

Annual Report 2016-17 and
School Improvement Plan 2017-18
Dean S. Luce Elementary School
Submitted to the Canton School Committee 9/28/17



Table of Contents

2016-17 School Council Members	3
2017-18 School Council Members	3
Luce School Mission Statement	4
The Luce School Council Statement of Purpose	4
Summary of 2016-17 Goals	5-16
Recommended Goals for 2017-18	16-22

2016-17 School Council Members

Name	Position	Status	Term Expiration
Robie Peter*	Principal	Permanent	NA
Joanna Brown	Parent Representative	YR1/2YRS	June 2018
Stephanie Curenton-Jolly*	Parent Representative	YR2/2YRS	June 2017
Nancy Durang	Teacher Representative	YR1/2YRS	June 2018
Puck Fernsten	Community Member	YR2/2YRS	June 2017
Kristian Merenda	Parent Representative	YR1/2YRS	June 2018
Jen O'Connell	Teacher Representative	YR1/2YRS	June 2018
Jen Stark	Teacher Representative	YR2/2YRS	June 2017

2017-18 School Council Members

Name	Position	Status	Term Expiration
Robie Peter*	Principal	Permanent	NA
Joanna Brown	Parent Representative	YR1/2YRS	June 2018
Melanie Greitzer	Parent Representative	YR2/2YRS	June 2019
Nancy Durang	Teacher Representative	YR1/2YRS	June 2018
Puck Fernsten	Community Member	YR2/2YRS	June 2019
Kristian Merenda	Parent Representative	YR1/2YRS	June 2018
Jen O'Connell	Teacher Representative	YR1/2YRS	June 2018
Anne Cohen	Teacher Representative	YR2/2YRS	June 2019

*Denotes members who served as Council Co-Chairs

Dean S. Luce School Mission Statement

We are an educational community that seeks to blend the academic growth with the social development of every child. Our goal is that each student be a successful learner and accept mistakes as a step in human growth. We aspire for our students to SHINE. That is, we want them to be safe (S), help one another (H), Include each other (I), never give up (N) and encourage excellence (E).

The Luce School Council Statement of Purpose

The Luce School Council is a building-based committee which advises the school Principal in the design and implementation of the School Improvement Plan in accordance with the Massachusetts Education Reform Act (MERA), a law mandating that every public school in the Commonwealth of Massachusetts establish a school council.

The Luce School Council meets monthly and assists in the identification of the educational needs of students and makes recommendations to the Principal for the development, implementation, and assessment of the school community. The Council's objectives follow:

- 1) focus attention on critical education issues
- 2) facilitate improved learning climate in our school
- 3) promote collaboration among teachers and community
- 4) expand ability to meet challenges
- 5) identify priority areas for attention
- 6) collaborate with other school groups (I.e. Luce CAPT).

The Luce School, in consultation with the School Council, adopts educational goals that are consistent with the goals and standards, including student performance standards, adopted by the Massachusetts Department of Elementary and Secondary Education, as well as consistent with the educational policies established by the town of Canton. The Council formulates a School Improvement Plan to advance identified goals, to address identified needs, and to improve overall student performance.

Summary 2016-17

School Demographics 2016-17

- 492 students and 75 staff
- Student mobility: 13 students moved out of Luce and 18 students moved in
- Four general education classes per grade
- One substantially separate Special Education classroom
- 5% of students are English Language Learners
- 7% of students have a first language other than English
- 10% of students received specialized instruction for identified disabilities
- 22% of students qualify for free or reduced lunch
- 25% of students are classified as High Needs on EWIS
- average student attendance is 96.9%
- New staff hires for 16-17:
 - School Psychologist, Music Educator, Technology Integration Teacher, Speech and Language Assistant, 2 ABA Therapists, Gr. 3 Special Educator, Gr. 2 Teacher, Title 1 funding supported 3 part-time Reading Tutors and 1 Math Tutor

School Community Survey Results

We are grateful to all who participated in the School Community Survey during May 2017, with 218 respondents representing over half of our families. We are encouraged by the many positive responses shared on the survey. We know, as well, that there is always room for improvement and will continue to strive to make Luce a school that SHINES.

Overall, families confirmed that school pride and SHINE permeate our building, as Luce students feel both safe and a strong sense of belonging in our positive, inclusive environment. Families revealed that they feel welcome at our school.

Home-School Communication

- 92% are aware of various opportunities for parent input (i.e. school council, parent programs, etc.).
- 93% report that parent-teacher interactions are collaborative and respectful.
- 91% feel comfortable contacting staff at school relative to a concern.
- 89% report that administration response to parental concerns is timely, although 11% report being unsure.
- Parent report that their involvement at school and CAPT events is challenged by time, commute to work, and work schedules.
- Parents continue to request more lead time on notice of events.
- 93% have a sense of how their child is performing in school.

Home support for student learning

- 94% of parents talk daily with their children about their school day.
- 95% feel confident supporting their child's learning at home.
- 90% of our students read at home each day.
- 90% focus productively on homework.
- Only 76% of parents feel assigned homework is an appropriate extension of class work.
- Some families felt there is not enough homework, while others felt that there is too much.
- While parents do report having a better sense of how their students are performing in the classroom, they would like to know more about curricula and academic expectations.

Safety and security

- 95% of respondents believe we have an effective plan for safety and security.
- 95% parents report that their child(ren) feel safe at school.
- Action steps take to increase school safety and security in 16-17 include the following:
 - Practice with security protocols including fire drills, enhanced lockdowns and shelter-in-place procedures (with support from the Canton Police Department).
 - Utilization of video security, badge identification, sign in procedures, and vigilance that all exterior doors remain locked and secured.
 - Visual review by office staff of all visitors, with the door being opened to those visitors recognized on sight. If office staff does not recognize a visitor, they utilize the intercom system to inquire about the purpose of their visit. And grant building access for those who have a purpose in being at the Luce.
- 28% of parents report they are not sure that their child(ren) feel safe on the bus. We need to explore this concern directly with students.

Areas of concern

- Families make clear that our parking lot continues to be an area of concern. While procedures are in place to ensure student safety, many respondents reveal that a great number of parents and/or visitors, unfortunately, disregard these procedures. To improve safety, we will add additional supervision during dismissal at the end of the school day. It has also been recommended that we create an additional number (approx. 9-11) of parking spaces in the area adjacent to the gym. We will work to secure capital funding for this to occur. We will continue to work with the Canton Police Department to ensure parking lot congestion during arrival and pick up times is lessened.

Student perspectives on Luce School

During focus groups this year, students defined SHINE as “being safe, kind, nice and respectful to one another. It is being responsible, honest, compassionate and helpful. We SHINE to make our school better. We persevere. It is treating others the way that you wish to be treated.” Students believe that the Principals’ job is to “make sure that everyone SHINEs through teaching, protecting and guiding students.” In their opinion, “the best thing about our school is that everyone tries to SHINE.”

Student representatives from grades 1-3 met multiple times with the school Principal to discuss areas of concern and to identify ways to improve our school. Additionally, the Student Council, comprised of 4th and 5th graders, met regularly with the school Principal to identify strengths and areas of needed focus. These students were provided with the opportunity to discuss their ideas for improving the lunch menu and procedures in the cafeteria with the Food Service. Additionally, they met with the Wellness Director to discuss ways of improving Wellness classes. They developed the ideas of all-school picnic days, additional school spirit opportunities, and areas needing faculty attention.

We celebrate our students with our Student of the Month program and SHINE assemblies. These gatherings facilitate inner confidence, a true sense of friendship, and the notion of being a good citizen through our character education. This year we doubled the number of students recognized each month by inviting two student nominations per grade. We also held five schoolwide assemblies to share with students areas of noted improvement (i.e. recess, bus behavior, etc.) and to celebrate student accomplishments with slideshows that highlighted students taking positive actions. We donated \$1,107 to the Canton Food Pantry through our Nickels for Nutrition Program. We also donated over 1,000 pounds of food to the Canton Food Pantry. We donated to Toys for Tots, as well.

CAPT and Luce School

Our CAPT facilitates a wide variety of student and family-focused activities both within the school day and beyond. During 16-17, CAPT financially supported six assembly programs for all students, underwrote the costs of student field trips, and provided and/or supported 17 field trips beyond the school day. New community activities include the following: Take Someone Special to Breakfast, Someone Special Dance, and Top Secret Science evening for student/special adult pairs. In addition, we restored our BOKS program, initiated a Girls Running Club, an after-school Coding Club, Chess Club and Let’s Build It class. We expanded our Book Baggie programs to grades K-2 with 3 months of literacy promotion. We offered reading challenges for students during February and summer vacations. And our literacy night focused on the works of Kobi Yamada (*What to do with an Idea* and *What to do with a Problem?*). The CAPT generously provided our students with an additional 42 chrome books. They assumed the financial responsibility for the creation of *Kaleigh’s Garden*. The school is deeply grateful to CAPT for its critical support for these important programs.

Analysis of Student Learning

The Luce Elementary continues to be a Level 2 school. However, we are pleased to report that our CPPI (Cumulative Progress and Performance Index) increased from 53 to 62 in 2016, a welcome improvement in student achievement that resulted from our targeted actions. This narrow represents that the narrowing of our proficiency gaps over the last four years. We are significantly closer to reaching the state’s “On Target” benchmark of 75 or higher.

In response to the Needs Improvement rating received in 2015, we focussed our improvement actions in three key areas: the use of Intervention Blocks, the provision of special education services, and the implementation of our new math curriculum for grades K-5. In addition, we further developed our grade-level data teams and targeted instruction for each student during their daily intervention block. We continued to support the use of literacy tutors and provided math tutoring for “at-risk” students , as well; we also continued to utilize our reading specialists and tutors to support students in and out of the classroom setting in grades 1-5.

It is our belief, and research supports, that all students learn better in inclusive environments. We thus ensured that each grade had a designated special educator so that inclusion opportunities for students with special needs were maximized. General education teachers work collaboratively with special educators so that students can benefit from specially-designed instruction with ample accommodations within the general education classroom. As a result, students rarely leave the classroom except for intervention period, and therefore, are not missing any core academic content.

The state uses the Composite Performance Indicator (CPI) to represent the extent to which all students are progressing towards proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC, for example, the CPI would be be 100. We saw gains in the number of Luce students scoring in the Proficient or Advanced categories in 2016, also (see table below). In 2015, the percentage of Luce students scoring at P/A was below the state average in ELA; in 2016, we were above the state average. . Additionally, we were able to move many students in their performance ratings thus receiving multiple extra credit points. A future goal is to further increase the percentage of students who move from the Proficient into the Advanced category.

Percentage of Students at Proficient or Advanced, Luce School 2015 & 2016						
	ELA		Math		Science	
	Luce	State	Luce	State	Luce	State
2016 (PARCC)	90.0	84.2	88.8	84.1	79.2	78.6
2015 (MCAS)	85.7	91.0	83.6	79.0	81.6	72.0

Massachusetts uses Student Growth Percentile (SGP) to measure how a group of students' achievement has grown or changed over time as compared to other students with a similar test score history ("academic peers"). The rate of change is expressed as a percentile. Our Student Growth Percentiles (SGPs) increased as well. The SGP measures SGPs between 40 and 60 represent typical growth.

Percentage of Luce Students Growth			
	ELA	Math	Science
2016 (PARCC)	52	55	N/A
2015 (MCAS)	51	48	N/A

Analysis of our 2016 PARCC results indicates that our focused interventions on high needs and students with special needs were more effective than in the past. We need to be a continue setting high expectations for all students and providing the necessary support needed for students to meet those expectations.

Percentage of Students at Luce who Met or Exceeded Expectations						
Gr.	ELA		Math		Science	
	2016 (PARCC)	2015 (MCAS)	2016 (PARCC)	2015(MCAS)	2016 (PARCC)	2015 (MCAS)
3	77	60	86	70	N/A	N/A
4	70	53	61	47	N/A	N/A
5	69	71	45	67	15	51

The PARCC assessment is considered more challenging than MCAS. On PARCC our grade 3 performance in both ELA and Math was the best in the district. Grade 4 improved in both ELA and Math. Our economically disadvantaged students were above the expected target. Our high needs students and students with disabilities improved.

Percentage of Students at Luce who Met or Exceeded Expectations						
Gr.	ELA		Math		Science	
	2016 (PARCC)	2015 (MCAS)	2016 (PARCC)	2015(MCAS)	2016 (PARCC)	2015 (MCAS)
3	85	60	76	73	N/A	N/A
4	70	61	61	49	N/A	N/A
5	69	45	43	71	47	51

Areas of future focus

The core strength of the Dean S. Luce Elementary School continues to be the interactive, respectful, and caring community of staff, administrators and students. Teachers work collaboratively to advocate for students and differentiate instruction to meet the needs of all learners.

The Luce Community will continue to work towards improving in the areas of focus identified in our community survey, including:

- increased student access to technology,
- increased instructional time for all content areas,
- greater communication about curriculum expectations,
- greater understanding of the 21st century report card and the standards-based report,
- additional opportunities to observe specialist times during the school day,
- increased understanding of the connection between social and emotional development and academic achievement,
- additional after-school activities, and
- increase academic rigor.

We will encourage parents to contact us in regards to any specific concerns. We will encourage parents to utilize the suggestion box, located in the main lobby as a means to provide additional feedback. We will continue to conduct surveys after parent programs take place. We will conduct an annual school community survey.

Review of progress towards 2016-17 goals

Our School Improvement Plan for 2016-17 included the following four goals:

1. improving educator use of student performance data during grade-level data meetings,
2. providing increased opportunities for educators to engage in reflective conversations with their evaluators,
3. working collaboratively as a school community to adopt a culture of growth mindset, and
4. increasing our ability to promote social and emotional learning for all of our students.

The following charts describe the significant progress made towards all four goals.

Luce 16-17 Goal #1

By June 2017 all Luce faculty will participate in professional learning communities which will intentionally and strategically use multiple data sources to respond to student's academic, social and emotional needs such that every educator can describe examples of data analysis impact and subsequent modification of instruction/guidance for the benefit of all of their students.

Rationale: Teachers should be continually looking at the data points of all of their students (i.e. benchmarks, test, unit assessments, DRA, DIBELS, etc.). They should know who each of their students are and how to provide them with differentiated, meaningful instruction. Data must be used to drive instruction and evaluate instructional practice. Collegial collaboration in regards to curriculum leads to improved instruction and increased student outcomes. This goal, which was started last year, will continue with educators assuming more responsibility for each student, including seeking support from peers. Educators will also provide peers suggestions as needed through collegial collaboration in regards to student needs.

Strategy and Action Steps	Timeline	Benchmarks	Evidence of Progress and Results/Impact of Actions (as of June 2017)
Educators will participate in data meetings during which available data sources will be analyzed to identify student needs within the classroom and practices will be adjusted to implement appropriate differentiated interventions and enhancements for students.	December 2016 March 2017	Share evidence of data analysis from multiple student data performance sources to determine next steps for instruction.	Grade level data meetings took place in December and March, with a revised format such that each educator prepared ahead of time to provide student profiles and areas of which they desired collegial input. Educator exit slips indicated that the teachers found it helpful to review more students, follow up on students of concern and determine intervention groups. They indicated that there is a value in sharing of their practice with one another. However, they need more time to engage in reflective dialog with one another in regards to instruction, teaching methods and ways to improve.
Educators will participate in weekly and bi-monthly common planning.	Ongoing throughout FY'17	Identify and document results of strategies implemented and their impact on student instruction.	The master schedule supported two weekly common planning sessions for all grade levels. One of these sessions was specialist specified and the other one was for the grade to use as they felt appropriate. Most grades reported that they utilized this time on a regular basis to review student performance data.

<p>Staff will follow the Rti process in order to address the needs of every student: A variety of student performance data will be collected and analyzed on a regular basis. Staff will respond to individual student needs based on their data. Data teams will convene to monitor student progress and to respond to identified needs.</p>	<p>Ongoing throughout FY'17</p>	<p>Every educator understands their role in meeting student needs.</p>	<p>-Grade level data teams met twice this year. Staff revealed an improved understanding of the purpose and ability to effectively utilize the data. Staff revealed that it was important to look at the whole child not just the test scores. It was helpful to get an idea of all students at a grade level's needs. They were able to generate instructional strategies and identify areas for focus instruction. They were able to determine intervention groups during this time. -The At-Risk Student team met weekly throughout the year. They discussed a total of 80 students and intervened on their behalf between 2-20 times. -Our cycles of intervention data showed student gains. -Our end of the year data revealed student gains.</p>
<p>Create time within the school day for collaboration among classroom teachers and grade level special educators for the purpose of sharing instructional practice.</p>	<p>By June 2017 for FY'18</p>	<p>-Conducive master schedule that provides duty-free teacher lunch/recess period for all grade level team members -hiring of 2 school aides to supervise students during lunch/recess</p>	<p>By December 2017, plans put into place to fiscally support full one hour collaborative meeting time (bi-weekly) By May 2017 a new master schedule developed by principals.</p>

Luce 16-17 Goal #2

During the FY 16-17 school year all Luce educators will engage in reflective conversations during pre and/or post observation conferences with their evaluators during which areas for professional growth and student successes will be noted.

Rationale: The greatest impact on student achievement is the quality of instruction. In a culture of collaboration feedback leads to self-reflection and ultimately growth in performance. Instilling a growth mindset for educators where risks and mistakes are recognized as opportunities for growth is essential.

Strategy and Action Steps	Timeline	Benchmarks	Evidence of Progress and Results/Impact of Actions (as of June 2017)
NPTS and PST educators will meet with their evaluators in regards to each observation they receive.	Ongoing 2016-17	Self-reflection focused on teaching and learning including having each educator self-reflect on lesson observed and present to the evaluator -celebrations will be noted -opportunities for growth identified	-48 educator meetings were held at the beginning of the year to discuss individuals Student Learning and Professional Practice goals for FY'17 -65 observations were conducted on NPST -62 observations were conducted on PST -post observations were held after each of these observations and included self-reflective conversation and recommendations for growth -informal feedback revealed that educators enjoyed engaging in conversation related to instructional practice and felt that recommendations were valid and helpful
Educators will engage in self-reflective conversation with a colleague (i.e. during common planning, after voluntary observation by colleague)	Ongoing 2016-17	Documented observation and self-reflection	Self-reflective conversation was encouraged during bi-weekly common planning sessions during Fy'17 and colleagues shared instructional strategies with one another
Educator will self-initiate professional development opportunities	Ongoing 2016-17	IPDP documentation	11 Luce faculty members sought out their own PD opportunities in varied areas of interest
Each educator will complete educator rubric, self evaluation, propose professional practice and student achievement goals.	By 11/30/16	Educator plan will reflect a thoughtful analysis of data and develop or modification of goals based on their rubric and self-assessment.	Completed for all 47 Luce faculty members during their evaluation cycle in FY'17

Luce 16-17 Goal #3:

During the FY 16-17 school year all Luce educators will work collaboratively to adopt a growth mindset school culture as evidenced by an increase in student achievement on Benchmark, Unit and MCAS assessments.

Rationale: Students must feel personally connected to a safe, comfortable and inclusive classroom and school. High expectations must be maintained and students extended beyond their comfort level in order for them to grow and achieve.

Strategy and Action Steps	Timeline	Benchmarks	Evidence of Progress and Results/Impact of Actions (as of June 2017)
<p>Faculty will review Dweck, Duckworth and other's work on Growth Mindset through video clips and article review. They will engage in conversation focused on the implications for instructional practice.</p>	<p>Minimally 4 dedicated faculty meetings during FY'17</p>	<p>Reflective collaboration will lead to understanding about Growth Mindset</p>	<p>Exceeded goal of 4 dedicated faculty meetings by utilizing 6 as follows: 11/1/16- Mistakes To Get Better Have to Get Ugly 12/6/16- Sharing of ideas across grade levels 1/10/17- Promoting High Expectations 2/2/17- Posing Higher Order Thinking Questions 3/7/17- Providing student feedback to support Growth Mindset 5/2/17- Ideas to facilitate student effort -Educator exit tickets revealed an increased understanding of growth mindset and implications for instructional practice. -Informal walk throughs and formal observations by the administrative team revealed changes in student feedback offered, posing of higher order thinking questions and conversations with students relative to their efforts rather than strictly their achievements. Student conversations and self-talk revealed an increased use of problem solving strategies and consideration of not understanding or having mastered a concept "yet."</p>
<p>Faculty will review children's literature related to explicit instruction (brain development, making mistakes, problem solving, receiving feedback</p>	<p>Minimally 4 dedicated faculty meetings during FY'17</p>	<p>Reflective collaboration will lead to explicit instruction about effort, perseverance and problem solving.</p>	<p>Exceeded goal of 4 dedicated faculty meetings, by utilizing 6 as identified above, during which classroom resources were provided including: -literacy sample introduced and subsequently purchased for school library and/or shared with staff -a resource list developed and posted in faculty room -a resource of video clips and internet resources developed and posted in the faculty room</p>

			As a result informal walk throughs and formal observations by administrative team revealed changes in student feedback offered, posing of higher order thinking questions and conversations with students relative to their efforts rather than strictly their achievements. Student conversations and self-talk revealed use of more problem solving strategies and consideration of not understanding or having mastered a concept “yet.”
Staff will share instructional techniques, associative vocabulary and classroom activities related to growth mindset.	Minimally 4 dedicated faculty meetings during FY’17	Collegial collaboration and increased repertoire of teacher’s instructional strategies facilitating growth mindset.	Exceeded goal of 4 dedicated faculty meetings, by utilizing 6 as identified above. As a result informal walk throughs and formal observations by administrative team revealed changes in student feedback offered, posing of higher order thinking questions and conversations with students relative to their efforts rather than strictly their achievements. Student conversations and self-talk revealed use of more problem solving strategies and consideration of not understanding or having mastered a concept “yet.”

Luce 16-17 Goal #4:

By June 2017 all Luce faculty will be provided with professional development opportunities to reflect upon their ability to promote social and emotional learning and the achievement of the districts vision.

Rationale: Recognition of the importance of creating a classroom/school culture that promotes social and emotional learning as the foundation from which academic learning can take place.

Strategy and Action Steps	Timeline	Benchmarks	Evidence of Progress and Results/Impact of Actions (as of June 2017)
Offered faculty option to participate in Collaborative Problem Solving course	By end of FY'17	Class Rosters IPDP Plans	During Fy'17 an additional 11 Luce staff members completed Collaborative Problem Solving Training and utilized the process, when appropriate, with their students.
Provide staff with 10 hrs. of PD in teaching whole child, social competencies and emotional learning	By the end of FY'17 (September, November and February)	10 hrs. of PD completed during PD and 2 early release days	Evaluators engaged in ongoing conversation and/or posed self-reflective questions during post observation conferences in regards to impact on PD sessions on educator's instructional practices. Evaluators also witnessed recommended strategies utilized during classroom walk throughs and/or observations which impacted student relationships, classroom community and instructional practice.

Luce School Improvement Priorities for 2017-18

Upon review of the annual school community survey, the staff climate survey, and our goals from the 2016-2017 school year, we note the importance of continuing our focus on teacher collaboration and social-emotional learning. Based on this knowledge, we developed the following school priorities for the 2017-2018 school year.

#1: Teacher Collaboration: **Develop the leadership capacity of Grade-Level Team Leaders so that teachers are better able to learn with and from each other during grade-level team meetings, with an unwavering focus on improved instructional practice.**

#2: Social-emotional Learning: **All Luce educators will increase their understanding and implementation of high expectations, including effort and motivation**

#3: Transforming Teaching and Learning: **Develop educator capacity to deliver high quality, standards based instruction in Science so that students meet year end expectations.**

2017-18 Luce School Priority #1: Teacher Collaboration

Develop the leadership capacity of Grade-level Team Leaders, so that teachers are better able to learn with and from each other during grade-level team meetings, with an unwavering focus on improved instructional practice.

Rationale

Highly-skilled Grade-level Team Leaders are key contributors to a professional culture in which all educators share ownership for student learning. Grade-level Team Leaders support the structures that allow for teacher teams to collaborate effectively: They lead data-based inquiry processes, and they guide colleagues in collaborative conversation, informed by the professional knowledge base on pedagogy, about how to improve instructional practices

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
Prepare District and School Admin Teams to support Grade-level Team Leaders by providing PD in Facilitative Leadership	- Superintendent -Asst. Supt. for Curriculum and Instruction -Asst. Supt. for Special Projects	Summer 2017 Ongoing 2017-18	-Consultant - PD funding - Time	Agendas and feedback forms from trainings	-Comparison of agendas pre- and post-training demonstrates increased Admin. use of FL tools during faculty meetings -Team Leader feedback confirms Admin support has been timely and effective

(FL)					
Recruit and select Grade-level Team Leaders (K-5) in elementary buildings	-Consultant - Assistant Supt. for Special Projects -Principals	September 2017	- Time	- Informational materials shared -Voluntary inform. session held -Selection process completed	Selection of Grade-level Team Leaders in elementary buildings completed
Prepare Grade-Level Team Leaders to support faculty teams by providing PD in Facilitative Leadership	- Consultant -Asst. Supt. for Special Projects -Principals	Sept. 2017- June 2018	-Consultant -Time -PD funding - Faculty Stipends	-Agendas and feedback forms from full-day trainings and monthly after-school sessions	-Participant feedback indicates increased understanding of Facilitative Leadership tools and strategies

Support Grade-level Team Leaders in early attempts with newly-learned FL skills	- Principals - Asst. Supt. for Special Projects -Consultant	Ongoing 2018	-Consultant -Time - PD funding - Faculty stipends	Agendas and feedback from monthly after-school sessions	- Observation of grade-level meetings confirms increased FL skills - Follow-up conversations with classroom teachers confirms increased satisfaction with efficacy of grade-level meeting time
Plan for success of second year of Team Leader program by reviewing program impact	- Principals - Asst. Supt. for Special Projects - Consultant	January-June 2018	Consultant Time	Draft plan for Year 2 submitted to Superintendent by April 2018	

2017-18 Luce School Priority: #2 Social and Emotional Learning

All Luce educators will increase their understanding and implementation of high expectations, including effort and motivation.

Rationale: Building capacity for staff and creating the conditions within our school to support students’ social and emotional development. Instilling a growth mindset for educators where risks and mistakes are recognized as opportunities for growth is essential to improving instructional practice and insuring differentiated instruction for all students. High expectations must be maintained and students extended beyond their comfort level in order for them to grow and achieve. This is a continuation of our growth mindset goal from the 2016-2017 school year.

Strategic Areas of Focus:

2.1 Social Emotional Learning

2.3 Professional Culture

3.2 Students’ Ownership of Learning and Demonstrations of Learning and Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
Principal will train with Jon Saphier on Research for Better Teachings course in <i>High Expectations Teaching</i>	Robie Peter	2017-2018	RBT Enrollment	Completion of Course Training	Administrator application of “tools” and strategies to enhance adult learning and collaboration during faculty meetings such that is a decrease in principal talking and in increase in faculty contributions.
Provide faculty with PD sessions On High Expectations Teaching (based upon administrative training with Jon Saphier)	Administrative Team	Minimally 4 dedicated faculty meetings during FY’18	-Faculty Meeting Time -Transforming Education Website Video modules and RBT resources	Dedicated faculty meeting time.	Feedback from faculty meetings indicate an increased understanding of High Expectations Learning. Teachers report students utilizing language, displaying increased motivation and persevering with challenging activities.
Increase number of staff utilizing Collaborative Problem Solving	Faculty	Ongoing throughout FY’18	-PD Opportunities provided by district	-PD Participant Rosters -IPDPs	-Support staff already trained to implement -enroll additional faculty

Pilot in the Use of the program <i>Calm Classroom</i> in Gr. 1	-School Psychologist -Occupational Therapist	Ongoing throughout FY'18	-Program Kits -Weekly session time in each classroom	-Teacher feedback -Anecdotal Notes -Student Performance data	-Teachers report students utilizing strategies taught and increased ability to manage emotions and sustain attention. -Review of student data
Pilot the Use of the program <i>We Thinkers</i> in Kindergarten	-School Psychologist -Speech & Language Staff	Ongoing throughout FY'18	-Program Kits -Weekly session time in each classroom	-Teacher feedback -Anecdotal Notes -Student Performance data	-Teachers report students evidencing increase body awareness, recognition of own feelings and those of others and increased attention to task. -Review of student performance data.
Educate families about the importance of social and emotional development on academic achievement	Administrative Team and Faculty	Ongoing throughout FY'18	-Parent Forum -CAPT Meetings -Written communications (i.e. monthly newsletter)	-Parent-Teacher conferences -Luce Landscape -CAPT Meetings	Feedback from faculty workshops indicated an increased understanding of social emotional learning. Parents report students utilizing language, displaying increased motivation and persevering with challenging activities.

2017-18 Luce School Priority #3: Transforming Teaching and Learning

Develop educator capacity to deliver high quality, standards based instruction in Science so that students meet year end expectations.

Rationale: It is essential that we instruct in grade specific standards on the Massachusetts Curriculum Frameworks, including science. Our educators need opportunities to increase their understanding of the newly revised science standards, including new content areas, in order that they can provide meaningful instruction to all students.

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement
- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designing Student Learning and Growth
- 3.2 Students’ Ownership of Learning and Demonstrations of Learning and Growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Process Benchmarks	Indicators of Progress/Success
Increase teacher understanding of new science content and standards by reviewing vertical and horizontal alignment of grade-specific standards in science	Grade Level Teams	September/October 2017	Collaborative time	Identification of grade specific standards	High achievement and clear expectations for student learning/outcomes
Ensure students have access to updated learning opportunities in science by providing educators at each grade level with new and newly-revised curriculum units	Vertical alignment grade level representatives	Ongoing throughout 2017-18	Collaborative time Grade level meeting time	Review content and identify resources needed for implementation	Creation and implementation of 3-4 new units at each grade level by the end of 2017-18
Increase educators’ understanding, skill-set, and instructional abilities related to Science content and end-of-year grade-level standards.	District and School Administrators, PD Provider(s) from Teachers 21, Grade level representatives on Vertical alignment	Ongoing throughout 2017-18 - Full Day : Nov. 7 - ½ Day : Dec. 6 - ½ Day : Feb. 7	- PD time and funding - PD Provider	PD participation lists	Teachers observed implementing strategies and delivering standards based instruction in Science

by providing high-quality professional development in science					
Ensure continual updating of science curriculum by assessing effectiveness of newly-implemented curriculum units	Grade Level Teams	Ongoing throughout 2017-18	-Science Instruction time - Collaborative time	Review/analyze end of unit assessments	Increased comprehension and learning as evidenced through end of unit performance assessments