

SY24-25 -SY25-26

Lawrence School Improvement Plan

School Name: Lawrence School

Leader Name: Vanessa Bilello, Principal, Dominique Ferdinand & Laura Horst, Assistant Principals

Lawrence School Council Members: Alice Wong Tucker (Parent), Sally Madsen (Parent), Jessica Ullian (Parent), Kirsten Alper (ETS), Katie Grenzebeck (Math Specialist)

PSB Mission

The mission of the Public Schools of Brookline is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

PSB Vision

Brookline provides every student with an extraordinary education through enriching learning experiences and a supportive community so that they may develop to their fullest potential.

School Mission

Lawrence School strives to be:

- A physical environment where students and staff take care of one another, and the facilities provide for a secure and healthy setting.
- An emotional environment where respect, acceptance, empathy, and responsibility are among the shared values of the entire school community.
- An intellectual environment where every student is engaged in the learning at hand has challenging learning goals and is held to high expectations in order to meet those goals; every student is provided timely, specific, and constructive feedback on how he/she/they are going to achieve those goals and meet expectations; and, academic risks and making mistakes are part of the learning process.

School Vision

Amos A. Lawrence School is a safe, just, and caring learning community of students, staff, and families. We are a vibrant learning community with high expectations for academic excellence.

At Lawrence School, students learn to respect themselves and others and to value and honor the diversity of cultures, backgrounds, and learning differences. They develop the habits of mind, knowledge, and skills needed for high school and beyond as they discover and cultivate a love of learning and a voice for self-expression. Students develop their capacity to work independently and cooperatively. They gain an understanding of their individual and collective responsibility to be contributing members to the Lawrence, Brookline, and larger global communities.

Lawrence School promotes a collaborative environment for faculty and staff that values and supports shared responsibility for all students. We provide all students with the differentiation, support, and challenge necessary to make progress and achieve success. We are a professional learning community that cultivates reflective practice, excellence in teaching, and a passion for learning.

School Highlights 2023-2024

- Lawrence School published a Family Handbook for the first time since 2017, providing families with information related to topics such as Daily Life/School Day, Communication, Support Services, Behavioral Expectations/Code of Conduct, and other key policies for families in the community.
- Lawrence School began the first stage of PBIS adoption (Positive Behavioral Interventions and Supports), adopting school-wide Core Values and common expectations of Be Safe, Be Responsible, Be Respectful and creating a Positive Behavioral Expectation Matrix.
- Lawrence School returned to the cafeteria - for the first time using the space since prior to the pandemic!
- Lawrence School re-started K-5th grade Community Meetings, held every other month, to celebrate and come together as a larger community.
- Lawrence School began "Celebration Circles" to recognize and honor students monthly in K-5th grade who highlight the school's Core Values.
- MCAS data will be reported in Fall 2024. Data from Spring 2023 had several areas of highlights. In particular, the Accountability Overall Annual Target Percentage was 89%. with Lawrence students performing particularly well in Achievement and Growth in the category of "All Students".
- The Spring 2024 Family & Staff Survey, through Panorama, had data demonstrating areas of strong outcomes. 90% of staff report feeling a strong sense of belonging at school, 95% of staff indicated that school leadership treats staff fairly and 84% shared that school leaders are responsive to feedback. Given the new leadership team, it is a hopeful sign for the Lawrence staff culture. In terms of families, 84% of caregivers report their children feel safe at school. 78% of families indicated that their child generally enjoys attending school and that relationships between staff and students are respectful. 83% of families indicated that communication from the school keeps them updated on school life and 86% expressed comfort communicating with their child's educator.
- The Spring 2024 Student Surveys, through Panorama, also had areas of strong outcomes. Overall, students responded 92% favorably regarding relationships at school. This demonstrates a steady rise from the same survey completed in Spring of 2022, where the number was 86%. For example, 88% of students 3-8th indicate that they have a teacher or other adult at Lawrence School that they can count on to help them. Sense of belonging, from the student perspective in grades 3rd-8th has also risen from 58% to 68% in that same two year period of time.
- Lawrence participated in the Office of Educational Equity's pilot Residency program (February 2024), leading to launch of full Equity Cycle for FY25.
- Lawrence PTO sent two educators to Japan in the summer of 2024, continuing the school's strong connection with Japanese culture through SET-J.
- The Lawrence Principal launched a digital newsletter on a bi-weekly basis, the [Linked "In"](#) for families to learn more about what is happening.
- Lawrence School held a school-wide election in early June, initiated by student interests, to vote on a school mascot. After a spirited election

season, we have become the Lawrence Leopards!

District Instructional Focus 2024-2026

If educators teach explicit and systemic literacy skills following a standards-aligned scope and sequence, students will effectively apply literacy skills to communicate their thinking about grade-level complex texts and performance tasks.

Action Plan – Priority #1: Teaching and Learning 2024-2026: Literacy

District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices

Strategic Objective:

Students at Lawrence will demonstrate improved levels of achievement and growth in literacy, as measured by building administered and standardized assessments.

ACTIONS

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
K-3rd grade educators will follow, and implement with fidelity, a structured literacy approach for all students that is 1) evidence-based, 2) explicit, 3) systematic, and 4) diagnostic.	*K-2 educators will implement the Heggerty and Foundations scope and sequence with fidelity, as outlined by the district ELA/OTL leadership team, for all students.	September 2024-May 2026	By June 2026, 85% of all Lawrence Kindergarten through 3rd graders will meet grade level expectations for foundational reading skills, as measured by the MClass Dibels Assessment tool (composite scores).	Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of MClass Dibels Assessment.
	*3rd grade educators will implement the reading/writing (ELA) scope and sequence with fidelity, as outlined by the school and district ELA/OTL leadership teams. *Lawrence School leadership will create master/grade level and classroom schedules that allocate literacy	September 2024-May 2026		Review of schedules to ensure time on

	<p>instructional time and emphasize equitable access for core, supplementation, and intensive instruction to ensure that adequate time has been allocated for literacy instruction and student learning.</p> <p>*Lawrence School leadership and PSB district leadership will implement regularly scheduled professional development opportunities, emphasizing the Science of Reading practices and reviewing grade level standards in literacy during school and department meeting times and to be reviewed during grade level CPT (Common Planning time), as evidenced in creation of a school-wide meeting calendar.</p> <p>*Continue using mClass as the universal assessment in grades K-3, with emphasis on teachers using data to identify data-based instructional needs and groupings</p> <p>*Writing Curriculum: Begin the revision process for the writing curriculum to create a standards-based, cohesive writing curriculum that incorporates the Career and College Readiness Anchor Standards for Writing, MA Writing Frameworks, including discrete and emphasizing discrete skills of writing.</p> <p>* In grades K-2, review/revise scope and sequence for writing based on grade level standards and the newly adopted district literacy curriculum. (SY26). In grade 3, incorporate discrete skills, literary analysis and narrative writing, as well as informational and persuasive writing task instruction into the ELA scope/sequence. (SY25)</p>	<p>(developed each summer and revised, as needed)</p> <p>September 2024-May 2026</p> <p>Three times yearly (with data review meetings following administration)</p> <p>November 2024-May 2026</p>		<p>learning for literacy, including intervention windows.</p>
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<p>4-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students</p>	<p>*4-8th grade educators will implement the reading/writing (ELA) scope and sequence with fidelity, as outlined by the school and district ELA/OTL leadership teams.</p> <p>*Lawrence School leadership will create master/grade level and classroom schedules that allocate literacy instructional time and emphasize equitable access for core, supplementation, and intensive instruction to ensure that adequate time has been allocated for literacy instruction and student learning.</p> <p>*Train grades 4-8 staff in universal literacy assessment (STAR) and administer three times per year for progress monitoring and identification of instructional needs.</p> <p>*Lawrence School leadership and PSB district leadership will implement regularly scheduled professional development opportunities, emphasizing the Science of Reading practices and reviewing grade level standards in literacy during school, department meeting times and to be reviewed during grade level CPT (Common Planning time), as evidenced in creation of a school-wide meeting calendar: -Professional Learning: Engage in regular meetings to revise the writing curriculum, both grade specific and vertical, to ensure alignment. Utilize CPT and common meeting time for opportunities and guidance to discuss student work and strengthen data based decisions around writing instruction: –dedicated meeting time to work as curriculum and data teams (general education and special education) to examine student work, make adjustments to practice (extensions, intervention) and to adjust</p>	<p>September 2024-May 2026</p> <p>September 2024-May 2026 (developed each summers and revised as needed)</p> <p>SY 25 (4-6), SY26 (7-8) - Three times yearly (with data review meetings following administration)</p> <p>November 2024-May 2026</p>	<p>By June 2026, 85% of all Lawrence 4th through 8th graders will be reading at grade level, as measured by STAR Reading and achieving Meeting or Exceeding Standards, according to MCAS ELA.</p>	<p>Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS ELA Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>
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	<p>student groups to meet these needs -lesson development around discrete writing skills (such as sentence structure, voice, grammar, etc.)</p> <p>*Writing Curriculum: Begin the revision process for the writing curriculum to create a standards-based, cohesive writing curriculum that incorporates the Career and College Readiness Anchor Standards for Writing, MA Writing Frameworks, including discrete and emphasizing discrete skills of writing.</p> <p>*Review/update Lawrence’s scope and sequence for writing by grade level In grades 4-8, integrating MA writing standards in the ELA scope/sequence: (discrete skills, literary analysis and narrative writing, as well as informational and persuasive writing tasks)</p> <p>*In grades 4-8, utilize content area (disciplinary) literacy in social studies, science, and mathematics to expand opportunities for writing and vocabulary development across subject areas</p>	<p>November 2024-May 2026</p> <p>Summer 2025-May 2026</p> <p>Summer 2025-May 2026</p>		
4th-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students	<p>*5-8th grade educators will implement the reading/writing scope and sequence with fidelity, as outlined by school/district ELA/OTL leadership teams.</p> <p>*5th-8th Writing Assessment Practices: -Create grade-level Writing Rubrics, establish common assessments, and implement a calibration process to make scoring student work more consistent and more aligned to the standards. -Develop common expectations for full implementation of assessment tools (i.e. rubrics, data tracking sheets)</p>	<p>September 2024-May 2026</p> <p>Fall 2025-May 2026</p>	By June 2026, every Lawrence grade level, 4th through through 8th grade will demonstrate SGPs in reading (student growth percentiles) of at least average (40-60), as measured by STAR Reading and MCAS ELA.	Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS ELA Assessments.

	<ul style="list-style-type: none"> -Establish structures to provide feedback to students/families for assessments (timely, specific and understandable) -Work as Grade Level teams to establish routines that encourage self-assessment and goal-setting 			
K-8th grade educators will implement an evidenced and standards-based literacy program for all students, emphasizing an MTSS model to support individual needs, access for all to high quality instruction and a focus on tiered support.	<ul style="list-style-type: none"> *Lawrence School leadership will create master/grade level and classroom schedules that allocate instructional time and equitable access for core, supplementation, and intensive instruction and ensure that adequate time is included for intervention across MTSS tiers. *Monthly meetings between literacy specialists with Lawrence Building Admin to review data *Implement evidence-based programs, tools and materials for Tier 2 and Tier 3 instruction, utilizing targeted instructional windows and incorporating co-teaching principles to provide *Refresh building-wide practices in literacy instruction: <ul style="list-style-type: none"> -Examine current curriculum and expand opportunities for student choice and voice in learning. -Implement consistent scheduling models for daily reading and writing instruction to include flexible, small groups for targeted needs -Evaluate the existing continuum of services for enrichment and interventions with adjustments to service delivery, as needed: -Assess and implement interventions to support reading and writing needs of struggling learners -Define current interventions and models of support, using MTSS as a guide, to create a blueprint that applies to each grade level -Conduct regular data review meetings between classroom teachers, literacy specialists, special 	September 2024-May 2026	By June 2026, Lawrence students in historically disproportional subgroups (Black/African American, Latine, EL and SPED) will achieve SGPs on STAR and MCAS ELA of at least 55.	<p>Progress monitoring of individual, as well as cohorted students, through triennial implementation of the MClass Dibels, STAR and MCAS ELA Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>

	<p>educators, EL teachers, and school administration to discuss/review student progress and individualized and targeted interventions.</p> <p>-Continue assessment and refinement of the Student Intervention Team (SIT - was CST) process and clearly communicate outcomes and expectations to staff.</p> <p>-Review processes for identifying students K-2 who are at-risk, providing appropriate interventions, and monitoring their achievement using data to drive instruction/intervention decisions</p> <p>-Create processes for identifying students 3-6 who are at-risk, providing appropriate interventions, and monitoring their achievement</p>			
Year 1 Adjustments (June 2025)				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Leads name technical and adaptive moves that you will use to achieve desired outcomes <i>(mechanism by which the outcomes happen)</i>	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

Action Plan – Priority #1: Teaching and Learning 2024-2026: Assessment & Differentiation Practices in Mathematics

District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices.

Strategic Objective: Lawrence School will use mathematics assessment data to differentiate instruction to ensure that each student is supported and challenged to achieve and grow through expanded opportunities for personalized learning.

ACTIONS

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
K-8th grade educators will implement a rigorous and standards-based Tier 1 mathematics program for all students, emphasizing consistent data review to increase mathematical learning outcomes of students.	<p>*K-8th educators will implement the math scope and sequence with fidelity, as outlined by the school and district math leadership teams.</p> <p>*Lawrence School leadership will create master/grade level and classroom schedules that allocate mathematical instructional time and emphasize equitable access for core, supplementation, and intensive instruction through a Multi-Tiered System of Support (MTSS) that includes opportunity for both remediation and enrichment, as determined through data review.</p> <p>*Lawrence School leadership and PSB district leadership, along with the math team (math specialists) will meet regularly with K-5th educators in CPT (Common Planning Time) to review data, discuss scope/sequence and adjust instructional plans (including planning for differentiation).</p> <p>*Bi-monthly meetings between math specialists with Lawrence Building Admin to review data and analyze progress, cohort and individual student data</p> <p>*Create a common planning schedule that supports regular and ongoing teacher and professional development in math through collaborative work:</p>	<p>September 2024-May 2026</p> <p>September 2024-May 2026</p>	By June 2026, 85% of all Lawrence 4th through 8th graders will have math skills measured to be meeting or exceeding grade level standards, as measured by STAR Math and achieving Meeting or Exceeding Standards, according to the MCAS Math assessment.	<p>Progress monitoring of individuals, as well as grade-cohorted students, through review of common assessment data.</p> <p>Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS Math Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>

	<ul style="list-style-type: none"> -Reserve percentages of building-based meeting time for math content-focused professional learning -Schedule quarterly opportunities for grade level teams to review/adjust pacing and analyze student data -Schedule vertical team meetings in mathematics -Admin, math specialists and teachers will identify gaps between grades during vertical planning sessions and implement plan to address 			
K-8th grade educators will implement a rigorous and standards-based multi-tiered system of support in mathematics program for all students	<p>*MTSS in Mathematics:</p> <ul style="list-style-type: none"> -Review processes for identifying students at-risk and, provide appropriate interventions, and monitor growth (Tiers 2 & 3) by utilizing assessment data to identify students requiring targeted and direct instruction strategies to accelerate learning -Review processes identifying/targeting students requiring enrichment opportunities -Evaluate the existing continuum of services for interventions within general education and special education support models -Utilize screenings to identify students requiring supports and implement intervention groups (both in classroom, Tier 1, as well as Tier 3) 	September 2024-May 2026	By June 2026, Lawrence students in historically disproportional subgroups (Black/African American, Latine, EL and SPED) will achieve SGPs on Math STAR and MCAS Math of at least 55.	<p>Progress monitoring of individual, as well as grade-cohorted students, through review of common assessment data.</p> <p>Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS Math Assessments.</p> <p>Review of schedules to ensure time on learning</p>

	<p>*Staff Professional Learning:</p> <ul style="list-style-type: none"> -Target professional development opportunities on inclusion and differentiation, provided by the Math Department leadership, OTL & OSS -CPT meeting time focused on review of data (based on assessment calendars), as well as creation of differentiated instruction models -Support teachers and curriculum specialists in further developing high-impact collaborative teams to support the flexible grouping of students in the 4-8th grade levels, to increase opportunities for personalized and differentiated learning opportunities -Collaborate as educators to embrace and analyze data as a targeted tool to improve/accelerate student mathematical learning outcomes <p>*Assessment: Ensure fidelity of implementation of grade level common assessments and instructional practices:</p> <ul style="list-style-type: none"> -Development of detailed Grade by Grade Common Assessment Calendar -Use of math assessments (formative and summative) to inform teaching in order to meet the needs of each student, reflect on each unit and sharing of these best practices during CPT -Use data from formative/summative assessments to drive instructional adjustments/differentiate learning -Engage in discussions regarding the use of ongoing assessments to inform and guide teaching through whole-group, small-group and individual instruction models 			for literacy, including intervention windows.
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	<ul style="list-style-type: none"> -Continue development of authentic formative and summative assessments, grading practices, and assessment tools (i.e. rubrics, data tracking sheets) that are aligned to the standards, clearly track student progress, and provide clear and specific feedback -Ongoing tracking of academic student data/tiered interventions through classroom, grade level and school-wide data "acceleration" sheets using Google Sheets and Open Architect programming -Monthly meetings between literacy and math specialists with Lawrence Building Admin to review data *Development of digital lessons/staff resources emphasizing differentiated instruction: -Support high-performing school-based teams to promote collaborative planning of targeted instruction based on data -evaluate and implement open responses/constructed responses with standardized rubric 			
K-8th grade educators will implement a rigorous and standards-based multi-tiered system of support in mathematics program for all students	<p>*MTSS in Mathematics:</p> <ul style="list-style-type: none"> -Review processes for identifying students at-risk and, provide appropriate interventions, and monitor growth (Tiers 2 & 3) by utilizing assessment data to identify students requiring targeted and direct instruction strategies to accelerate learning -Review processes identifying/targeting students requiring enrichment opportunities 	September 2024-May 2026	By June 2026, the percentage of Lawrence students in historically disproportional subgroups (Black/African American and Latine) who achieve Meeting/Exceeding Expectation on MCAS Math will increase a minimum of 5	<p>Progress monitoring of individual, as well as grade-cohorted students, through review of common assessment data.</p> <p>Progress monitoring of individual, as well as grade-cohorted students, through</p>

	<ul style="list-style-type: none"> -Evaluate the existing continuum of services for interventions within general education and special education support models -Utilize screenings to identify students requiring supports and implement intervention groups (both in classroom, Tier 1, as well as Tier 2/3 . -Explore team teaching approaches in the 4th-5th grades, which promote flexible grouping and personalized learning, to promote increased opportunities for differentiation <p>*Work to develop varied approaches focused on promoting flexible grouping to increase opportunities for differentiation</p> <ul style="list-style-type: none"> -utilize progress monitoring tools in math to inform instruction -review current math curriculum for curriculum enhancements and enrichment opportunities <p>*Establish elementary intervention guidelines for grades K-5</p> <ul style="list-style-type: none"> -Review and refinement of math RtI practices across building, especially at Tier 2 level, to include differentiated practice and instruction. -Continue to develop varied approaches focused on increasing opportunities for differentiation, including scope/sequence links for reteaching and Essential Standards curriculum as well as extension/enrichment lessons for each topic of study within math standards 		percentage points over FY 24.	<p>triennial implementation of the STAR and MCAS Math Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>
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	-Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students -Analyze data collected by special education teachers in order to assess the effectiveness of various models of providing specialized instruction			
Year 1 Adjustments (June 2025)				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

Action Plan – Priority #3: Climate and Culture 2024-2026				
District Strategic Objective: Partner with families and the community to create safe environments that promote belonging. Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.				
Strategic Objective: Lawrence School will further develop school-wide practices that enable students to acquire the knowledge, skills and attitudes associated with the core competencies of social-emotional learning that will help students develop improved connections to school and support positive behaviors while fostering a safe and inclusive learning environment that emphasizes respect and embraces diversity.				
ACTIONS				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
A positive increase in all student data around student belonging in	*The district selected SEL Tier 1 program for K-5 (Second Step) will be implemented with	September 2024-May 2026	Through developed surveys (Panorama),	Positive increases in Panorama survey data,

<p>the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.</p>	<p>fidelity in a minimum of 85% of classrooms on a weekly basis at Lawrence School.</p> <ul style="list-style-type: none"> -Continue to develop and implement Tier 1 social-emotional learning curriculum schedule that allows the school counseling team to support teachers in the implementation of skill-based lessons, with a focus on identifying stressors and behaviors that impede learning and replace with positive supports to increase achievement -Continue to embed elements of social-emotional learning initiatives in Morning Meetings and Community Meetings centered around Lawrence Core Values, learning strategies that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social-emotional learning -Classroom/Morning Meeting lessons- teachers will develop activities and curriculum around Lawrence Core Values <p>*Continued focus on implementation of Social Emotional Learning (SEL) practices, including Positive Behavioral Interventions and Supports (PBIS) at Lawrence School:</p> <ul style="list-style-type: none"> -Refinement of consistent, school-wide expectations for behavior across all school environments, through behavior matrix implementation and Tier 1 strategies -Incorporation of behavior flowchart to deal with major and minor behaviors across school settings (classroom, lunch, recess) -Consistent, school-wide implementation of ticket system/recognition program for positive behaviors (K-6) 	<p>September 2024- May 2026</p>	<p>80% of Lawrence 3rd-8th grade student body will endorse strong School Belonging, as measured by the Panorama Survey, specifically targeting improvements in the following areas:</p> <ol style="list-style-type: none"> connection to adults in school; how well people in school understand them as a person overall sense of belonging at school <p>By June 2026, discrepancies between student groups data in the Panorama survey, based on demographic or support variables, will be reduced by an additional 5 percentage points.</p>	<p>school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.</p>
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	<p>-School-wide implementation of behavior reflection sheets and office referrals data collection form to address major/minor behaviors (as described in PBIS behavior matrix) and analyzed with TFI (Tiered Fidelity Implementation) twice yearly</p> <p>-Use of data tracking system (classroom level and office referrals) to monitor minor/major behaviors across settings to improve adjustments to instruction and practices</p> <p>-Continue Celebration Circle recognition program across K-6th grades and expand to weekly celebrations on announcements using PBIS tickets to recognize students demonstrating Core Values and Expectations</p> <p>-Implement Principal's Cabinet program of recognition & leadership for grades 5-8, expanding school-wide Core Values practices through its initiatives</p> <p>*PBIS/SEL team to lead professional development opportunities on implementation of school wide expectations and reinforcement systems.</p> <ul style="list-style-type: none"> ● Incorporation of flowchart outlining process to deal with major and minor behaviors ● Data gathered from tracking system to analyze and improve student behaviors across all school settings ● Documented interventions and models of support (MTSS), incorporating practices of PBIS ● A compilation of resources "Toolkit" will be developed (i.e. observations, meetings, shared readings) for staff to access that includes opportunities for 	September 2024-May 2026		
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	collaboration to expand learning			
<p>A positive increase in all student data around student belonging in the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.</p> <p>Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the Lawrence middle grade community.</p>	<p>*Partner with PSB Office of Educational Equity to initiate and implement a Comprehensive Equity Cycle at Lawrence School (one of three PSB schools participating in pilot</p> <p>-Whole-staff professional development sessions to train staff in 10 competencies of equity</p> <p>*Lawrence School leadership, including the staff leadership (Culture and Climate Team & Equity Leads) as well as PSB district leadership (OEE) will implement regularly scheduled professional development opportunities, emphasizing equitable practices during school meeting times and during grade level CPT (Common Planning time), as evidenced in creation of a school-wide meeting calendar.</p> <p>*OEE will lead and support the comprehensive equity cycle at Lawrence through a train the trainer model: meeting with administrators and staff leaders, facilitating and supporting equity and belonging work with educators at grade-level meetings, supporting collaborative all-middle school work, observing instruction, and providing targeted coaching. Teachers will be provided collaborative feedback and access to tools in written and video exemplars.</p> <p>-Implement Equity Toolkit of 5 + 5 competencies:</p> <ul style="list-style-type: none"> • Restorative Circles, • High Expectations • Courageous Conversations 	<p>September 2024-May 2026</p> <p>September 2024-May 2026</p> <p>September 2024-June 2026</p>	<p>By June 2026 there will be evidence of development and regular use of Restorative Circles in grades 5-8 to support the continued SEL development of Lawrence students through Morning Meeting/Advisory periods.</p> <p>By June 2026, the percentage of BIPOC and low income students chronically absent will reduce to less than 5%.</p> <p>Reduce reported student behaviors involving incidents of slurs, harassment and bullying behavior by 30%.</p>	<p>Positive increases in Panorama survey data, school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.</p> <p>Classroom lessons designed and implemented regularly to educate all students including lessons morning meetings and Advisory.</p> <p>Behavioral data tracking systems</p> <p>Attendance data pulled from ASPEN and Open Architect</p>

	<ul style="list-style-type: none"> • Story of Self • EL Strategies • Peer Observations • Empathy Interviews • Partnering with Families • Internalized Biases • Behavioral Support <p>*Continue implementation, consistent review and revision of school's Grading for Equity practices as a Middle School team, with a focus on consistency, standards-based rubrics and moving towards communication of CASEL-based standards for Social Emotional Learning outcomes for middle grade learners</p>		Reduced disproportionality in middle school grading outcomes by 5% for historically marginalized populations (BIPOC and low income students, in particular).	Grading data pulled from ASPED and Open Architect
A positive increase in all student data around student belonging in the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.	<p>*MTSS:</p> <ul style="list-style-type: none"> -Communicate the tiers of support through creation of MTSS flowchart to document ways Lawrence meets the needs of all students, including social/emotional/behavioral, as well as identifying students in need for greater levels supports -Refine support structures for students struggling with improved/targeted intervention groups with adjustment counselors (small group, individual, family-based) -Collaborate with building admin/clinical team 	September 2024-May 2026	By June 2026 there will be evidence of development of Lawrence's Multi-Tiered System of Support framework for Social and Emotional Learning addressing the five competency areas established by CASEL	Positive increases in Panorama survey data, school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.

	<p>to refine roles/responsibilities of members across building in Tier 1-3 support model</p> <p>-Continue to refine and improve Student Intervention Team (Child Student Team) model, which focuses on providing support to teachers to meet the needs of all students, including social/emotional or behavioral, as well as identifying students in need for greater levels supports (Tier II and III)</p> <p>-Work with Clinical Team members to establish more formalized entrance/exit criteria in response to needs, as identified by Panorama data</p> <p>-Develop counseling lessons/lunch groups addressing specific SEL needs (divorce, loss, identity, anxiety), and affinity group needs</p> <p>-Incorporate Social Justice Standards and Culturally Responsive Teaching “Look-Fors” into our school-wide practices.</p>			
A positive increase in all student data around student belonging in the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.		September 2024-January 2026	By Winter 2026, Lawrence School will establish criteria/rubrics for areas of personal development, guided by CASEL competencies.	Positive increases in Panorama survey data, school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.
Year One Adjustments (June 2025)				
Desired Outcomes	Strategic Initiatives Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth

List the core participants' names and affiliations/membership in a stakeholder group (staff, students, families, community advocates, partners, etc.)	
Vanessa Bilello	Lawrence Principal
Dominique Ferdinand	Lawrence Assistant Principal (K-2)
Laura Horst	Lawrence Assistant Principal (3-5)
Alice Wong Tucker	Parent
Sally Madsen	Parent
Jessica Ullian	Parent
Kirsten Alper	Educational Technology Specialist
Katie Grenzebeck	Math Specialist

Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

Supporting Documents (please add links)

School Site Council Agenda(s)	
FY24	10/26/2023 , 12/7/2023 , 4/3/2024 , 5/24/2024 , 9/12/2024

Plan Definitions	
Strategic Objective	A key lever for improvement that will achieve the vision (the “what” and the “why”).
Desired Outcomes	<p>The expected results: what they will be and how they will advance the school toward student achievement goals.</p> <p>Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p>Final outcomes set targets for improvement achieved at the end of plan implementation - end of 2 years For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%.</p>

Strategic Initiatives (Leadership action)	The projects and programs that support and will achieve the strategic objectives (the “how”). The leadership actions to achieve the desired objective. Strategic Initiatives include both technical and adaptive change
Goals and Benchmarks	The goals and benchmarks that must be met during the 2-year period to be on track to meet SY25-26 goals.
Progress Monitoring Evidence of Growth	Evidence of growth towards goals and benchmarks and/or evidence of meeting the goal. Progress monitoring should take place at regular intervals during the duration of the plan, align to desired outcome, and can be related to systemic change and/or adult behavior.