

***Amos A. Lawrence School***



***School Improvement Plan  
2016-17***

**Lawrence School Council  
2015-16**

Kirsten Alper – Teacher Representative  
Suzanne Curre – Teacher Representative  
Keith Carson – Parent Representative  
Grace Fehrenbach – Parent Representative  
Laura Horst – Vice Principal  
Maxine Hunter – Teacher Representative  
Florrie Ives – Parent Representative/PTO President  
Dianne Muendel – Teacher Representative  
Charu Puri-Sharma – Parent Representative & Co-Chair  
Rick Rogers – Principal & Co-Chair  
Jin Suk – Parent Representative

**Public Schools of Brookline (PSB)  
Strategic Plan 2.0  
GOALS**

***Goal 1: Every Student Achieving***

*Ensure that every student meets or exceeds Brookline’s high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.*

***Goal 2: Every Student Invested in Learning***

*Increase every student’s ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.*

***Goal 3: Every Student Prepared for Change and Challenge***

*Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.*

***Goal 4: Every Educator Growing Professionally***

*Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.*

*Lawrence School*  
**School Improvement Plan**  
**2016-17**

**Executive Summary**

**HIGHLIGHTS OF 2015-16 SCHOOL IMPROVEMENT WORK**

**Safe, Just and Caring Community**

The school community continued its strong commitment to the Olweus Bullying Prevention Program (OBPP), in its fourth (and third full) year of use. Teachers continued to incorporate weekly activities from the Olweus “*Class Meetings that Matter*” into their morning meeting (K-5) or advisory (Gr. 6-8). For the third year, all specialist and student services staff participated in at least one class meeting per month in an assigned classroom. This helped students see that all adults in the school are committed to a safe environment.

The Bullying Prevention Coordinating Committee (BPCC) continued to support implementation. Analysis of the annual student survey results from the Olweus Bullying Questionnaire (OBQ) was used to identify hot spots in order to adjust our common area supervisory plan and to identify topics needing additional emphasis during class meetings.

The OBPP is firmly established at Lawrence School and this goal will now shift to school climate with a focus on anti-bias work and cultural proficiency.

**Cultivating Habits of Mind for Learning**

Our ongoing work with Habits of Mind is now in its fourth year (second year with the entire faculty). The faculty read parts one of two books last summer:

- *Making Thinking Visible* by Ron Ritchhart, Mark Church & Karin Morrison
- *Creating Cultures of Thinking* by Ron Ritchhart

During the year, we continued to provide self-selected faculty study groups on various aspects of this work, although several groups were reconstituted in 2015-16. These study groups met 7-8 times during the year:

- Managing Impulsivity (12)
- Social Emotional Habits of Mind (10)
- Making Thinking Visible (34 in 5 smaller groups by grade cluster or interest)
- Cultures of Thinking (16)

For the first time, we brought in an outside consultant from Project Zero at Harvard Graduate School of Education to provide building-based professional development. The consultant facilitated two sessions each with five of the study groups focused on making thinking visible.

We were 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.

## Technology

The School Council completed a final version of a “Technology Vision” to guide the use of technology to enhance teaching and learning.

### *A Vision for Technology*

*January 2016*

*Amos A. Lawrence School is a safe, just, and caring community and a vibrant learning environment. Technology should be a ubiquitous tool to enhance this environment and help students develop the habits of mind, knowledge and skills needed for life-long learning, as they discover and cultivate a love of learning and a voice for self-expression. Technology should be used as a catalyst for ongoing change in teaching and learning.*

*At Lawrence School, we use technology to:*

- ***Develop and Hone Learning Skills:*** *Students practice and become adept and nimble in navigating and utilizing age-appropriate and current technology tools to organize and produce their work and support their learning. Teachers use technology to engage students in learning and to provide students with the differentiation, support, and challenge necessary to develop and grow. Families learn to use technology tools to enhance learning at home.*
- ***Investigate:*** *Students use technology as a tool to research and find information effectively and efficiently. Students develop their ability to discern the relevance, reliability, and credibility of information found on-line.*
- ***Create:*** *Students learn to use and choose from a variety of media to create products and effective presentations in order to demonstrate their learning, to share their ideas, and to express who they are. Teachers explore and model ways to use technology to transform learning and engage students in demonstrating their thinking, sharing their ideas, and expressing who they are in new ways.*
- ***Communicate & Collaborate:*** *Students learn to use digital media and environments to communicate both within the school community and beyond. Students learn to use technology to collaborate with other learners to explore, learn and create. Students develop cultural understanding and global awareness by engaging with learners in other cultures. Teachers use technology to enhance communication and collaboration with colleagues in order to cultivate reflective practice and excellence in teaching. Teachers use technology to communicate with and involve parents in their children’s learning.*
- ***Be Responsible:*** *Students learn to become good “cyber-citizens,” who interact safely and respectfully with others in a digital environment. Teachers and parents work in partnership to help students learn to be mindful of protecting themselves and others and maintaining a balanced, healthy use of technology in their lives.*

#### **Sources**

1. *International Society for Technology in Education:* <http://www.iste.org/standards/iste-standards>
2. *International School of Amsterdam:* <https://www.isa.nl/student-life/educational-technology/>  
*Alan November:* <http://novemberlearning.com/educational-resources-for-educators/teaching-and-learning-articles/clearing-confusion-technology-rich-innovative-poor-six-questions/>

Thanks to additional funding provided by the Town of Brookline for technology, we received an infusion of new equipment that provided increased access to devices (Macbooks, Chromebooks, iPads, Smartboard Projectors, etc.). The Lawrence ETS and some teachers offered building-based professional development on using this new equipment, including

- Smartboard Projectors
- Managing Google Docs (Shared folders, etc.)

- Chromebooks vs. Macbooks

Individual teachers began to experiment with new uses of technology and to share their ideas. A few examples include:

- Kindergarten: Researching Animals with Pebble Go
- Grade 1: Symmetry Artist Tool
- Grade 5: Minecraft Project on Battle of Bunker Hill (as one option)
- Grade 7: Writing: Tracking revisions in Google Docs.

### **Literacy**

Lawrence completed its fourth year of a multi-year initiative to enhance the literacy program. A major focus of this work was ongoing professional development for teachers in grades 3-5 on recommended practices based on the Literacy Collaborative framework. Classroom teachers completed an additional 10 hours of professional development led by the Literacy Coach, who also provided individualized in-class coaching in each classroom every two weeks. The Literacy Coach co-taught new writing units in each third grade classroom. Our middle school English teachers continued working with the literacy coach for a third year, joining their Gr. 3-5 colleagues for two sessions and joining middle school colleagues from other schools for four sessions. Each grade level team in K-2 worked with a literacy specialist to enhance literacy instruction according to self-identified areas of need.

Each grade level implemented at least one new Writing Unit of Study this year, with the support of a literacy specialist during a summer workshop and collaborative planning time throughout the year.

The school's Literacy Team continued to meet monthly and oversaw the implementation and integration of recommended practices from the Literacy Collaborative into our literacy instruction. Among the topics addressed this year:

- Case Study Method: an in-depth review of the case of a sixth grade student still struggling in literacy after several years of intervention.
- LLI Debriefs: After both rounds of data meetings, the Team provided feedback for fine-tuning the process.
- Community Literacy Events: The Team sponsored "Chapter Chats," an after school reading event targeting third and fourth grade students and the "Breakfast Book Club," an event that brought teachers and parents together to discuss one of two books on raising girls or boys.
- Parent education efforts again focused on meetings for parents of students selected for LLI and other literacy support. The Literacy Specialists provided two well-attended, informative sessions (Fall and Winter).

### **A Culture of Inquiry, Innovation, and Continuous Improvement Using Data**

Last year's work on developing grade level common assessments was put on hold due to lack of time for faculty to work on this project. Teams continued to hold two data meetings each for literacy and math. And teachers began to use the pre- and post-assessments that are part of the new writing units of study.

## **OVERVIEW OF 2016-17 SCHOOL IMPROVEMENT PLAN**

### **Goal #1: Safe, Just, and Caring Community**

***Identify and implement common language and practices to support a safe, just, and caring community and to promote social-emotional learning.***

The focus of our work in this area will shift from bullying prevention to school climate. The Olweus Bullying Prevention Coordinating Committee (BPCC) to create a new School Climate Committee with a focus on cultural proficiency and anti-bias work. Among the areas this committee will address:

- Assess school practices and climate around issues related to race, culture, gender, and LGBTQ. In particular, consider the experience of our Black and African-American families and students.
- Develop plans to engage the school community in conversations about our practices and climate and to create opportunities for professional learning related to cultural proficiency.
- Continue annual analysis of Olweus Bullying Questionnaire (OBQ) survey results and identification of areas needing attention.
- Continue to involve specialists and students services staff in Olweus class meetings (monthly).

### **Goal #2: Cultivating Habits of Mind for Learning**

***Promote a school-wide culture of thinking through the intentional use of selected habits of mind language and strategies and thinking routines.***

Our work with habits of mind will enter its third year as a school-wide focus and its fifth year since our initial study group. We will continue cross-grade faculty study groups focused on learning about habits of mind and making thinking visible. Among the areas to be worked on:

- Increase time devoted to sharing ideas across groups, including time for peer observations.
- Provide ongoing professional development and consultation to support this work.
- Begin to document best practices and develop system for sharing resources (Google Docs, Binders) across grade levels. Consider identifying a focus habit and/or thinking routine for each grade level.
- Increase involvement of parents in supporting the use of habits of mind language and thinking strategies at home.

We will continue to work on promoting what Ron Ritchhart calls a “culture of thinking,” drawing on his books *Making Thinking Visible* and *Creating Cultures of Thinking*.

### **Goal #3 Utilizing Technology to Enhance Teaching & Learning**

***Identify and implement strategies for expanding the use of technology as a tool to enhance teaching and learning.***

We will form a new faculty Technology Team that, using our new Technology Vision as a guide will:

- Identify needs and plan professional development.
- Promote the sharing of promising practices in using technology.
- Clarify expectations for technology use by grade level.
- Consider how to use technology to support differentiation.

We will continue to provide faculty meeting and/or released time for professional development and sharing of promising practices.

#### **Goals #4 Literacy**

***Develop the K-8 literacy program for all students by creating a clarified framework and guidelines for recommended practice through professional development and coaching in the Literacy Collaborative framework.***

We will continue to expand our implementation of “Units of Study” in Writing developed by Lucy Calkins and the Teachers College Reading and Writing Project, by adding at least a second unit to each grade level. Professional development and coaching will be ongoing.

- Kindergarten: Provide co-teaching and collaborative planning with a Literacy Coach in training.
- Grades 1-2: Provide ongoing collaborative time and coaching with a literacy specialist focused on “Foundations” (Gr. 1) and writing (Gr. 2).
- Grades 3-5: Provide fourth year of professional development (10 hours) to grades 3-5 teachers and student services specialists. Continue to provide individual and team coaching.
- Grades 6-8: Provide professional development (10 hours) to middle school English teachers from 4 schools. Continue to provide individual and team coaching.

The Literacy Team will continue to be charged with supporting and assessing progress on this initiative, including the review and analysis of school-wide assessment data. We will continue work to develop our Response to Intervention (RTI) model in all grades. We will begin conversations about supporting teachers with ELL students and differentiation for high achieving students. The Literacy Team will continue parent outreach efforts, including *Chapter Chats* and *Breakfast Book Club*.

***Goal #5 A Culture of Inquiry, Innovation, and Continuous Improvement Using Data Foster a cycle of continuous improvement by using data to monitor individual student progress, to plan for differentiated instruction, and to examine school programs and practices.***

The faculty will continue to use common assessments and student work to plan for differentiated instruction. We will also explore strategies to streamline the assessment process. We will continue to enhance our Response to Intervention (RTI) model, especially intervention at the middle school level.

# LAWRENCE SCHOOL IMPROVEMENT PLAN

## GOAL #1: Safe, Just and Caring Community

*Identify and implement common language and practices to support a safe, just, and caring community and to promote social-emotional learning.*

*PSB Goal 2: Every student invested in learning and Goal 3: Every student prepared for change and challenge*

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>1. Redesign Olweus Bullying Prevention Coordinating Committee (BPCC) to create a new School Climate Committee with a focus on cultural proficiency and anti-bias work.</p> <p><i>a) Assess school practices and climate around issues related to race, culture, gender, and LGBTQ. In particular, consider the experience of our Black and African-American families and students.</i></p> <p><i>b) Develop plans to engage the school community in conversations about our practices and climate and to create opportunities for professional learning related to cultural proficiency.</i></p> <p><i>c) Continue annual analysis of Olweus Bullying Questionnaire (OBQ) survey results and identification of areas needing attention.</i></p> <p><i>d) Continue to involve specialists and students services staff in Olweus class meetings (monthly).</i></p>	<p>See:                      - BPPC Minutes 5/25/2016                      - OBQ Survey Results 2016                      - School Survey results 2015-16 Results</p>	<p>Vice Principal</p> <p>Bullying Prevention Coordinating Committee</p> <p>Faculty</p>	<p>School Climate Committee meets 8-9 times in 2016-17.</p> <p>Revised supervisory plan implemented Fall 2016, based on OBQ Results.</p> <p>OBQ results shared with staff and parents Fall 2016/</p> <p>OBQ re- administered Spring 2017.</p> <p>Faculty meeting time as needed.</p>	<p>School Climate Committee develops a plan for a community conversation and professional development.</p> <p>On the OBQ, students continue to report fewer instances of bullying, increased intervention by teachers, and increased support from peers.</p>	<p>Time for School Climate Committee and Faculty meetings.</p> <p>District funding for BPCC Stipends. OBQ Survey.</p> <p>Training in Olweus for newly hired staff.</p>



# LAWRENCE SCHOOL IMPROVEMENT PLAN

## GOAL #2: Cultivating Habits of Mind for Learning

*Promote a school-wide culture of thinking through the intentional use of selected habits of mind language and strategies and thinking routines.*

*PSB Goal 3: Every student prepared for change and challenge and Goal 4: Every educator growing professionally*

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>1. Continue with third year of school-wide emphasis on the intentional and explicit use of selected habits of mind language and strategies and thinking routines.</p> <p><i>a) Continue cross-grade faculty study groups focused on learning about habits of mind and making thinking visible. Increase time devoted to sharing ideas across groups, including time for peer observations.</i></p> <p><i>b) Provide ongoing professional development and consultation to support this work.</i></p> <p><i>c) Begin to document best practices and develop system for sharing resources (Google Docs, Binders) across grade levels. Consider a focus for each grade level.</i></p> <p><i>d) Increase involvement of parents in supporting the use of habits of mind language and thinking strategies at home.</i></p>	<p><u>School Survey Results 2016</u>                      - 74% Parents feel the school is helping their child develop habits of mind “quite a bit or very much.”                      - 62% Faculty feel the school is helping students develop habits of mind “quite a bit or very much.”</p> <p><u>See Also:</u>                      - Study Group Facilitators Meeting Notes (5/24/2016)                      - Faculty Meeting Discussion Notes 5/10/2016</p>	<p>Faculty</p> <p>Habits of Mind Study Group Facilitators</p> <p>Principal and Vice Principal</p> <p>School Council (Parent education)</p>	<p>2016-17</p>	<p>Student work samples will show that students are able to use thinking routines and common language to describe at least 4 Habits of Mind.</p> <p>Parent survey results will show an increase in parents seeing evidence of their children developing habits of mind.</p> <p>Faculty survey results will show an increase in teachers seeing evidence of their students using thinking routines and developing habits of mind.</p>	<p>Professional books and resources (school-based professional learning budget).</p> <p>6-8 Faculty Meetings for Study Groups</p> <p>Funding for Study Group Facilitators (school-based professional learning budget).</p> <p>4-5 days of professional development and on-site consultation from Project Zero consultant TBD. (school-based professional learning budget).</p>

# LAWRENCE SCHOOL IMPROVEMENT PLAN

## GOAL #3: Utilizing Technology to Enhance Teaching and Learning

*Identify and implement strategies for expanding the use of technology to enhance teaching and learning.*

*PSB Goal 2 Every Student invested in learning, Goal 3: Every student Prepared for Challenge and Change, and Goal 4: Every educator growing professionally.*

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>1. Form a Technology Team charged to:</p> <p><i>a) Identify needs and plan professional development.</i></p> <p><i>b) Promote the sharing of promising practices in using technology.</i></p> <p><i>c) Clarify expectations for technology use by grade level.</i></p> <p><i>d) Consider how to use technology to support differentiation.</i></p> <p>2. Provide faculty meeting and/or released time for professional development and sharing of promising practices.</p>	<p>Technology Vision Completed January 2016</p> <p>GAFE use expanded to grades 3-5.</p> <p>Access to devices improved. Smartboard Projectors used regularly in Gr. 4 and 6-8. (Gr. 5 next year).</p> <p><u>School Survey Results 2016</u> - Faculty report using technology an average of 25-50% of the time each week.</p>	<p>Educational Technology Specialist</p> <p>Technology Team Members</p> <p>Faculty</p> <p>Principal or Vice Principal</p>	<p>2016-17</p>	<p>Professional Development plan implemented.</p> <p>Examples of effective use of technology documented.</p> <p>Grade level expectations identified.</p> <p>School Survey results show increased use of technology by faculty and increased parent satisfaction with the use of technology.</p>	<p>Funding for Technology Team (school-based professional learning budget).</p> <p>Collaborative meeting time for teachers to meet with ETS.</p> <p>Faculty Meeting and/or Released Time for professional development and sharing.</p>

# LAWRENCE SCHOOL IMPROVEMENT PLAN

## GOAL #4: Literacy

*Develop the K-8 literacy program for all students by creating a clarified framework and guidelines for recommended practice through professional development and coaching in the Literacy Collaborative framework.*

*PSB Goal 1: Every student achieving, Goal 2: Every student invested in learning, and Goal 4: Every Educator Growing Professionally*

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>1. Continue implementation of “Units of Study” in Writing developed by Lucy Calkins and the Teachers College Reading and Writing Project.</p> <p>2. Continue to provide professional development and coaching to enhance the literacy program.</p> <p><i>- Kindergarten: Provide co-teaching and collaborative planning with a Literacy Coach in training.</i></p> <p><i>Grades 1-2: Provide ongoing collaborative time and coaching with a literacy specialist focused on “Foundations” (Gr. 1) and writing (Gr. 2).</i></p> <p><i>- Grades 3-5: Provide fourth year of professional development (10 hours) to grades 3-5 teachers and student services specialists. Continue to provide individual and team coaching.</i></p> <p><i>- Grades 6-8: Provide professional development (10 hours) to middle school English teachers from 4 schools. Continue to provide individual and team coaching.</i></p>	<p><u>School Survey Results 2016</u></p> <p>- 63% of Parents reported that their children are benefitting “quite a bit or very much” from recent focus on writing.</p> <p>- Only 36% of Faculty reported that students are benefitting “quite a bit or very much” from recent focus on writing. The Literacy Team needs to address the concerns of some teachers with new writing units of study.</p> <p><u>See Also:</u> Literacy Team Minutes</p>	<p>Literacy Coach &amp; Literacy Specialists</p> <p>Literacy Team</p> <p>Gr. K-5 and Gr. 6-8 English Teachers and Student Service Specialists</p> <p>Principal and /or Vice Principal</p>	<p>2016-17</p>	<p>All students in K-8 complete two Calkins Unit of Study in writing.</p> <p>Students will make at least one year’s worth of growth in Reading (based on BAS results) and writing (based on unit pre and post-assessments).</p> <p>School survey results will show increased satisfaction with writing program and professional development.</p>	<p>Summer Workshop funds for collaborative Planning (School-based Professional Learning budget)</p> <p>Collaborative meeting time for teachers to meet with literacy specialists and literacy coach.</p>

<b>Action</b>	<b>Baseline Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Progress/Success</b>	<b>Resources Needed/Anticipated Funding Source</b>
<p>3. Continue Literacy Team oversight and assessment of implementation of the literacy program.</p> <ul style="list-style-type: none"> <li>- <i>Begin conversation about supporting teachers with ELL students and differentiation for high achieving students.</i></li> <li>- <i>Complete annual self-assessment of Literacy initiative.</i></li> <li>- <i>Review and analyze school-wide assessment results (BAS, MCAS).</i></li> <li>- <i>Continue to review new interventions at middle school level and identify ways to provide intervention in writing in all grades.</i></li> <li>- <i>Continue to plan and lead parent education efforts, including “Chapter Chats” and “Breakfast Book Club.”</i></li> </ul>		<p>Literacy Team</p> <p>Principal/Vice Principal</p>		<p>Literacy Team meets monthly.</p> <p>Self-Assessment Tool completed and results used to identify next steps in program enhancement.</p> <p>Parent informational meeting on writing program held.</p> <p>Chapter Chats and Breakfast Book Club held.</p>	<p>Time for Literacy Team to meet.</p>

# LAWRENCE SCHOOL IMPROVEMENT PLAN

## **GOAL #5: A Culture of Inquiry, Innovation and Continuous Improvement Using Data**

*Foster a cycle of continuous improvement by using data to monitor individual student progress, to plan for differentiated instruction, and to examine school programs and practices.*

*PSB Goal 1: Every student achieving, Goal 2 Every Student invested in learning, and Goal 4: Every educator growing professionally.*

<b>Action</b>	<b>Baseline Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Progress/Success</b>	<b>Resources Needed/Anticipated Funding Source</b>
<p>1. Promote a culture of collaborative inquiry by using common assessments and student work to plan for differentiated instruction. Begin to identify strategies to streamline the assessment process, especially in literacy.</p> <p>2. Continue to enhance our Response to Intervention (RTI) model, especially intervention in writing and at the middle school level.</p>	<p><u>See:</u> Team Reflection and Planning Notes (May 2016)</p>	<p>Literacy &amp; Math Specialists</p> <p>Classroom teachers</p> <p>ELL &amp; Special Education teachers</p> <p>Principal and/or Vice Principal</p>	<p>2016-17</p>	<p>Teachers and specialists use assessment data and student work to plan differentiated instruction and to identify which students receive additional support or extension.</p> <p>Data summaries prepared by Literacy Specialists and shared with grade level team and used to plan for interventions.</p>	<p>Collaborative time for grade level teams to meet with literacy and math specialists to analyze data and plan for instruction.</p>