

Lawrence School Improvement Plan -- 2017-2018

Phase 1

(Developed by the Lawrence School Site Council with input and feedback from our faculty and staff.)

Executive Summary -

Lawrence School is a community of dedicated, collaborative and passionate teachers and leaders who are committed to helping our students become their best selves. In addition, we as a community believe in nurturing each child to be a global citizen who develops the strength to *be the change they seek in the world* and to feel empowered to take on challenges and see them as opportunities for growth. In collaboration with families and caregivers, we believe that our work is to guide and coach our students in discovering who they are, what they love, and how they will walk in this world. We strive to provide opportunities for all students to challenge themselves and support them in developing grit and community.

We are committed to providing streamlined, differentiated curricula in accordance with the district's oversight and guidance while simultaneously providing teachers with the opportunity to infuse their personal creativity into lessons; we believe in getting *tight on what and loose on how*. We also encourage our teachers and staff to leverage their personal experiences and passions to deepen the student learning experience at Lawrence.

We are a community committed to open and constructive dialogue, including all stakeholders (administrators, teachers, parents, and students), on all topics related to our school. We strive to increase transparency, understanding, and collaboration through communication.

We are a K-8 school of 720+ students with the highest ELL population in the district (22.8%). We are a staff of 108 educators and have three onsite after school programs, LSA, Homework Club and LEDP, that are integral to our work. Lawrence School is led by Principal, Allyson Hart and Vice Principals, Laura Horst and Greg Porter. We have a School Council and PTO that are also deeply committed to helping our students become their best selves. There are frequent family events led by PTO throughout the school year. We are also a school with philanthropic practice. There are opportunities for students and families to build communities within the school and in the world like the toy and goods drive for people in Puerto Rico, our 8th grade community service requirement for graduation, and ongoing coat drives for those in need.

Our three school-wide goals that are part of PHASE 1 of our SIP, with an implementation timeline of 6 months (January to June of 2018), are as follows:

Literacy – Define, build and use a repertoire of equitable, high leverage teacher strategies from the Literacy Collaborative that elicit quality learning experiences for all students that are rigorous, dynamic and engaging.

Math – Define, build and use a repertoire of equitable, rigorous, dynamic, and engaging high leverage teacher moves based on the NCTM Effective Math Teaching Practices that elicit deep and robust mathematical understanding for all students.

Culture –

- As a whole school community, with the support of families and caregivers, define areas for adaptive ¹growth.
- Design professional learning groups to push our practice as educators for the benefit of high quality learning experiences and equitable access for all.
- Create opportunities for families and caregivers to also learn more deeply about how to have courageous conversations with their children about race, equity and all forms of bias (including sexuality, race, religion.)

Technical and Adaptive Challenge Overview	
<u>Technical Challenge</u>	<u>Adaptive Challenge</u>
Easy to identify	Difficult to identify (easy to deny)
Quick and easy solutions	Requires changes in values, beliefs and approaches to work
Requires small changes within known boundaries	Require a lot of changes across many, sometimes unknown, boundaries.
Can be solved by expert or 'authority'	Solved by people with the problem
Solutions can be implemented quickly	No quick fixes, requires constant experimentation

¹ The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World by Alexander Grashow and Ronald Heifitz
 Adaptive challenges refer to situations where there are no known solutions to the problem or cases where there are too many solutions but no clear choices. Adaptive challenges are by nature, adaptive, which also means they are fluid and change with circumstances. Adaptive challenges are volatile, unpredictable, complex and ambiguous in nature. Solutions to this type of challenge usually require people to learn new ways of doing things, change their attitudes, values and norms and adopt an experimental mindset.

Goal #1 -- Literacy

1. Our school-wide literacy goal is: Define, build and use a repertoire of equitable, high leverage teacher strategies from the Literacy Collaborative that elicit quality learning experiences for all students that are rigorous, dynamic and engaging.

Teachers will use time during Literacy Collaborative professional development to unpack what we at Lawrence believe are equitable, high-leverage teacher strategies applicable to all students. This includes all teachers in grades K-8 consistently using structures, strategies and vocabulary aligned with the MA Literacy Frameworks and Standards in Reading and Writing.

Efforts will be made to provide teachers with support to differentiate the curriculum to meet the needs of all students, with an understanding that differentiation must address needs at all levels of learning - from those that struggle to those who are high achievers. Differentiation shall be timely and the intervention shall be tailored to the specific needs of the students.

During Literacy Collaborative professional development sessions, teachers, specialists and administrators work together to interpret and implement Lesley University's Design for Responsive Literacy Teaching. This design, with its focus on systematic observation and assessment and its combination of whole group, small group and individual learning experiences, incorporates equitable and high-leverage instructional moves for all students. The addition of The Lucy Calkins Units of Study in Writing creates curricular cohesion with two research-based units, narrative and opinion/argument, being taught in all grades. We continue to provide grade level specific professional development, coaching and consultation, K-8. Gr. 6-8 English teachers continue to participate in professional development with their middle school colleagues at Runkle, Driscoll and Heath. The Literacy Team will continue to assess the progress of our literacy initiative, work on clarifying our Response to Intervention (RTI) model, and continue parent outreach work. In addition, this year kindergarten is piloting Foundations and 2nd, 4th and 5th grade teachers are piloting Lucy Calkins Units of Study in Reading.

Winter 17-18	Reading	Writing
Grades K-8	Complete second round data from the Benchmark Assessment System (BAS).	Administer pre and post assessments in opinion/argument writing.

	<ul style="list-style-type: none"> • Teachers use data to determine reading instruction, including large group instruction (mini-lesson), small group instruction (guided reading) and conferring. • Data walls are to be used in professional development sessions and team meetings. Data discussions maintain an ongoing focus on underserved populations. • Data used to determine intervention groups. 	<ul style="list-style-type: none"> • The pre assessment data (formative) is used to teach writing responsively in classrooms. • The post assessment is used to measure student growth.
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2. How will reaching this goal address creating equitable outcomes for all students in literacy?

Classroom Teachers

Implementing the Literacy Collaborative across grades K-8 will ensure consistent delivery of literacy practices in all classrooms.

High expectations and effective instruction support achievement of all students. This means that teachers follow a predictable lesson structure, in reading and writing, which includes:

- Mini-lesson: Connection, instruction with teaching point, active engagement, link
- Workshop: Students practice reading and writing, teachers differentiate instruction while working with individuals and small groups
- Share: Students and teachers reflect on their learning

Coaches-

Coaches continue to have grade level data discussions and use data walls. These are used as a means to *show* the work and anchor such discussions so that we can continue to focus on equitable outcomes for all students.

Interventionists-

In addition to regular K-8 classroom instruction, tier one and two literacy instruction and data-based interventions provide differentiated learning opportunities for all students. The literacy specialists and support specialists will work to implement the defined set of instructional moves from the Literacy Collaborative. Implementation of these moves into every teaching opportunity will provide curricular cohesion. This will increase equitable outcomes for all students in literacy.

Literacy Leadership Team-

As our data shows, Lawrence has a persistent and long term opportunity gap for our subgroups of Black, Hispanic and special education students. Therefore, the Literacy Leadership team meets regularly and has focused on these issues. For the past two years the team has led work on deeply unpacking academic data of English language learners at Lawrence who have struggled in literacy. This year the team's hope is to focus on increasing reading engagement through book talks at K-5 Community Meeting. A considerable amount of planning for this work will be done through the Literacy Professional Learning Group - See Culture goal.

3. Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal.

We selected this goal because currently 22% of our students are not reading at grade level. We would like to implement more effective use of our BAS data and writing data to monitor students' achievement across time, guide instructional practice, modify lessons based on student needs across all learning profiles, and plan for reteaching, grouping and differentiation in order to work on closing the opportunity gaps for our minority and Special Education students at Lawrence. Use of BAS data will also bolster collaborative efforts between general education and special education staff in support of all students.

Fall 2017 BAS RESULTS

Number of tested students who scored at each BAS level (Grades 1-5)

Percent of tested students who scored at each BAS level (Grades 1-5)

Pause + Consider	123 (34%)
Exceeds Expectations	125 (35%)
Meets Expectations	35 (10%)
Approaches Expectations	27 (8%)
Does Not Meet Expectations	49 (14%)
Total	359 (100%)

4. Which District-wide Core Values are supported by your school's work on this goal?

Goal 1: Every Student Achieving

Goal 2: Every Student Invested in Learning

Goal 3: Every Student Prepared for Change and Challenge

Goal 4: Every Educator Growing Professionally

Action	Baseline	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done -	Indicators of Progress and Success
Literacy Collaborative	Fidelity of Implementation Tool BAS data at each grade level	Literacy Coaches Literacy Specialists K-8 teachers K-8 Curriculum Coordinator Administration	17-18 SY - Full Implementation in 3-8 Classrooms with ten hours of ongoing professional development to support implementation, coaching and	Professional resources provided by the district In house PD Literacy Coaching	Evidence of Literacy Collaborative components in the classroom Evidence of increased student talk during reading and writing

			co-teaching 17-18 SY - Partial implementation (some components implemented in all classrooms; 20 hours of PD for all K-2 classroom teachers to support implementation, coaching and co-teaching		workshop Evidence of increased independence and stamina in reading and writing
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Assessment: Kindergarten -Letter Sound Identification and Phonological Awareness assessment (Early Literacy Behaviors if needed)	The pre-assessment data (formative) is used to determine which students need Tier One interventions.	Teachers Literacy specialists Coaches	Fall 2017	Sub coverage	The post- assessment is used to measure student growth. Used to determine intervention groups.
Assessment: Grades 1-8 - BAS (K during winter cycle)	Analyze baseline data from the Benchmark Assessment System (BAS).	Teachers Coaches Literacy specialists	Fall and Winter 2017	Sub coverage Faculty meeting time	Teachers use data to determine reading instruction, including large group instruction (mini-lesson), small group instruction

					<p>(guided reading) and conferring.</p> <p>Coaches create data walls to be used in professional development sessions and team meetings. Data discussions maintain an ongoing focus on underserved populations.</p> <p>Data used to determine intervention groups.</p>
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Lucy Calkins Writing	Pre and post on demand assessments	Teachers Literacy Coaches Administration	'17-'18 School year: All K-8 teachers will implement the opinion and narrative writing units.	Professional Resources provided by district In house PD Literacy Coaching	Administer pre and post assessments in narrative and opinion writing units. The pre assessment data (formative) is used to teach writing responsively in classrooms. The post assessment is used to measure student growth.
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Foundations	Gather baseline data in 17-18 SY	K-1st year of implementation 1st- 2nd year of implementation	June- Full Implementation	Release time, Staff PD, Faculty Meetings, Support from central office and funding for	End of Unit Assessments and EYOA
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		Literacy Specialists Administration		materials, PD, etc. Data needs to be easily collected, readily accessible, and easily analyzed to provide for instructional changes	
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Goal #2 -- Math

1. Our school-wide math goal is: Define, build and use a repertoire of equitable, rigorous, dynamic, and engaging high leverage teacher moves based on the NCTM Effective Math Teaching Practices that elicit deep and robust mathematical understanding for all students.

Teachers in grades K-8 are working on incorporating NCTM Effective Math Teaching Practices into their academic repertoire. Through work in grade level teams and with math specialists, teachers will broaden their use of practices which provide access to rich math tasks for all learners. As a result, we are hopeful that ALL students will increase their mathematical skills and deepen their mathematical understanding through the consistent use of structures, strategies and mathematical practices that align to the MA Math Frameworks and Standards, the National Center for the Teaching of Mathematics (NCTM) Effective Mathematics Teaching Practices K-8, and other recognized research for math instruction.

All the math specialists and many teachers at Lawrence have taken courses or workshops with Jo Boaler about Mathematical Mindsets. This year we will offer a 6 week long Professional Learning Group (PLG) to expand teacher knowledge of the ways in which creating classroom and home environments that promote positive mathematical mindsets for all learners (attending especially to those for whom mathematical messages have been stereotyped) not only ensure equitable outcomes for all learners but also provide deeper, more connected mathematics learning.

Efforts will be made to provide teachers with support to differentiate the curriculum to meet the needs of all students, with an understanding that differentiation must address needs at all levels of learning - from those that struggle to those who are high achievers.

2. How will reaching this goal address creating equitable outcomes for all students in mathematics?
 Engaging diverse learners through high leverage teacher moves facilitates mathematical learning across a continuum, which provides access for all learners. By shifting mindsets about the definition of mathematics learning and math learners, we can provide important access points for all students.

Facilitating student-centered learning, aligned with the MA Math Frameworks and Standards, the National Center for the Teaching of Mathematics (NCTM) Effective Mathematics Teaching Practices K-8, and other recognized research for math instruction, within core instruction will lead to increased student achievement in Math.

3. Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal.

Lawrence has a school-wide opportunity gap with our Black, Latino and Special Education Students on the MCAS Math Assessment, and 22% of Lawrence students are English Language Learners. It is essential to build strategies to provide access to math learning for a wider range of students to address these opportunity gaps.

4. Which District-wide Core Values are supported by your school's work on this goal?

Goal 1: Every Student Achieving

Goal 2: Every Student Invested in Learning

Goal 3: Every Student Prepared for Change and Challenge

Goal 4: Every Educator Growing Professionally

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done -	Indicators of Progress and Success
Implementing the NCTM Effective Mathematical Teaching Practices	BOY Assessments: K-2 Assessing Math Concepts (AMC) 3-8 Probe Assessments	Kathleen Hubbard Katy McGraw Laura Koplow Anu Advani Allyson Hart Laura Horst	Ongoing throughout the 17-18 SY.	Ongoing consultation with Kathleen Hubbard Ongoing coaching and feedback from	Determine common grade level assessments that are aligned with district goals.

<p>K-8</p> <p>Begin by identifying high-leverage practices already used as a starting point for discussions and future learning - Session 1 on 11/28 and Session 2 on 2/13. (Looks like, sounds like, feels like faculty meeting) https://docs.google.com/document/d/1HaNxtHdeAt8TKv3U0ANdtX4SF4svqY958Um1dyD6-hl/edit We will work to increase the use of practices that promote mathematical discourse and discussion.</p> <p>We will work to increase the use of open math tasks that promote</p>	<p>MCAS data</p>	<p>Norma Gordon</p> <p>Teachers</p>	<p>Math is currently under a program review at the district level; we will align with the district plan once shared.</p>	<p>Kathleen Hubbard, Norma Gordon and Katy McGraw</p> <p>Ongoing push in lessons, in class modeling and discussion by Katy McGraw, Laura Koplow and Anu Advani</p> <p>Math Specialists generated <i>Tier 1 Effective Math Teaching Practices</i> led by Kathleen Hubbard</p> <p>Faculty Meeting time</p> <p>Weekly math team meetings</p> <p>3 Act Math</p> <p>Daily 3</p>	<p>Increase in MCAS math status and growth scores for all students and subgroups.</p> <p>Established baseline data using the common grade level assessments from 17-18 SY data.</p>
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problem solving and mathematical thinking over answers and performance of procedures.					
Develop Mathematical Mindsets - Based on Jo Boaler's research and teacher work done in learning about her practices, we will work to develop a growth mindset culture in math classrooms K-8.		Katy McGraw Laura Koplow * Anu Advani * Leading PLG	Ongoing throughout the 17-18 SY. PLG is 6 weeks long, with 10 members. Additional opportunities to complete Jo Boaler's coursework will be provided for interested staff beyond the PLG time	Online course Text Faculty Meeting time	Implementation in classrooms - noted in observations and feedback
Increase Math Content Knowledge for teachers K-5		Katy McGraw Laura Koplow Anu Advani	Ongoing throughout the 17-18 SY.	Grade level release days led by Math Specialists	Units that are cohesive and taught across grade levels.

Goal #3 -- School Climate

1. Our goal is:

- As a whole school community, including families and caregivers, define areas for adaptive growth.
- In response to this, design professional learning groups to work on these areas that push our practice as educators for the benefit of high quality learning experiences and equitable access for all.
- Create opportunities for families and caregivers to also learn more deeply about how to have courageous conversations with their children about race, equity and all forms of bias (including sexuality, race, religion.)
- To be a community committed to open and constructive dialogue, including all stakeholders (administrators, teachers, parents, and students), on all topics related to our school. We will strive to increase transparency, understanding, and collaboration through communication.

2. How will reaching this goal address creating equitable outcomes for all students?

By giving teachers the opportunity to co-construct their professional learning with a lens on differentiation, high quality instruction (HQI) and equity, we are addressing our pervasive opportunity gap amongst our Black, Latino and special education students. Additionally, as a community - Brookline - has encountered overt and public racial prejudice, via social media. While this has likely been underlying for years (decades,) it formally and undeniably surfaced in November at the high school and other schools in a way that was hurtful and forced us to in some ways, finally face our biases and how we treat each other, especially those who are marginalized.

3. Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal.

While some have long held a belief that Brookline is immune to issues of inequity, oppression and racism, there is evidence to support that now more than ever we need to be having critical and courageous conversations about race and equity. Furthermore, there is a strong need to support families and caregivers while they have these conversations at home so that there is an ongoing, collective dialogue in our community.

4. Which District-wide Core Values are supported by your school's work on this goal?

Goal 1: Every Student Achieving

Goal 4: Every Educator Growing Professionally

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done -	Indicators of Progress and Success

Introduce PLG proposal criteria	In prior years, proposal were not submitted and approved, limited oversight and less cohesion in shared work	Allyson Hart Laura Horst	Dec. 2017	See column 3	Roll out completed
Submit proposal requests	Proposals were not a construct of previous PLGs	PLG proposal request	Dec. 2017	See column 3	Requests submitted
Determine 9 PLGs and facilitators that focus on differentiation, HQI + equity. Schedule 6 PLG sessions during faculty meetings.	These have existed in the past, yet structure and deliverables were not espoused. This time around teachers will be given a stipend for their leadership of these groups and are responsible for delivering on the objectives) and action steps created as a result of the group work.	PLG course catalog	Dec. 17 - April 2018	See column 3	LH + AH decide on 9 PLGS - 11 proposals submitted - based on how the group will impact HQI, equity, differentiation
School wide behavior protocol for tier 2 + 3	Administration intervening on student behaviors that were not tier 3 and therefore	Allyson Hart Laura Horst Greg Porter Chloe Wheaton Alissa Ovadia	Initial roll out in August of 2017, subsequent edits and redrafting as a result of	Ongoing consultation with Samuel Zimmerman and access to newly drafted district	Decrease in office referrals and increase in teachers using a scaffolded

	responses seemed punitive in nature (to students) when restorative course corrections by the teachers would likely lead to a shift in the behavior(s).	Alli Javors Jacob Page Faculty Planning Team Teachers	teacher feedback, faculty planning and Tier 3 work sessions Term 3 - Crafting + Implementation of Classroom Expectations in grades 6-8	protocols PSB Bullying Protocol - grade band presentations Feedback to district on drafted district policies CPT meetings for completion of shared work	approach to interrupt maladaptive behaviors Decrease in tier 3 behaviors in grades 6-8
Principal updates with resources for families on topics including race, equity and forms of bias	Desire and need for families to be having more courageous conversations and the tools to be able to do so	Allyson Hart	Ongoing	Professional collaboration with other Principals	Principal updates sent and parent/caregiver feedback indicating usefulness
Push-in Guidance Lessons	Whole group lessons cast a wider net and topics are much needed and relevant given pervasive social influences eg - vaping, digital footprint	Alli Javors, Angela Lo, Jacob Page, Brookline School Resource Officers - Katie McCabe and Donal Kerrigan	End of January (6 week rotations for each grade level)	Planning during guidance meetings Launch, input and approval during multiple CPT meetings with Middle School team	Completion of lessons and increase in self-awareness, dialogue about student experience at Lawrence - data from Psychologist and guidance

					counselors
Faculty Planning reboot	In the past Faculty Planning was a closed, confidential, members only meeting with School Administration in which problems were shared in anonymity and the Principal was expected with some staff input to solve the problem. Our belief now is that we can have a faculty planning team, but it is an open team where we lift up problems of practice and solve them together through feedback and teacher leadership for the betterment of the community.	Allyson Hart Laura Horst Greg Porter Teachers	This began in September	Problem solving protocol	When problems of practice are named and solutions are developed and implemented as a team, for example the Tier 3 protocol
School wide family/caregiver forums	Create opportunities for families to get information and	PTO leadership Allyson Hart Laura Horst Greg Porter	Ongoing	Gabe McCormick PTO Parent input	Forums planned and executed

	insight on topics that are relevant to current affairs and family/student needs - opportunities for teaching and learning beyond the classroom with a focus on social/emotional wellness				
Understanding our Differences in grade 4 with support form 8th grade mentors	Create opportunities for students to learn about human differences.	Greg Porter Angela Stone - parent Justin Brown 4th grade teachers PSB program liaison	4/12 - Blindness 4/26 - Deafness 5/10 - Physical disabilities 5/22 - Learning disabilities	Coordination with district liaison Planning time	Completion of 4 sessions Education and increased awareness around blindness, deafness, physical disabilities, learning disabilities via student surveys
Random Acts of Kindness Week	Staff and families reporting a need to focus on community building; kindness	Chloe Wheaton, Alissa Ovadia, Laura Horst, Angela Lo, Alli Javors	End of January - mid February	Staff memo, tree mural in cafeteria, kindness catcher	Submission of RAK moments
Faculty meeting topics: Storyboarding -- Who	Lack of year long arc of PD for staff	Ryan Keser, Katy McGraw, Greg	Ongoing throughout the	Release time, PD time, Val Frias, Gabe	Increased teacher voice

<p>are we? Who do we want to be? PFLAG HQI - Math - 2 sessions</p> <p>METCO meet + greet - ongoing and legacy art project</p>		<p>Porter, Maggie Russell, Jonathan Weinberger, Erica Paull, Laura Koplou, Anu Advani, Shelly Magno, Allyson Hart, Laura Horst, Deb Morales</p>	<p>year</p>	<p>McCormick</p>	<p>and action</p> <p>METCO families being more included in the work of the community and their role in it</p>
<p>Explore methods for optimizing communication around policies, incidents/events, curriculum changes, etc. to ensure transparency and solicit constructive dialogue between all stakeholders (administrators, teachers, parents, and students)</p>					<p>More effective communication between all stakeholders; increased trust; increased assumption of positive intentions</p>