacca	Parent	June 2025
Frankie Joyce	Parent	June 2025
Rebecca Reinhold	Educator	June 2024
Leigh Anne Palin	Educator	June 2024
Nancy Durang	Educator	June 2025
Sue McCabe	Educator	June 2025

2023-24 Priority #1: Teaching, Learning and Leading for All

Objective: To create rigorous, relevant, and culturally and linguistically responsive learning experiences so the K-5 journey supports student development and prepares every student for their future.

Focus and Rationale: Public education exists not only within the context of our local Canton community but also within the larger context of our global society. As the world experiences rapid and dramatic changes in technology, the economy, and society, the traditional paradigm of teaching and learning is also changing. More than ever, we must teach our students to collaborate skillfully, to maintain a growth mindset, and to seek and make use of new knowledge. Educational excellence is our expectation that every student will demonstrate high levels of growth and achievement. We foster educational excellence through high-quality teaching, learning and leading, strong systems of support and enrichment, and aligned, culturally and linguistically responsive curricula.

Theory of Action: If we engage in comprehensive data analysis and intentional and high quality instructional design and the creation of learning experiences that meet students where they are at to bring them to where they need to be based on a rigorous grade level curriculum, we will improve learning outcomes for all students.

Goal(s): In ELA, students identified in the lowest performing quartile had 0% “Meeting” or “Exceeding Expectations” on the 2023 MCAS. By June 2024, 10% of students in the lowest performing percentile will improve by at least one performance standard (i.e. “Partially Meeting” or above) and the percentage of all students meeting or exceeding expectations will increase by 3-5% overall.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Teachers will engage in building based data analysis of student achievement, benchmark and STAR screener data for trends to inform future lesson planning and instructional practices.	<ul style="list-style-type: none">TeachersContent SpecialistsAssistant PrincipalPrincipal	September, January, and March	<ul style="list-style-type: none">❖ Evidence of midyear student growth on STAR for the lowest performing students in ELA based on student percentile rank and scaled score❖ Evidence of midyear student growth on STAR for all students in ELA based on student percentile rank and scaled score
Teachers will engage in differentiated instruction in Tier 1 and during robust intervention (WIN) blocks through intentionally designed small group instruction.	<ul style="list-style-type: none">TeachersContent SpecialistsAssistant PrincipalPrincipal	2023-2026	<ul style="list-style-type: none">❖ More intentional data-driven small groups in WIN blocks and classroom instruction❖ Increased use of adaptive learning tools and progress monitoring to track growth and extend student learning
Focus on writing in ELA classes and through content area study in Science and Social Studies.	<ul style="list-style-type: none">TeachersContent SpecialistsAssistant PrincipalPrincipal	2023-2026	<ul style="list-style-type: none">❖ Students will increase their open response points earned by 20%❖ The number of students "Meeting" or "Exceeding Expectations" on the ELA MCAS by 3-5%❖ Increased STAR Reading Percentile rank by 7 points, which currently sits at the 63 percentile rank❖ Evidence of student growth on MCAS rubrics for on demand open response writing prompts❖

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Theory of Action: If we create a culture of reflective practice and continuous learning for staff to ensure consistent high-quality teaching, learning and leading experiences for every student, we will disrupt inequitable student experiences.

Goal(s): By June 2024, the Luce Elementary School will ensure consistent high quality teaching, learning and leading experiences for every student to disrupt inequitable student experiences, as evidenced by an increase in reflective practice and continuous learning for staff.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Implement the Instructional Resource Specialist (IRS) rounds for all teaching staff to provide equitable support in ELA and in Math	<ul style="list-style-type: none">• Teachers• Content Specialists• PreK-5 Coordinators• Assistant Principal• Principal	October 2023 - June 2025	<ul style="list-style-type: none">❖ Student Growth as measured by STAR data❖ Development of Teacher Practice❖ Collaboration amongst teachers and content specialists❖ List of IRS supports employed
Deprivatize instructional practice across the school	<ul style="list-style-type: none">• Teachers• Content Specialists• PreK-5 Coordinators• Assistant Principal• Principal	September 2023 - June 2025	<ul style="list-style-type: none">❖ Peer modeling and observations❖ Instructional Walkthroughs❖ Calibration of instruction❖ Learning Walks❖ Professional Learning Communities (PLC)❖ Understanding of High Quality Teaching, Leading and Learning (HQTLL)
Continue to implement high impact academic structures (i.e., Academic Leadership Team, Instructional Leadership Team), and Professional Development	<ul style="list-style-type: none">• Teachers• Content Specialists• PreK-5 Coordinators• Assistant Principal• Principal	September 2023 - June 2025	<ul style="list-style-type: none">❖ Development of teacher instructional practices as observed in observation and feedback cycles❖ Job embedded PD in ELA/Writing & Math❖ Instructional Walkthroughs❖ Ghost Walks❖ Data analysis of student growth and achievement

2023-24 Priority #2: Communications and Community Engagement

Objective: To develop effective communication, engagement, and partnerships between home, school, and community

Focus and Rationale: Strong and culturally and linguistically responsive family, community and school partnerships foster a sense of belonging that supports the mission of the Canton Public Schools.

Theory of Action: If we develop strong lines of communication with our families and grow opportunities for students and families to connect authentically to the learning community, we will create a sense of belonging for students and families and a cohesive school environment.

Goal(s): During the 2023 - 2024 school year, the Luce Elementary School will use multiple modes to eliminate communication barriers for multilingual households in order to provide access to all families.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
The Luce will increase the number of cultures that are publicly celebrated by implementing the DEI Culture Calendar.	<ul style="list-style-type: none">PrincipalTeachersParents	September 2023 - June 2024	<ul style="list-style-type: none">❖ Celebrate at least one culture per month.❖ Artifacts of cultural celebrations❖ Share parent resources via the Smore regarding the cultures we celebrate.❖ Luce Lending Libraries
Continue to Implement a Diversity, Equity and Inclusion (DEI) Team	<ul style="list-style-type: none">PrincipalTeachersParents	September 2023 - June 2024	<ul style="list-style-type: none">❖ Culture Week❖ Rolling Agendas❖ DEI Annual Goals
Use Language Line to communicate with families whose primary language is not English.	<ul style="list-style-type: none">All Staff	Multi-Year	<ul style="list-style-type: none">❖ Parent access to school-based information.❖ Translated school based notices in the family's home language
Educate Luce families on how to translate the weekly Smore and other school-based communication.	<ul style="list-style-type: none">PrincipalML TeacherML Coordinator	Multi-Year	<ul style="list-style-type: none">❖ Screencastify to teach families how to translate the Smore in multiple languages.❖ Directions in multiple languages on how to translate essential documents (i.e. emails, etc.)❖ Identify the list of languages at the school.❖ Survey households to identify quality of homeschool communication
Inform families about curriculum and new initiatives	<ul style="list-style-type: none">PrincipalML TeacherML Coordinator	Multi-Year	<ul style="list-style-type: none">❖ Luce Smore parent information❖ Webinars to educate parents on new initiatives❖ Luce CAPT meetings to share school and District information

2023-24 Priority #3: Safe, Inclusive and Equitable Environments

Objective: To create and sustain a school climate and culture that supports a rich educational environment for all students and staff.

Focus and Rationale: As student learning is inextricably linked to a school's social environment, adults have a collective responsibility to build a positive climate and culture in all of our schools. We must pay careful attention to, model, and provide explicit instruction in the social-emotional skills that contribute to a healthy climate and culture and support overall student well-being. Effective and clear communication is at the center of creating a strong school environment.

Theory of Action: If we develop proactive and systematic approaches for student needs, then we will see student behavior and school culture improve, specifically in the following two areas and metrics:

- Student school culture experience
- Student behavioral and management concerns.

Goal(s): By June 2024, 100% of classroom teachers at the Luce School will implement a Tier 1 social emotional learning (SEL) curriculum and continue to incorporate restorative practices, in conjunction with traditional, progressive measures in our accountability practices.

Key Action	Person(s) Responsible	Timeline	Anticipated Indicators of Progress/Measurement
Implement the Wayfinder SEL curriculum.	<ul style="list-style-type: none">• K - 5 Teaching Staff• School adjustment counselor	Multi-Year	<ul style="list-style-type: none">❖ Increased usage data from Wayfinder dashboard across the school year❖ Improved student behavior based on behavior incident management system data❖ Qualitative student data❖ Qualitative teacher data via a teacher survey
Continue to implement and strengthen the Student Support Team (SST) process	<ul style="list-style-type: none">• Student Support Team (SST)• Teachers	Bi-Monthly Meetings	<ul style="list-style-type: none">❖ Student Support Plans❖ Data driven intervention cycles include frequent progress monitoring to measure student growth
Deepen implementation of Restorative Justice practices across K - 5 classrooms	<ul style="list-style-type: none">• Principal• Teachers• Student Support Team (SST)	September 2023 - Ongoing	<ul style="list-style-type: none">❖ In response to student behavior infractions, we want to see restorative practices introduced as an accountability measure 35% of the time.❖ Reduction of repeated student behaviors❖ Student awareness of the impact of their behaviors❖ Staff using Restorative Justice practices to build community and to repair relationships
Host family meetings using the Tuesday Tea/CAPT meeting platform to engage families, students, and staff about school behavioral expectations and proactive	<ul style="list-style-type: none">• Principals	September 2023	<ul style="list-style-type: none">❖ SHINE Assemblies❖ Tuesday Tea Meetings❖ Take Time To SHINE student incentive program❖ District-wide Restorative Justice parent meeting❖ Wayfinder Parent Webinar

steps to build relationships and connections with students			
Develop student voice and leadership	<ul style="list-style-type: none"> • Luce Administration 	November 2023 - June	<ul style="list-style-type: none"> ❖ Student council (5th grade) ❖ Community service projects led by students ❖ Highly structured cross grade - level buddy reading