

Lura A. White Elementary School

School Improvement Plan
School Committee Presentation
October 2024



2023-2024 Reasons to Celebrate

MCAS Accountability Ratings: *2019* 44% *2022* 49% *2023* 53%
2024 55% ↑

- Grade 5 - 53% SGP in ELA / 66% SGP in Math ↑
- Grade 3 - 52% M/E in ELA / 51% M/E in Math ↑
- Accountability Achievement Rating increased by 13% compared to MCAS 2023↑
- Office Referrals on the Playground decreased ↓
- Grades 3-5 Exceeded MCAS target in Math by 3.2% ↑
- Increase in number of admin walk-throughs /feedback - Best Practices↑
- Increase in family attendance to Math and Literacy Nights ↑
- 64% of K-5 students were on or above Grade Level/Dibels EOY 24↔
- Successful coaching impact resulting in an increase in Math outcomes
- Successfully using the co-teaching model in all grade levels.
- Training with the Hill for Reading Program successful.



2023-2024 Challenges

- Students showed low to no growth in ELA in grades 4 and 5 on the MCAS.
- Science continues to fall shy of the MCAS target by 3% pts. 47% of Grade 5 students M/E.
- The Structured Learning Center has experienced a doubling in the number of neurodivergent students in the last 2-3 years, which has presented some staffing challenges.
- Shortage of substitutes.
- Cuts in reading support staff due to end of ESSER grant funding has impacted marginalized students outcomes in reading.
- No permanent building substitute means pulling support staff more frequently from student support which may result in lower academic outcomes.

Goal #1: Curriculum and Instruction

Goal: *Improve reading and math skills across all grade level*

- Participate in "Into Reading" training via the Hill Activity Timeline.
- Promote the implementation of Best Practices to strengthen Tier I instruction.
- Regularly assess Best Practices through scheduled Walk Throughs and Look Fors, and share resulting data trends at faculty meetings.
- Continue to leverage math coach to support educators in effective Eureka Math instruction.
- Monitor the progress of marginalized and lowest performing students and tailor instruction to enhance their academic outcomes in both math and reading.

Success: Achieve a minimum of 80% proficiency in reading and math, measured by Dibels, STAR, for students in Grades K-5 and MCAS results for students in Gr. 3-5



Goal #2: Social Emotional Well Being for All Students

Goal: *Improve the social emotional well being of all students resulting in improved student outcomes:*

- Sustain the integration of Positive Behavior Intervention Supports (PBIS).
- Advocate for student incentive programs, including "Good Call Home," "Student of the Month," "Postcards home and the "2 x 10 Strategy." School-wide bi-monthly meetings to promote community.
- Maintain weekly Student Support Group meetings (SSG).
- Apply the MTSS framework and corresponding interventions to enhance academic, behavioral, and social-emotional facets.

Success: Expect academic progress and heightened social-emotional well-being, leading to reduced office referrals, a safer school environment, and students adept at employing coping strategies, ultimately resulting in increased overall happiness among students.



Goal #3: Culture and Climate

Goal: * *Enhance and foster a positive and inclusive school culture that reflects the long-term physical and social environment, as well as the values of the institution.*

1. Keep all stakeholders informed about progress and changes. Use regular newsletters, meetings, and communication channels to maintain transparency.
2. Recognize and celebrate milestones and successes.
3. Engage the wider community, including parents and local organizations, to support and contribute to the school culture.
4. Continue the DEI council work to ensure equity and inclusiveness within the school community.
5. Avail opportunities for staff and students to have a voice in decision making.

Success: Teacher retention, a decrease in student office referrals, more family involvement, and improvement academic outcomes.



Thank you

