

PUBLIC SCHOOLS of
BROOKLINE



Amos A. Lawrence School School Improvement Plan Update (SIP)

October 23, 2025

Lawrence School Council Membership

PUBLIC SCHOOLS of
BROOKLINE



Caregiver Reps: Sadaf Kazmi, Jason North, Sean Leckey, Nora Sanders

Teacher/Staff Reps: Jill Demsey, Kirsten Alper, Charles Deily, Dominique Ferdinand

For Lawrence's Full School Improvement Plan, [click here](#).

Budgetary Impact



- The Lawrence School takes into consideration the budgetary needs of the District and with the funds provided by the Town, State, and federal government. All funding decisions are made with the best interest of children in mind and under the constraints set forth by the Town Managers and School Committee.
- Our percentage of high-needs students at Lawrence (low income, English-learners and students with disabilities) continues to be close to 50% of the overall school population and drives our budgetary needs. This includes the largest percentage of ELLs in PSB, at 20.5% and “First Language Not English,” at 38.9% of the school. Decreasing our large ELL caseloads, particularly in light of our newly adopted literary curriculum and overall focus on quality Tier 1 instruction, with an emphasis on co-teaching, is a priority budgetary area.
- We continue to evaluate the needs for intervention and enrichment curriculum as we develop an MTSS model. This, along with the need to support professional development around differentiation: interventions and enrichment, are additional budgetary considerations/needs.



SIP Goal #1

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

Focus Area: Literacy

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

Monitoring Goal #1: Literacy

Key Outcomes	Dates of Implementation	Goals and Benchmarks
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.	September 2025-June 2027	By June 2027, 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).
4-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students.	September 2025-June 2027	By June 2027, 85% of all Lawrence 4th through through 8th graders will be reading at grade level, as measured by STAR Reading and achieving Meeting or Exceeding Standards, according to MCAS ELA.
K-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.	September 2025-June 2027	By June 2027, 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.

Monitoring Goal #1: Literacy

Key Outcomes	Dates of Implementation	Goals and Benchmarks
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.	September 2025-June 2027	By June 2027, 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.

Monitoring Goal #1: Literacy

MTSS Key Areas of Focus

Set clearly aligned goals: District Strategic Plan, School Improvement Plan, and Educator Goals

Establish a school-level MTSS Team: Mix of classroom teachers, specialists, administrators, and support staff

Create strategic school-level scheduling: Ensure access to Tier 1 instruction for all students and create intervention windows for Tier 2/3 during non-core (WINN, “What I Need Now” blocks)

Articulate Tier 1 instruction: Protected instructional time, established through district curriculum (High quality, core curriculum for all students)

Design/Define Tier 2/3 interventions/instruction: Strategically utilize the scheduled WINN blocks for flexible groupings of students for intervention/“acceleration” and enrichment

Ensure ongoing Professional Learning Communities, focused on MTSS: Use existing structures for meetings - maximize time to focus on ensuring alignment for Tier 1, reviewing student progress, grouping

Use data to inform decisions: Utilize existing data sources for monitoring progress, adjusting groupings, planning interventions and adjustment to practice - using district data protocol

Monitoring Goal #1: Literacy

Key Strategic Initiatives	Key Strategic Initiatives
Refresh building-wide practices in literacy instruction: -Implement consistent scheduling models for reading/writing instruction to include flexible, small groups for targeted needs -Evaluate existing continuum of services for enrichment and interventions -Assess and implement interventions to support reading and writing needs of struggling learners -Define interventions and models of support, using MTSS as a guide, to create a blueprint within grade level bands -Conduct regular data review meetings between classroom teachers, literacy specialists, special educators, EL teachers, and school administration to discuss/review student progress and individualized, targeted interventions. -Incorporate discrete writing skills, literary analysis and narrative writing, as well as informational and persuasive writing task instruction, into the Tier 1 ELA scope/sequence.	Utilize CPT and other common meeting times for opportunities to discuss student work and strengthen data based decisions around literacy needs (reading and writing instruction): -Dedicated meetings to plan instruction and revise the reading/writing curriculum, both grade specific and vertical, to ensure alignment and differentiation. -Dedicated meeting time to work as curriculum and data teams (general education, EL and special education) to examine student work, make adjustments to practice (extensions, intervention) and to adjust student groups to meet these needs

Monitoring Goal #1: Literacy

Key Strategic Initiatives	Key Strategic Initiatives
Tier 1 (Universal): -K-2nd educators will implement the Heggerty and Foundations scope and sequence with fidelity, as outlined by the district ELA/OTL leadership team, for all students. K-2nd educators will plan for small group instruction during WIN and/or literacy blocks to build foundational reading skills and provide opportunities for differentiation. -K-8th educators will implement the Fishtank scope and sequence with integrity, as outlined by the district ELA/OTL leadership team, for all students. 3rd-8th educators will plan for small group instruction during WIN and/or literacy blocks to extend/differentiate and expand opportunities for choice/voice.	Tier 2 and 3: In grades K-6th grade, adopt a literacy intervention model for MTSS, incorporating regular review of data and progress monitoring, as well as small group instruction, to determine needs beyond Tier 1 (Universal) based on decoding/encoding, fluency, comprehension, and/or written language instruction, using such programs as: Bridge to Writing, UFLI, SPIRE, Just Words, Orton Gillingham, Wilson Reading, Wilson Fluency, Rasinski & Fry, Great Leaps, Reading Milestones.

Monitoring Goal #1: Literacy (ELLs)

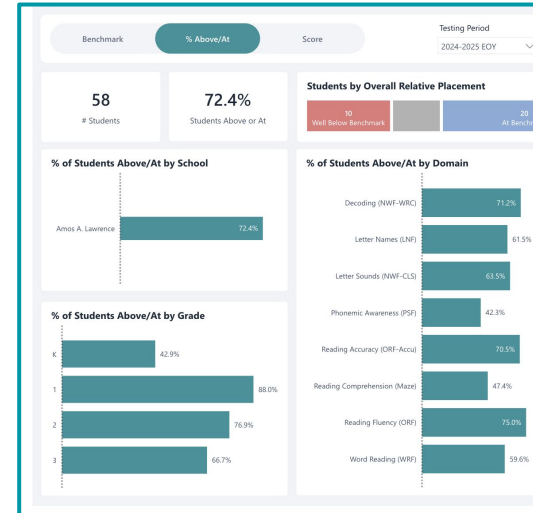
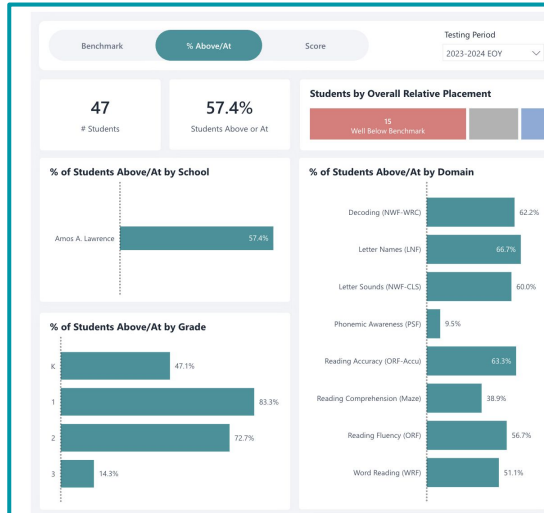
ACCESS SPRING 2024 vs SPRING 2025 (ELLs K-8th)

Progress toward attaining English language proficiency - Non-high school

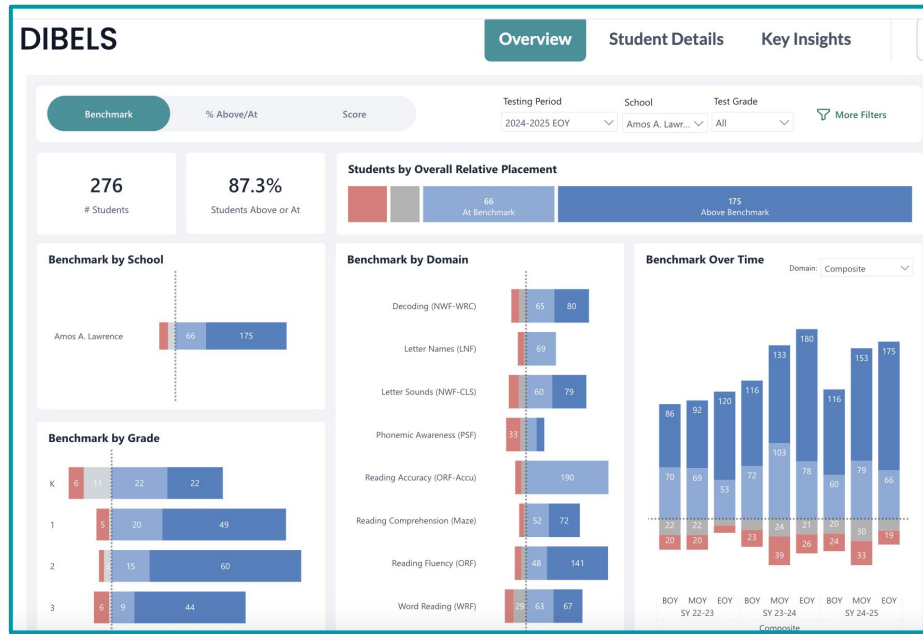
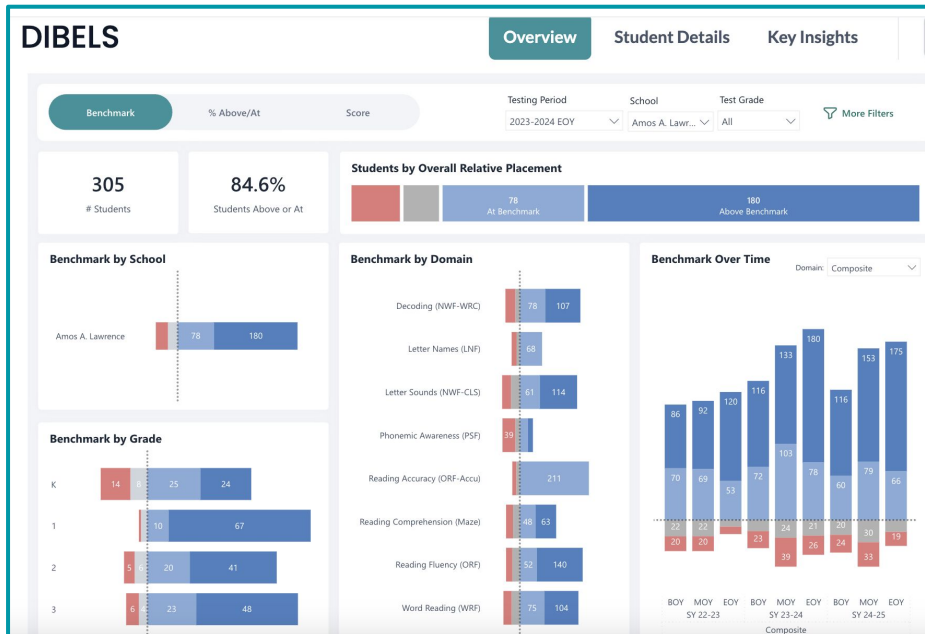
About the Data

Group	2024 Rate (%)	2025 Rate (%)	Change	Target	N	Points	Reason
All Students	76.5	86.9	10.4	80.5	84	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High Needs	-	-	-	-	-	-	-
English Learners and Former English Learners	76.5	86.9	10.4	80.5	84	4	Exceeded Target

DIBELS EOY 2024 vs 2025 (ELLs K-3rd)



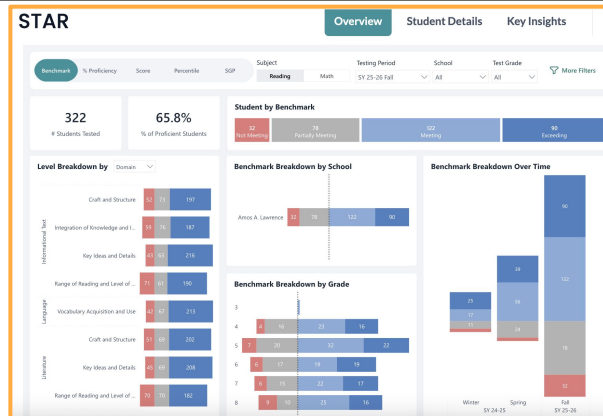
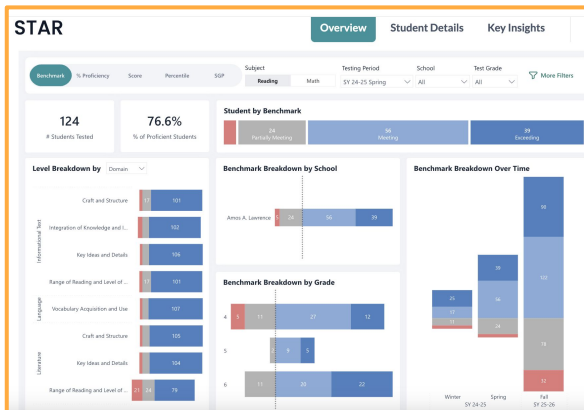
Monitoring Goal #1: Literacy (K-3rd)



DIBELS EOY 2024 vs 2025 (for ALL K-3rd)

Monitoring Goal #1: Literacy (STAR & MCAS)

**STAR EOY
2025 (4th-6th)
vs BOY 2025
(4th-8th)**



**MCAS ELA
Spring 2025
(3rd-8th)**



MCAS ELA Spring 2025 (8th grade only) - 5th in M+E out of all 8th grades in MA



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

Focus Area: Assessment & Differentiation Practices in Mathematics

Our 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.

Monitoring Goal #2:

Assessment/Differentiation in Mathematics

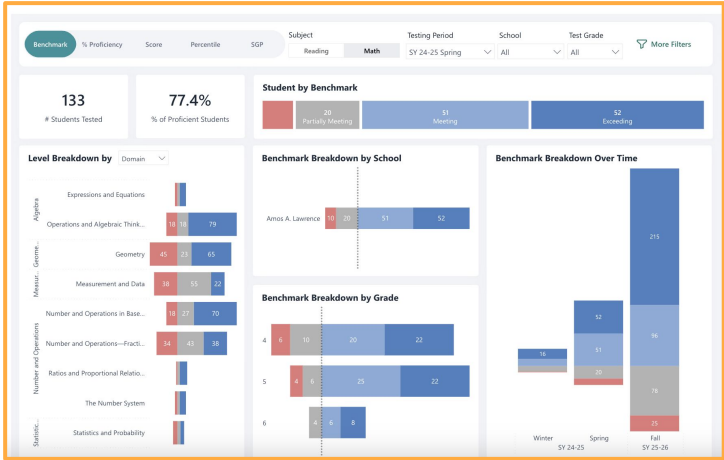
Key Outcomes	Dates of Implementation	Goals and Benchmarks
K-8th grade educators will implement a rigorous and standards-based Tier 1 mathematics program for all students, emphasizing consistent data review to increase mathematical learning outcomes of students.	September 2025-June 2027	By June 2027, 85% of all Lawrence 4th through 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.
K-8th grade educators will implement a rigorous and standards-based multi-tiered system of support in mathematics program to support individual needs, access for all to high quality instruction and a focus on tiered support.	September 2025-June 2027	By June 2027, Lawrence students in historically disproportional subgroups will achieve SGPs on Math STAR and MCAS Math of at least 55.
		By June 2027, the percentage of Lawrence students in historically disproportional subgroups who achieve Meeting/Exceeding Expectation on MCAS Math will increase a minimum of 5 percentage points over FY 24.

Monitoring Goal #2: Mathematics

Key Strategic Initiatives	Key Strategic Initiatives
Target professional development opportunities on inclusion and differentiation, provided by the Math Department leadership, OTL & OSS: -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. -Evaluate and implement open responses/constructed responses instruction with standardized rubric. -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	Implement the math scope and sequence with fidelity, as outlined by the school and district math leadership teams through implementation of grade level common assessments and instructional practices.
	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.
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.	Schedule bi-monthly meetings between math specialists with Lawrence Building Admin to review data and analyze progress, cohort and individual student data. Schedule quarterly opportunities for grade level teams to review/adjust pacing and analyze student data.

Monitoring Goal #1: Math (STAR & MCAS)

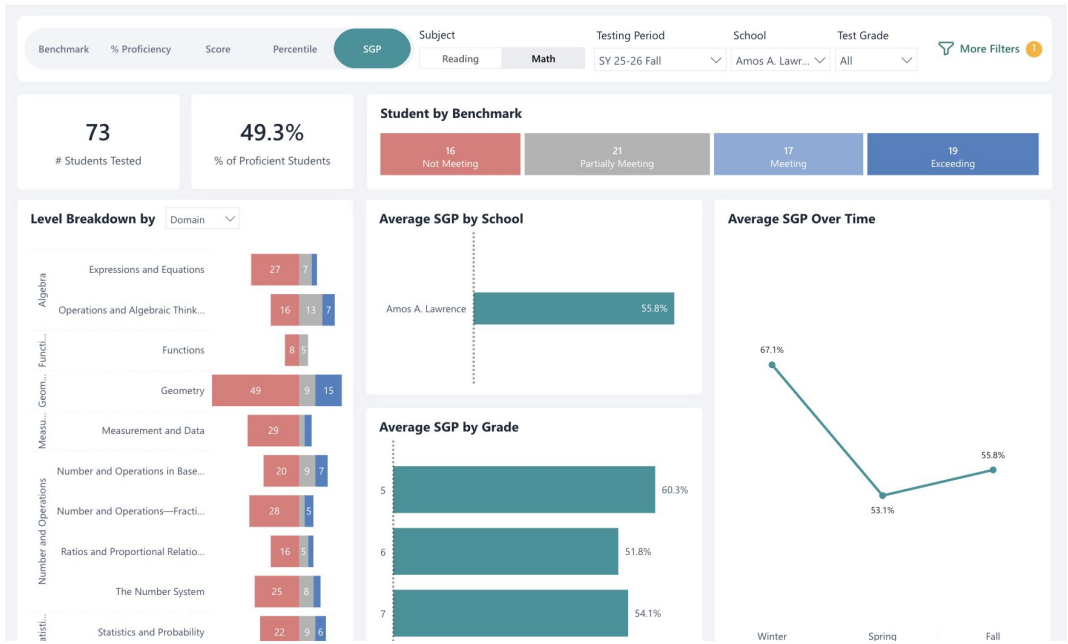
STAR Math
EOY 2025
(4th-6th)



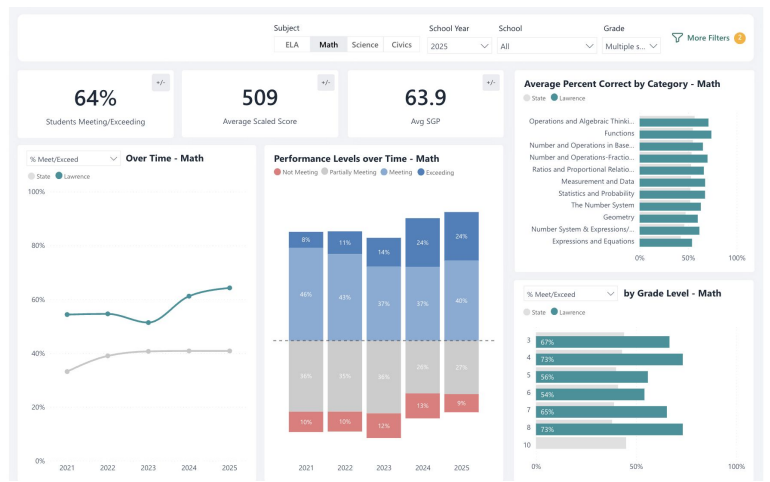
MCAS Math
Spring 2025
(3rd-8th)



Monitoring Goal #1: Math (STAR & MCAS: Subgroups)



STAR Math BOY 2025 Special Education Students



MCAS Math Spring 2025 High Needs Students



SIP Goal #3

District Goal: 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.

Focus Area: Climate and Culture

Our 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.

Monitoring Goal #3: Climate & Culture

Key Outcomes	Dates of Implementation	Goals and Benchmarks
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 2025-June 2027	Through developed surveys (Panorama), 80% of Lawrence 3rd-8th grade student body will endorse strong School Belonging, as measured by the Panorama Survey
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.	September 2025-June 2027	By June 2026, there will be evidence of development and regular use of Restorative Circles in grades 5-8, while the SEL Tier 1 program for K-5 (Second Step) will be implemented with fidelity in a minimum of 85% of classrooms on a weekly basis at Lawrence School
	September 2025-June 2027	By June 2027 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

Monitoring Goal #3: Climate & Culture

Key Outcomes	Dates of Implementation	Goals and Benchmarks
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 2025-June 2027	By June 2027, there will be reduced disproportionality in middle school grading outcomes by 5% for historically marginalized populations (BIPOC and low income students, in particular).
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.	September 2025-June 2027	By June 2027, the percentage of BIPOC and low income students chronically absent will reduce to less than 5%.
		By June 2027, discrepancies between student groups data in the Panorama survey, based on demographic or support variables, will be reduced by an additional 5 percentage points.

Monitoring Goal #3: Climate & Culture

Key Strategic Initiatives

Continue to focus on implementation of Social Emotional Learning (SEL) practices, including Positive Behavioral Interventions and Supports (PBIS) at Lawrence, through behavior matrix implementation and Tier 1 strategies:

- Refinement of consistent, school-wide expectations for behavior across all school environments
- Incorporation of behavior flowchart to deal with major and minor behaviors across school settings (classroom, lunch, recess)
- 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
- Use of data tracking system (classroom level and office referrals) to monitor minor/major behaviors across settings to improve adjustments to instruction and practices
- Consistent, school-wide implementation of ticket system/recognition program (Spotted tickets) for positive behaviors (K-6th), recognizing students demonstrating Core Values and Expectations, while expanding incentive opportunities
- Implement a Lawrence Principal's Advisory Cabinet (Leopard PAC) program of recognition & leadership emphasizing school spirit, service and advocacy for the 6-8th grades (three times/year nominated group leadership opportunity), expanding school-wide Core Values practices through middle school
- Continue to embed elements of social-emotional learning initiatives in Morning Meetings and Community Meetings, centered around Lawrence Core Values
- Development and regular use of Second Step curriculum (K-5) and Restorative Circles (5-8) to support the continued SEL development of Lawrence students through Morning Meeting/Closing Circle/Advisory periods.

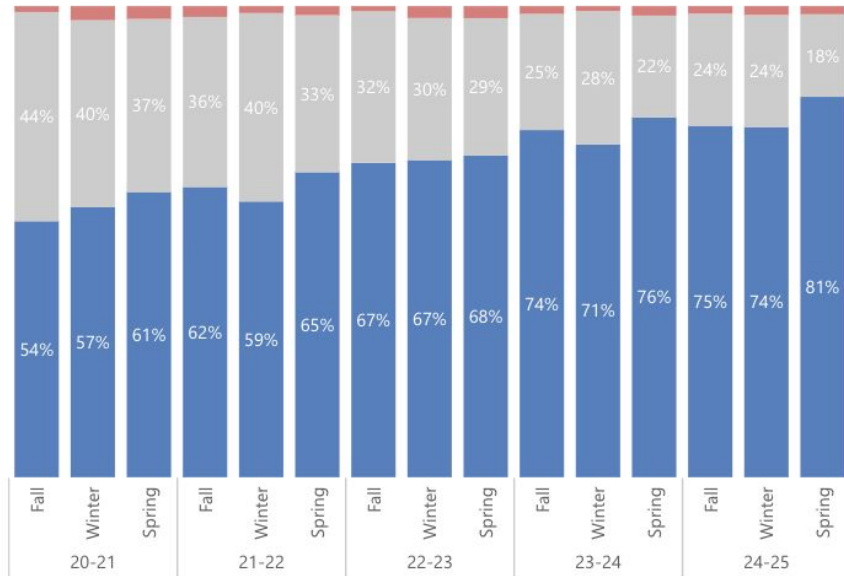
Monitoring Goal #3: Climate & Culture

Key Strategic Initiatives	Key Strategic Initiatives
Create K-5th MTSS/PBIS and 6-8th Equity/Grading leadership teams with building Culture & Climate stipends	Communicate tiers of support through MTSS flowchart to document ways Lawrence meets the needs of all students, including social/emotional/behavioral and identifying students in need for greater levels supports: -Refine support structures for students struggling with improved/targeted intervention groups with counselors -Collaborate with building admin/clinical team to refine roles/responsibilities of members across building in Tiered model
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	-Continue to refine and improve Student Intervention 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) -Work with Clinical Team members to establish more formalized entrance/exit criteria in response to needs, as identified by Panorama data -Develop counseling lessons/lunch groups addressing specific SEL needs (divorce, loss, identity, anxiety), and affinity group needs

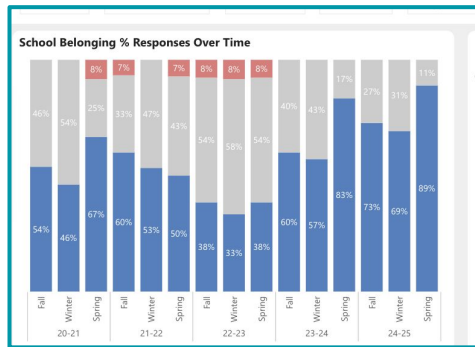
Monitoring Goal #3: Climate & Culture

Panorama Belonging Data Over Time: All Students

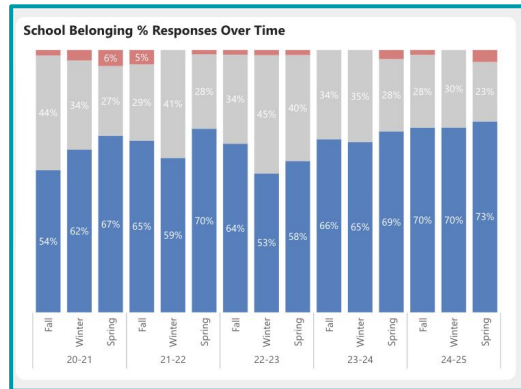
School Belonging % Responses Over Time



Panorama Belonging Data: METCO



Panorama Belonging Data: Black & Hispanic Students



Monitoring Goal #3: Climate & Culture

Chronic absenteeism - Non-high school

Group	2024 Rate (%)	2025 Rate (%)	Change
All Students	10.3	8.3	-2.0
Lowest Performing	13.0	10.4	-2.6
High Needs	14.3	9.4	-4.9
English Learners and Former English Learners	11.5	10.5	-1.0
Low Income	23.1	12.5	-10.6
Students with Disabilities	17.2	7.8	-9.4
American Indian or Alaska Native	-	-	-
Asian	8.9	9.2	0.3
Black or African American	10.0	10.7	0.7
Hispanic or Latino	24.5	16.0	-8.5
Multi-Race, Not Hispanic or Latino	6.2	3.8	-2.4
Native Hawaiian or Other Pacific Islander	-	-	-
White	9.6	6.6	-3.0



**Thank You from the
Lawrence Leopards!**