

PUBLIC SCHOOLS of
BROOKLINE



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

September 18, 2024

Lawrence School Council Membership

PUBLIC SCHOOLS of
BROOKLINE



Caregiver Reps: Alice Wong Tucker, Sally Madsen, Jessica Ullian

Teacher/Staff Reps: Kirsten Alper, Katherine Grenzeback,
Dominique Ferdinand

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 stable at close to 50% of the overall school population. We will continue to evaluate the needs for intervention and intervention curriculum as we evolve our MTSS model.

A photograph of a classroom with students at their desks. In the background, a whiteboard displays a 'Set Up Your Page' slide with instructions: '1. Title your page' and '2. Number it 1-4 (Skip lines)'. To the right of the whiteboard is a 'Genre Practice' sheet with a list of numbers 1 through 4. The classroom walls are decorated with various posters, including one that says 'BULLYING IS NEVER OK' and another that says 'BE KIND EVERYONE CAN GET ALONG'. The text 'SIP Goal #1' is overlaid in large white letters on the left side of the image.

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 2024-June 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).
4-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students	September 2024-June 2026	By June 2026, 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.
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.	September 2024-June 2026	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.

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 2024-June 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.

Monitoring Goal #1: Literacy

Key Strategic Initiatives	Key Strategic Initiatives
<p>Refresh building-wide practices in literacy instruction:</p> <ul style="list-style-type: none">-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.	<p>Implement the Heggerty and Foundations scope and sequence K-2 with fidelity, as outlined by the district ELA/OTL leadership team, for all students.</p>
	<p>Incorporate discrete writing skills, literary analysis and narrative writing, as well as informational and persuasive writing task instruction, into the ELA scope/sequence.</p>
<p>Conduct 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).</p>	<p>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>



SIP Goal #2

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 2024-June 2026	By June 2026, 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 2024-June 2026	By June 2026, Lawrence students in historically disproportional subgroups will achieve SGPs on Math STAR and MCAS Math of at least 55.
		By June 2026, 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
<p>Target professional development opportunities on inclusion and differentiation, provided by the Math Department leadership, OTL & OSS:</p> <ul style="list-style-type: none">-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	<p>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.</p>
	<p>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>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.</p>	<p>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.</p>



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

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
The district selected 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 2024-June 2026	Through developed surveys (Panorama), 80% of Lawrence 3rd-8th grade student body will endorse strong School Belonging, as measured by the Panorama Survey
Continued 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	September 2024-June 2026	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.
Implement Equity Toolkit of 5 + 5 competencies with collaborative all-middle school focus on Equity Cycle.	September 2024-June 2026	By June 2026, the percentage of BIPOC and low income students chronically absent will reduce to less than 5%.

Monitoring Goal #3: Climate & Culture

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Partner with PSB Office of Educational Equity to initiate and implement a Comprehensive Equity Cycle at Lawrence including training 6-8 staff in 10 competencies of equity.	September 2024-June 2026	By June 2026, Lawrence will reduce reported student behaviors involving incidents of slurs, harassment and bullying behavior by 30%.
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	September 2024-June 2026	By June 2026, there will be reduced disproportionality in middle school grading outcomes by 5% for historically marginalized populations (BIPOC and low income students, in particular).
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	September 2024-June 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



Thank you!