

## **School Improvement Plan: 2019-2022**

### **Goal 1: Literacy**

#### **“Where we came from”**

Lawrence School has a history of creativity and individuality in its reading and writing instruction; teachers, specialists and librarians, passionate about their craft, designed and led literacy projects of interest to their students and to them. Teaching consisted of a variety of methods and programs, with some curriculum and intervention provided by the district, and others selected and designed by teachers.

Eight years ago, Brookline joined Lesley University’s *Literacy Collaborative* and began using the Benchmark Assessment System (BAS) to assess reading for all K-5 and some 6-8 students. Literacy Specialists began using BAS results to implement Leveled Literacy Intervention (LLI), a reading support program, for some students.

The following year, the district added both an instructional framework- the workshop structure for reading and writing- and a coaching position to support the framework in grades 3-8. Three years later, the framework and a coaching position was added in grades K-2. Coaches provide in-class observations and feedback, as well as lead professional development on a regular basis. Through coaching and professional development, teachers have had the opportunity to increase collegial communication and deepen their understanding of reading and writing processes.

Five years ago, Brookline reinforced its dedication to workshop instruction by introducing the *Units of Study in Writing and Reading* literacy curriculum from Teachers’ College of Columbia University. Teachers across the district were given the option to pilot some of these units and then provide feedback. As a result of teacher feedback, narrative and persuasive/ opinion writing became required units for grades K-8.

#### **“Where we are”**

Lawrence is a K-8 Literacy Collaborative informed school which allows for coaching, instruction, intervention, and professional development across all grade levels. We see the positive impact that streamlining instructional methods and adding curriculum has on our school’s literacy program. During professional development, we explore and refine the use of common literacy language and practices and this has been transformative. Classroom teachers and specialists in literacy, English learning and Special Education work together, using assessments and curriculum, to meet

the needs of students. Our highly skilled literacy teachers continue to add their unique perspectives to the conversations which shape our curriculum and practices.

We continue to carry out *Units of Study in Writing*, and all students are now taught two major genres: narrative and opinion writing. This implementation has created vertical alignment of our writing curriculum for grades K-8. Additionally, many teachers in grades 1-6 are piloting the *Units of Study in Reading*. Kindergarten and first grade students also receive in-class instruction in *Foundations*, a Wilson phonics program designed for classroom use. Second grade staff are piloting *Foundations* during the 2019-2020 school year.

All students in grades K-5 and some students in grades 6-8 continue to be assessed twice a year using the BAS. Classroom teachers use information from the BAS to inform their instruction. In addition, results of this assessment, combined with classroom observations and teacher input, help determine which students will receive literacy intervention from one of the school's three literacy specialists. This intervention includes LLI as well as other types of instruction targeted to student needs.

## “Where we are going”

### Literacy Goal:

While we continue to prioritize creativity and individuality in our reading and writing instruction, our goal for the future of literacy instruction at Lawrence School includes the consistent use of the workshop structure, the anchor units and the integration of responsive teaching, including data-based instruction and culturally proficeint teaching and learning to support educational \*equity.

**Person(s)/Teams Involved in the Work:** Classroom Teachers K-5, ELA teachers 6-8, Literacy Coaches & Specialists, EL and Special Education Teachers, Administration, K-8 ELA Coordinator, Dr. Kalise Wornum

### Baseline:

- Use of BAS data at literacy selection meetings and in classrooms to form groups for guided reading instruction
- K-8 classroom literacy includes a variety of instructional methods
- During 18-19 school year a PLC created a booklist that generated awareness, and some titles were added into the library
- Commonly used units developed by teachers and teams.
- Two *Units of Study* units in writing (required) per grade
- Some K-2 *Foundations*, some 3-5 *Words Their Way* and some explicit vocabulary instruction in grade 6-8.
- Information on the school website
- Literacy support information sessions every year presented at PTO/Principal’s Coffee for families and Title 1 Presentation
- Literacy Specialists and coaches present information at K-5 Open House

**Timeline:** 2019-2022

Action Items	Resources you will use to get this work done	Indicators of Progress and Success
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<p><i>Address educational inequities through refining our use of student data K-8</i></p>	<p>More time spent to reviewing the following:</p> <ul style="list-style-type: none"> <li>● BAS data</li> <li>● assessments from <i>UOS</i> in both reading and writing</li> <li>● assessments from <i>Fundations</i></li> <li>● student data from teacher observations (i.e., conference notes, Running Records)</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Teachers are reviewing many types of data in coaching sessions, at literacy PD, and in grade level meetings. Data is being used more consistently to drive instruction in the classroom; as a result, reading and writing growth has increased.</li> </ol>
<p><i>Address educational inequities through differentiating instruction</i></p>	<ul style="list-style-type: none"> <li>● Professional resources provided by the district</li> <li>● In house PD</li> <li>● Literacy Coaching</li> <li>● Teacher Observations</li> <li>● Supplemental curriculum in EL, Literacy and Special Education</li> <li>● Middle School subscriptions for access to differentiated reading materials- Greater use of middle school sources (data bases, websites, encyclopedias, Newsela) to acquire differentiated reading materials with similar content</li> <li>● Does something about the middle school co-teaching pilot belong here?</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Most school days, most students experience whole class, small group and individualized instruction during literacy blocks with the commitment to the Workshop Model.</li> <li>2. Student will have differentiated reading materials in middle school social studies and science. Subscriptions to at least Newsela and Britannica are important.</li> </ol>
<p><i>Address educational inequities through diversifying classroom libraries</i></p>	<ul style="list-style-type: none"> <li>● District and PTO funding</li> <li>● Windows and Mirrors book list and other book lists which emphasize diversity</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Each K-8 classroom library will increase diverse content/author by books by 10 a year.</li> </ol>

<p><i>Create curriculum maps, K-8, with units developed by individual teachers and/or grade level teams</i></p> <p><i>Create curriculum maps, K-8, with anchor units provided by the district</i></p> <p><i>Create curriculum maps, K-8, with a word study program</i></p>	<ul style="list-style-type: none"> <li>● <i>Fountas and Pinnell</i> resources</li> <li>● <i>Units of Study</i> resources</li> <li>● books and articles on curriculum mapping</li> <li>● <i>Foundations</i> resources</li> <li>● <i>Words Their Way</i> resources</li> <li>● <i>Teacher designed units in conjunction with literacy coach and K-* ELA coordinator.</i></li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Curriculum maps published and shared with the community which include: four common units in reading per grade, four common units in writing per grade and explicit word study instruction at each grade level.</li> </ol>
<p><i>Educate the parent community about literacy at Lawrence School</i></p>	<p>Professional articles</p> <ul style="list-style-type: none"> <li>● BPS literacy information and resources</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. The literacy component to the website is updated yearly. There is a PTO presentation yearly. There are literacy support information sessions every fall, and as needed. Literacy specialists and coaches are present at K-5/6-8 Open House events and other parent events as needed.</li> </ol>

## **Goal 2: Math Goal**

### **“Where we came from”**

Effective math teachers have a deep knowledge of math content, effective teaching practices, and student understandings. High quality math instruction provides opportunities for all students to deepen conceptual understanding and procedural knowledge by engaging in rich math experiences that promote critical thinking. This instruction is best supported by a cohesive, high-quality curriculum and formative assessment system; grade level team collaboration; ongoing embedded support from math specialists and coaches; available Tier 2 support for students; and continued professional development at the district and building level.

Many primary teachers engaged in a year long (2016-17) study of math content and the development of math learning in young children. Middle grade teachers worked with math specialists during release days to deepen understanding of specific math topics. Middle School teachers have taken courses in specific math content.

In recent years Lawrence teachers have worked to develop their teaching practice through the use of Habits of Mind, Making Thinking Visible routines, and building a growth mindset culture around mathematics. They have also engaged in building wide professional development around the NCTM Effective Mathematics Teaching Practices that we can implement to increase equitable access for all students. Time was spent developing differentiation modules to implement during WIN blocks.

Grade level teams looked at student data to better understand individual students and the needs of different groups of learners. Each grade level, K-5, used this data multiple times per year to make decisions about intervention and differentiation needs. Math specialists are providing Tier 2 intervention (learning in addition to classroom instruction) for students at all grade levels (K-5) in targeted skill based cycles in order to further support the learning needs of all students. This serves to improve generalization and application of skills learned in small groups into classroom work. We currently do not have the math specialist capacity to provide Tier 3 services (out of class with specialists).

Teachers across the school strive to incorporate rich math tasks and mathematical discourse to promote problem solving, critical thinking, and precise communication. Teachers electively participate in individual professional development through 6 - 8 week goal driven coaching cycles with math specialists. Over the past five years as we have shifted our curriculum to better align with current MA and Common Core frameworks, as we have not had a clearly defined curriculum on which to rely. This has increased the planning workload for teachers as they sift through a wealth of disparate resources to find a cohesive path. Assessments have similarly gone through many iterations in this time and have not been consistent district wide.

### **“Where we are”**

Based on recommendations from the district wide Math Program Review, this year (2019-2020) grades 6-8 math teachers district wide are utilizing Illustrative Mathematics curriculum for the full year and are now following a coherent year long plan. Math specialists and middle school general education and special education teachers participated in professional development during the summer and throughout the year to learn about Illustrative Mathematics and how it should be incorporated. This included one release day per grade and monthly afternoon meetings.

Grades 1 and 3 will be piloting Investigations Math Curriculum and participate in school and district professional development to support the pilot. The result of the pilot will be a district selection for grades 3-5 curriculum to be implemented during the 2020-2021 school year and a grades K-2 curriculum will be selected and implemented during the 2020-2021 school year. All general education and special education math teachers in grades 3-5 will participate in a district determined number of days of DMI (Developing Mathematical Ideas) professional development at the district level during the 2019-2020, and then four days of professional development to review and plan with the newly selected curriculum during the 2020-2021 school year. All general education and special education math teachers in grades K-2 will participate in four days of DMI (Developing Mathematical Ideas) professional development at the district level during the 2020-2021 school year, and then four days of professional development to review and plan with the newly selected curriculum during the 2021-2022 school year.

K-5 Grade level collaboration is strong and all grade levels meet regularly with math specialists for support with curriculum and students in an effort to strengthen Tier 1 instruction (classroom instruction) for all learners. Middle school content teachers meet with district specialists at certain times of the year in addition to monthly department meetings. In order to

provide embedded, ongoing professional learning, math specialists are supporting coaching cycles with individual teachers to work on a specific goal for their math teaching practice.

Our motivation to work on equitable access for all students is based in data about our population and the disparate outcomes of subgroups of students. At Lawrence we have a large population of ELs (about 20%) speaking many different primary languages. MCAS data over the last six years shows a persistent gap between the outcomes of Black and Latinx students and those of White and Asian students as well as between low income students and non- low income students. A similar gap exists between students on IEPs and those not on IEPs, but this gap is more in line with state averages.

**Where Are We Going:**

<p style="text-align: center;"><b>Math Goal</b></p> <p>Our vision is that all students, regardless of age, ethnicity, socioeconomic status, race, gender, etc. will engage in rich learning experiences that provide equitable access for all, leading to a deep understanding of math concepts.</p> <p>Our goal as a district and as a school is to build the capacity of all teachers of math (math specialists, classroom teachers, special education teachers, and math teachers) to provide high quality, equity driven, differentiated instruction within their classrooms and support educational *equity.</p>
<p><b>Person(s)/Teams Involved in the Work:</b></p> <p>All teachers of math, math specialists, administrators</p>
<p><b>Baseline:</b></p> <p>-No MCAS from 2019-2020 school year due to COVID 19 pandemic and building closing on March 13, 2020</p> <p>-MCAS Data from Spring 2019</p> <p>Grade 3-79% proficient or higher/ 21% Partially met expectations or did not meet expectations</p> <p>Grade 4-70% proficient or higher/ 30% Partially met expectations or did not meet expectations</p> <p>Grade 5-68 % proficient or higher/ 32% Partially met expectations or did not meet expectations</p> <p>Grade 6-74% proficient or higher/ 26% Partially met expectations or did not meet expectations</p> <p>Grade 7-69% proficient or higher/ 31% Partially met expectations or did not meet expectations</p> <p>Grade 8-81% proficient or higher/ 20% Partially met expectations or did not meet expectations</p>

**Timeline: 2019-2022**

Action Items	Resources you will use to get this work done	Indicators of Progress/Success
<p>Teachers of mathematics will work to implement effective math teaching practices through the use of rich math tasks, mathematical discourse, and/or activities that promote productive struggle</p>	<ul style="list-style-type: none"> <li>•Share common understandings and examples of each of the teaching practices as outlined by the NCTM.</li>   <li>•Begin or continue use of rich math tasks and instructional routines to deepen understanding of math concepts in students. Some examples may include: <ul style="list-style-type: none"> <li>3 Act Math Tasks</li> <li>Number Talks</li> <li>Which One Doesn't Belong</li> <li>Think Pair Share</li> <li>Math Journals</li> <li>Three Reads</li> <li>Estimation 180</li> <li>Desmos</li> <li>Week of Inspirational Math-More of a tool.</li> </ul> </li> <li>Illustrative Math does a good job with this.</li>   <li>•Continue to refine use of classroom routines built into the Illustrative Math (Open Up) curriculum for grades 6-8</li>   <li>•Begin or continue to use math discourse practices. Some examples may include: <ul style="list-style-type: none"> <li>The Five Practices</li> <li>Number Talks</li> <li>Math Journals</li> <li>Think Pair Share</li> </ul> </li>   <li>•Incorporate mindset math practices and norms in teaching</li>   <li>*Math specialists will continue to support implementation of curriculum and teaching practices.</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Teaching practices will be seen in observations and planning</li>   <li>2. Rich math tasks seen in all classrooms</li>   <li>3. At least 3 of these instructional routines practiced in each classroom</li>   <li>4. Evidence of math discourse seen in observations and in planning</li> </ol>

<p>Teachers of mathematics will incorporate routine formative assessment to monitor mathematical growth and inform instruction for future lessons assessing for both procedural skills and conceptual understanding</p>	<p>*Math specialists will support implementation of routine formative assessment</p> <ul style="list-style-type: none"> <li>•Teachers will expand the use of Pre-Post Assessments and Exit tickets in the classroom</li> <li>•Grade level teams will continue the use of Common Assessments to look at student work across a grade level</li> <li>•Teams will continue routine grade level data meetings to monitor differentiation needs</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Weekly informal, formative assessments seen in instruction.</li> <li>2. Structure of pre-unit assessment, informal and formal assessments are part of each Illustrative math unit in grades 6-8 and new math curriculum selected for grades K-2 and 3-5</li> <li>3. Students able to review assessments and identify areas of strength and areas to grow.</li> <li>4. Average grade level cohort MCAS growth percentile will be above the 50<sup>th</sup> percentile</li> <li>5. Consistent data meetings, better understanding of the needs of the grade as a whole</li> </ol>
<p>Teachers of mathematics will strive for equitable outcomes and learning experiences for all students supported by four days of Cultural Proficiency Training for</p>	<ul style="list-style-type: none"> <li>•Teachers of mathematics will engage in building-wide collaboration to reach a common understanding of what it means to differentiate instruction for all learners</li> <li>•Teachers and math specialists will continue to look at math tasks with a critical lens toward high quality learning and student <i>access with a focus on culturally</i></li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. A shared understanding of what it means to differentiate and a shared mission to work toward it</li> <li>2. Conscious use of equity practices to include all learners</li> </ol>

all staff by June, 2022

*proficient teaching practices*

- Teachers will provide opportunities for each student to have targeted instruction and practice in specific concepts and topics in order to encourage individual student growth
- Teachers and math specialists will work together to appropriately scaffold learning with a high help/high expectations framework and “Low Floor High Ceiling” tasks

3. Teachers sharing feedback about how curriculum resources meet the needs of specific students
4. Students will be able to advocate for their needs as teachers will explicitly provide feedback on skills of strength and and skills to strengthen.
5. Use of stations, centers and/or WIN blocks to provide practice in individualized skills
6. Planned and on the spot scaffolds and modifications being used to provide access to mathematics

### **Goal 3: Community and School Climate**

#### **“Where we came from”**

The Lawrence School has followed a vision created in 2012 that promoted itself on being *Safe, Just and Caring Community*. The school engaged in the Habits of Mind, the Olweus Bullying Prevention Program, and was honored to have Ron Ritchhart come to Lawrence to give a keynote on “Creating Cultures of Thinking” to the entire faculty, as well as district curriculum coordinators and representatives from other schools. Lawrence also brought in an outside consultant from Project Zero at Harvard Graduate School of Education to provide building-based professional development on “Making Thinking Visible”. The consultant facilitated two sessions each with five of the faculty study groups focused on this topic.

With administrative turnover resulting in three one-year permanent principals in three years from 2015-2018, the school experienced a weakening of school direction as it pertained to culture, community, and professional development for staff. Lawrence also experienced some challenges including erosion in relationships among all stakeholders

During the 2018-2019 school year, new administration focused on listening carefully to staff, students and families to learn what all stakeholders felt was needed to move the Lawrence School forward to be the best learning community it can be. Based on the results of the year-end school survey, parents and teachers felt a sense of increased trust and connectedness to the school. For example, 64% of school staff and 75% of families thought favorably of the school’s climate, an increase of 23% and 13% from the prior year, respectively.

#### **“Where we are”**

In the 2019-2020, the Lawrence School has begun to build upon the school’s improved school climate. One important element of this climate is the continuity among school staff. The Lawrence School staff and community now have permanent and consistent administration, with a permanent principal in her second year, the return of a long-term vice principal and vice principal in year two.

The school has also experienced significant consistency among its teaching staff. Eight full-time teachers are new in the ’19-’20 school year, while all remaining teachers are all veteran staff. Finally, 16 of 26 paraprofessionals from 2018-2019 returned for

the 2019-2020 school year, a high continuity rate for a position that often has significant year-to-year turnover. The continuity of staff is one important factor in continuing to improve students' experience at the Lawrence School.

The school also continues to have strong family involvement. Families attend school events such as the Japanese Festival and the International Food Festival. Families also attend parent teacher conferences and classroom events with high frequency. Our PTO has consistent leadership and a cadre of volunteers that provide an incredible amount of support with their time, ideas, school-wide community building events and monetary support. We are extremely fortunate to have the PTO and our families more broadly as part of our learning community.

**“Where we are going”**

**Community and School Climate Goal**

Our goal is to create a school climate that values and supports every student and adult so that they can grow to their potential. We need to actively identify areas to support their growth and support educational \*equity.

**Person(s)/Teams Involved in the Work:**

- Principals, clinical staff, teachers, paraprofessionals, students, families, Public Schools of Brookline, Riverside Community Trauma Center

**Baseline:**

As of September, 2020, the first grade team participated in Part 1 of Cultural Proficiency training taught by Dr. Kalise Wornum  
AS of September 2020, the middle school staff (not new 7 ELA and 8 ELA teacher), guidance counselors, vice principal Horst and Principal Crowley were trained in Part 1 of Restorative Justice  
-All staff employed during the 2021-2020 school year trained in Trauma Sensitive school during the 2019-2020 school year-8 hours of training  
-PTO organized a parent evening in September 2020 about supporting student at home through a trauma lens due to the COVID

19 pandemic.

All below have been put on hold due to COVID 19, school closing on March 13, 2020 and remote start in September 2020.

**During the School Day:**

-Community meeting one time a month for grades K-5

-Community Collections-Started in January of 2020.

-Buddy classes in grades K-5

-7/8 students support various K-5 classrooms during the third quarter which is organized by 7/8 advisors

**Timeline: 2019-2022**

<b>Action Items</b>	<b>Resources you will use to get this work done</b>	<b>Indicators of Progress/Success</b>
Develop and strengthen positive relationships and relational practices	<ul style="list-style-type: none"><li>● Have all staff trained so the Lawrence School becomes a Trauma Sensitive School.</li><li>● Have staff trained in Restorative Practices (per district-wide professional development plan), including the use of circles in classroom and out-of-classroom contexts</li><li>● Continue to reference and review Public Schools of Brookline Code of Conduct</li></ul>	Evidence of: <ol style="list-style-type: none"><li>1. Identification of trauma-informed practices to be used school-wide – i.e. greeting students at the doorway or student pass-on meetings at the end of each year – and wide-spread implementation of these practices.</li><li>2. Regular use of circles for both community building and to address misbehavior, as indicated in the code of conduct</li><li>3. Increase in student, family and teacher</li></ol>

	<ul style="list-style-type: none"> <li>• Implement and utilize the proactive supports identified in the Public Schools of Brookline Code of Conduct passed by the PSB School Committee in January 2019.</li> </ul>	<p>results relating to relationships in district-wide surveys</p>
<p>Leverage the benefits of a K-8 school community</p>	<ul style="list-style-type: none"> <li>• Assess current ways that we foster a sense of community across grades K-8</li> <li>• Create opportunities for multi-age groups to engage in learning together</li> <li>• Grow opportunities for middle school students to mentor younger students and develop leadership capacity</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. At least one school wide event where students learn in multi-age groups will be planned and executed by June 2020</li> <li>2. An additional school wide event will be in place and executed by spring 2021, making two for the year</li> <li>3. A greater number of mentoring opportunities for 8<sup>th</sup> grade students will be available.</li> </ol>
<p>Design professional learning opportunities where staff can learn with and from one another to support educational equity.</p>	<ul style="list-style-type: none"> <li>• Staff PLGs during 4-5 faculty meetings each year</li> <li>• Literacy Labs held in each grade each year (<i>add math labs</i>)</li> <li>• Develop a system for and practice of non-evaluative educator peer</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. Staff PLGs during 4-5 faculty meetings each year and outcomes shared with all staff</li> <li>2. Continued practice of holding regular</li> </ol>

	observations outside of literacy	<p>literacy labs</p> <p>3. A structure will be in place for staff to observe each other in classes by 2022</p>
Create opportunities for families, caregivers and educators to develop awareness of inequities and biases (including sexuality, race, and religion) and address them in our school community	<ul style="list-style-type: none"> <li>• Cultural Competency training for all teachers with Dr. Kalise Wornum (based on district professional development plan)</li> <li>• Continued support for Diversity, Inclusion, Community and Equity (DICE) group, including support for events such as “How to Talk to Your Students about Race” and “Lawrence Reads”</li> </ul>	<p>Evidence of:</p> <ol style="list-style-type: none"> <li>1. DICE will have designed and executed various events during each school year.</li> <li>2. Staff will have attended cultural competency trainings to support them in having conversations about race with students</li> </ol>

\*Equity is fairness in procedures, processes, and the distribution of resources. Equity exists when disparities in outcomes experienced by historically under-represented populations have been eliminated. *Public School of Brookline Definition*