

Lawrence School

Thomas Bushy, Principal

113 Lakeview Avenue Falmouth, MA 02540

2018-19



VISION STATEMENT

The Lawrence School is committed to creating a community of engaged and motivated learners, through literacy, STEM, and culturally rich education, which access resources from community partnerships to develop their passions and abilities as citizens of the 21st Century.

PRIDE, RESPECT, RESPONSIBILITY & COMPASSION

School Council Members

Thomas Bushy, *Principal*

Brian Connolly, *Teacher/Faculty Representative*

Francine Daggett, *Community Representative*

Cheryl Giardi, *Parent Representative*

Charlene Johnson, *Teacher/Faculty Representative*

Grace Simpkins, *Parent Representative*

Sean Sullivan, *Parent Representative*

Teacher Data

Falmouth Public Schools is proud to hire highly qualified, skilled, and passionate educators to work with our 3,300 students. Our teachers work daily to support the various academic, behavioral and social-emotional needs of our diverse student population. As such, Falmouth Public Schools actively works to recruit, hire, and retain a teaching staff that will provide the students of Falmouth the education they deserve.

The table below provides information related to the faculty of the Commonwealth of Massachusetts, Falmouth Public Schools, and the Lawrence School.

Indicator	Lawrence School	Falmouth Public Schools	State
Number of Teachers	51.6	291.7	73,419.7
% Licensed	100.0	99.2	97.2
Student/Teacher Ratio	11.6 to 1	11.6 to 1	13.0 to 1

Student Attendance

Falmouth Public Schools strongly emphasizes the importance of being present and on time to school unless it is medically necessary for a student to be absent. There is a direct correlation between students with frequent absences and those students in need of academic remediation. If parents/guardians are having difficulty getting their child to school, please contact your child's principal for support.

Descriptor	Lawrence School	District	State
Attendance Rate	93.7	94.0	94.6
Average No. of Days Absent	11.0	10.5	9.3
Absent 10 or More Days	43.7	42.1	33.3
Chronically Absent (10% or More)	18.1	15.6	13.5

Professional Development

Falmouth Public Schools understands the importance of providing its teachers with frequent, relevant, and high quality professional development to improve teaching practices and student achievement. We strive to provide opportunities that are both practical and meaningful. The Massachusetts Department of Elementary and Secondary Education has provided guidance related to high quality professional development. Below are the ten standards we strive to meet during each of our training sessions:

- High quality professional development has clear goals and objectives relevant to desired student outcomes.
- High quality professional development aligns with state, district, school, and/or educator goals or priorities.
- High quality professional development is designed based on the analysis of data relevant to the identified goals, objectives, and audience.
- High quality professional development is assessed to ensure that it is meeting the targeted goals and objectives.
- High quality professional development promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.
- High quality professional development advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.
- High quality professional development models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
- High quality professional development makes use of relevant resources to ensure that the identified goals and objectives are met.
- High quality professional development is taught or facilitated by a professional who is knowledgeable about the identified objectives.
- High quality professional development sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

The Offices of Teaching and Learning, Digital Learning, Student Services, and Human Resources have developed a professional development program designed to prepare our educators to meet the needs -- academic, behavioral and social/emotional -- of our students. The areas identified for professional development come from the analysis of a variety of data:

- Student achievement and growth data

- Data collected from educator evaluation
- Trainings related to state mandates
- Data from conversations with administrators and educators

Throughout the academic year, various professional development sessions will be offered to educators to help them meet the academic, behavioral, and social/emotional needs of our diverse learners. The following list of professional development opportunities is being planned for educators during the 2018-2019 school year:

Differentiating Instruction to Meet the Needs of Academically Accelerated Learners

- Differentiation in Grades 5 - 6
- Vertical Alignment in Response to Updated Frameworks
- Strategies for Responding to Students' Needs
- Developing Trauma Sensitive Classrooms
- Implementation of the new *Journeys* Literacy Program in Grades K-4
- Effective Assessment of Student Growth and Grading
- Fostering Inclusive Practices
- Revitalizing Instruction for Students and Educators (RISE)
- Structured English Immersion Professional Learning Communities
- Writing and Implementing Behavioral Support Plans
- Understanding Disabilities Beyond the Label
- Safety Care
- Specialized Lateral Programming Curriculum
- Unpacking Cultural Proficiency
- Meaningful and Innovative Health and Physical Education

Parental and Community Involvement

Within the context of the Innovation School Plan Key Priority 3 calls for the development of student, family and community partnerships that enrich learning opportunities for all Lawrence School students.

The first call to action within this priority is the creation of opportunities for contact with families on a regular basis by:

- ✓ Establishing and publishing a schedule of events for families including the opening of school outreach to students in special populations, manner of announcing Meet the Teacher Night, and online curriculum publication
- ✓ Creating a venue to showcase student work and increase attendance at student performances
- ✓ Inviting families in to the school to participate in parent discussion groups
- ✓ Host both a fall and spring parent/guardian forum with administration and team leaders to discuss school business and solicit input from families
- ✓ Increase use of social media as a source for distributing school information as well as highlighting student and staff events and accomplishments
- ✓ Apprise families of upcoming events and activities as well as relevant news items through a weekly email communication.

We at Lawrence School value the partnership we share with our families and greater community. During the current school year, we seek to strengthen relationships with community partners and parents/guardians to support student learning and welfare for continued success and growth.

School Safety and Culture

The Innovation School Plan Key Priority 2 calls for development of key social competencies that boost community participation. Likewise, Key Priority 3 calls for student, family, and community partnerships that enrich learning opportunities for all Lawrence School students. Elements of these priorities, as well as additional measures implemented over the course of the 5-year Innovation Plan, have culminated in a safe learning environment and a positive school culture for faculty, staff, and students.

Key Priority 2: Social competency elements critical to school safety and culture

- ✓ The *Dress for Success* policy supports a school climate essential to meaningful teaching and learning. Teachers have noticed that students are more focused on academic success and the learning atmosphere, in general, has improved.
- ✓ Guidance counselors are not scheduled to teach courses, creating opportunities to oversee student support groups and individual student services.
- ✓ Guidance Office offers student interventions and routine check-ins with students in need of additional academic, behavioral, and/or social/emotional support.

Key Priority 3: Student, family, and community partnerships that enrich learning opportunities for all Lawrence School students

- ✓ Team teaching structure and teacher scheduled team meeting time provides students with a cross-curricular learning experience as well as multiple learning environments where staff are apprised of individual student's needs and challenges and can provide support as necessary.
- ✓ Revised student code of conduct to streamline disciplinary actions expanded to community service in place of previous suspension policy.

Additional Measures:

- ✓ School Resource Officer with designated work space in main office suite.
- ✓ Ongoing work with Falmouth Police, as well as Falmouth Fire & Rescue in regards to safety drills and corrective action plans.
- ✓ Restructure of Guidance Office staff to provide each grade with a counselor highly qualified in guidance as well as school adjustment counselor certifications.
- ✓ Peer mentors from Falmouth High School working with selected student groups through the Guidance Office to offer peer-to-peer support.

- ✓ Alternative and progressive disciplinary measures to inform student growth.
- ✓ Consistent message delivered to student body through grade-based assemblies and followed up in smaller classroom settings. Message around school motto: *Pride, Respect, Responsibility & Compassion.*
- ✓ Grab & Go Breakfast

Extra-Curricular Activities

The Lawrence School promotes involvement in extra-curricular activities to enrich students' educational experiences.

Participation in extra-curricular activities can offer both interesting and exciting opportunities for students to learn a new skill, meet new friends, try a new sport, follow a new interest or continue to develop an area of interest. Students at the Lawrence have the opportunity to participate in a wide variety of activities.

National Junior Art Honor Society

Bulldog Bowl *the annual Student vs. Teacher flag football game*

Career Fair, biennial

Coding Club

Gay Straight Alliance

Jazz Band

Lunch Club

Maker Club

Math Team

Racial Justice Alliance

School dances

School Play/Musical

Student Town Meeting

Weight/Fitness Training

Yearbook Club

Lawrence School offers a variety of intramural and interscholastic sports for both female and male students.

Basketball

Cross Country

Field Hockey

Football

Golf

Mountain biking

Soccer

Track and Field

Meeting the Needs of all Learners

These areas of autonomy and flexibility will be structured with measurable annual goals and benchmarks in four key priorities:

Key Priority 1: Increased academic achievement for all Lawrence School students and significant reduction of achievement gaps with strong focus on literacy and technology integration in all areas of the curriculum

Key Priority 2: Social competency that boosts community participation and engagement in learning for all Lawrence School students

Key Priority 3: Student, family and community partnerships that enrich learning opportunities for all Lawrence School students

Key Priority 4: Professional development and distributive leadership that recognize the essential role that Lawrence School teachers play in student engagement and academic achievement of all students

Embedded within our four Key Priorities are a number of student-centered goals:

- **Increase literacy skills across the curriculum.** *There is evidence that students are not making adequate yearly progress in the low-income and special education subgroups. Furthermore, in the open response writing prompts, grade seven students scored between one and four percent below the state average. It is important that every instructor become an active teacher of literacy in each content area. By creating a common language and expectation across the disciplines, literacy skills will be strengthened.*
- **Increase study skills development and habits of mind.** *Students have demonstrated deficiencies in study skills and problem solving strategies. Course offerings focused on effective organizational skills and study strategies will prepare our students to become better problem solvers in the academic and global communities.*
- **Increase engagement in the curriculum through the use of technology.** *Differentiation and the use of a common language across the curriculum offers students of different abilities and skill sets the opportunity to engage at a level that can challenge but not overwhelm them. Through innovative curriculum, students will experience authentic challenges by means of cross-curricular learning opportunities by utilizing current technologies to supplement their learning experiences.*

- **Increase community activism.** *Students will regularly participate in community outreach activities utilizing our rich resources of community partnerships.*
- **Create portfolios that support the high school transition as well as college and career readiness.** *Student portfolios will provide an ongoing assessment of student growth through successful completion of defined benchmarks, surveys, and reflections.*
- **Implement a structured dress code.** *Implementation of the Dress for Success initiative will serve as a model of expectations of appropriate dress for post-high school, college, and career readiness. Implementation will also eliminate unnecessary distractions from the educational process and avoid time spent outside of the instructional classroom for corrective action.*

2018-2019 School Goals

School Success Goal #1
Lawrence School will continue with the Advisory and Bridge Programs, two innovative, student-centered programs which, while distinct from each other, are both designed to address student needs by personalizing and enhancing students' social, emotional, and academic experiences.
Connection(s) to the Falmouth Public Schools Strategic Plan
<p>Teaching and Learning - Strategic Initiative 2</p> <ul style="list-style-type: none">✓ Sustain a system of assessment for students ages 3-22 to evaluate growth, provide targeted interventions and guide teachers to improving instruction as necessary <p>Teaching and Learning - Strategic Initiative 3</p> <ul style="list-style-type: none">✓ Explore and expand course offerings, develop related curricula, and remain aligned with the changing demands and expectations of twenty-first century learning, including industry-aligned technical skill development <p>Teaching and Learning - Strategic Initiative 4</p> <ul style="list-style-type: none">✓ Provide students with opportunities to participate and collaborate within strategically designed learning environments structured to meet the unique needs of academically accelerated learners. <p>Access, Equity and Opportunity - Strategic Initiative 1</p> <ul style="list-style-type: none">✓ Align support services for students presenting with mental health diagnoses and/or addiction. <p>Access, Equity and Opportunity - Strategic Initiative 2</p> <ul style="list-style-type: none">✓ Align support services and instructional interventions for students in identified subgroups (e.g., socioeconomically disadvantaged, racial and ethnic minorities and/or LGBTQ) <p>Community Partnerships - Strategic Initiative 1</p> <ul style="list-style-type: none">✓ Support families with circumstances that result in challenges
Action Steps
Advisory Program (2018-2019 = Year 2):

- Union faculty voted in June of 2018 to continue with Advisory
- Conducted student survey in Spring of 2018 with positive response
- Secured funding for stipends for Advisory Co-Directors
- Secured funding for summer professional development work to improve the program
- Advisory Committee to include student leaders in reviewing and planning Advisory activities
- Ongoing review and development of Advisory practices through monthly meetings
- Ongoing review and development of Advisory webpage and announcement page
- Ongoing conversations with union representatives regarding Advisory concerns
- Solicit input from students and staff, over the course of the year, to gauge effectiveness of Advisory

Bridge Program (2018-2019 = Year 1):

- Ongoing collaboration with BRYT staff
- Ongoing collaboration with other schools in the BRYT network, including Falmouth High School
- Ongoing review and development of Bridge Program protocols
- Attend professional development opportunities designed to support program implementation
- Secure funding for BRYT membership fee
- Create Bridge Program materials for faculty, students, and families.
- Ongoing analysis of social, emotional, and academic status of Bridge Program students
- Consult, as necessary, with McLean Hospital regarding current and potential Bridge Program students
- Consult, as necessary, with outside providers working with Bridge Program students
- Collect and track data/trends with respect to students in the Bridge Program and Counseling Office
- Ongoing progress monitoring throughout the year
- Advocate for additional staffing to support the Counseling Office and support a fully staffed program model

School Success Goal #2

Lawrence School will continue to support our lowest performing students by implementing a variety of targeted safety nets designed to improve academic confidence and achievement.

Connection(s) to the Falmouth Public Schools Strategic Plan

Teaching and Learning - Strategic Initiative 2

- ✓ Sustain a system of assessment for students ages 3 - 22 to evaluate growth, provide targeted interventions and guide teachers to improving instruction as necessary

Teaching and Learning - Strategic Initiative 3

- ✓ Explore and expand course offerings, develop related curricula, and remain aligned with the changing demands and expectations of twenty-first century learning, including industry-aligned technical skill development

Teaching and Learning - Strategic Initiative 4

- ✓ Provide students with opportunities to participate and collaborate within strategically designed learning environments structured to meet the unique needs of academically accelerated learners

Access, Equity and Opportunity - Strategic Initiative 2

- ✓ Align support services and instructional interventions for students in identified subgroups (e.g., socioeconomically disadvantaged, racial and ethnic minorities and/or LGBTQ)

Access, Equity and Opportunity - Strategic Initiative 3

- ✓ Align service delivery minutes with state recommendations to ensure instructional equity and access for these students (i.e., students with declared learning disabilities and English Language Learners)

Community Partnerships - Strategic Initiative 1

- ✓ Support families with circumstances that result in challenges

Community Partnerships - Strategic Initiative 2

- ✓ Maintain and enhance relationships with municipal, county and state agencies to continually improve safety planning, drills and implementation of additional security measures

Community Partnerships - Strategic Initiative 3

- ✓ Establish a comprehensive communication plan for effective communication with all stakeholders

Action Steps

- Cross-reference Lowest Performing Students on 2018 MCAS with D/F Lists
- Case studies of identified students needing academic supports
- Recruit VIPS volunteers to support students' highest areas of need
- Ongoing work with consultant from MTSS and IST strategies with School Psychologist

- Design student support plans to include strategies such as Saturday Schools, Stay Days, Assisted Studies
- Implement strength-based strategies to help with improving confidence and achievement
- Implement encouragement strategies - pass to advance, rewards for making gains
- Increase communications regarding lowest performing students with department heads and team leaders
- Weekly check-ins with cohort of identified students discussing social skills, self-advocacy, and academic mindset
- Parent conferences, including team leaders and other stakeholders
- Staff PD on strategies to foster academic confidence with struggling learners

School Success Goal #3

Lawrence School will continue to examine and revise its safety and security protocols in order to maximize its efforts to provide a safe, secure, and welcoming environment conducive to teaching and learning.

Connection(s) to the Falmouth Public Schools Strategic Plan

Community Partnerships - Strategic Initiative 1

- ✓ Support families with circumstances that result in challenges

Community Partnerships - Strategic Initiative 2

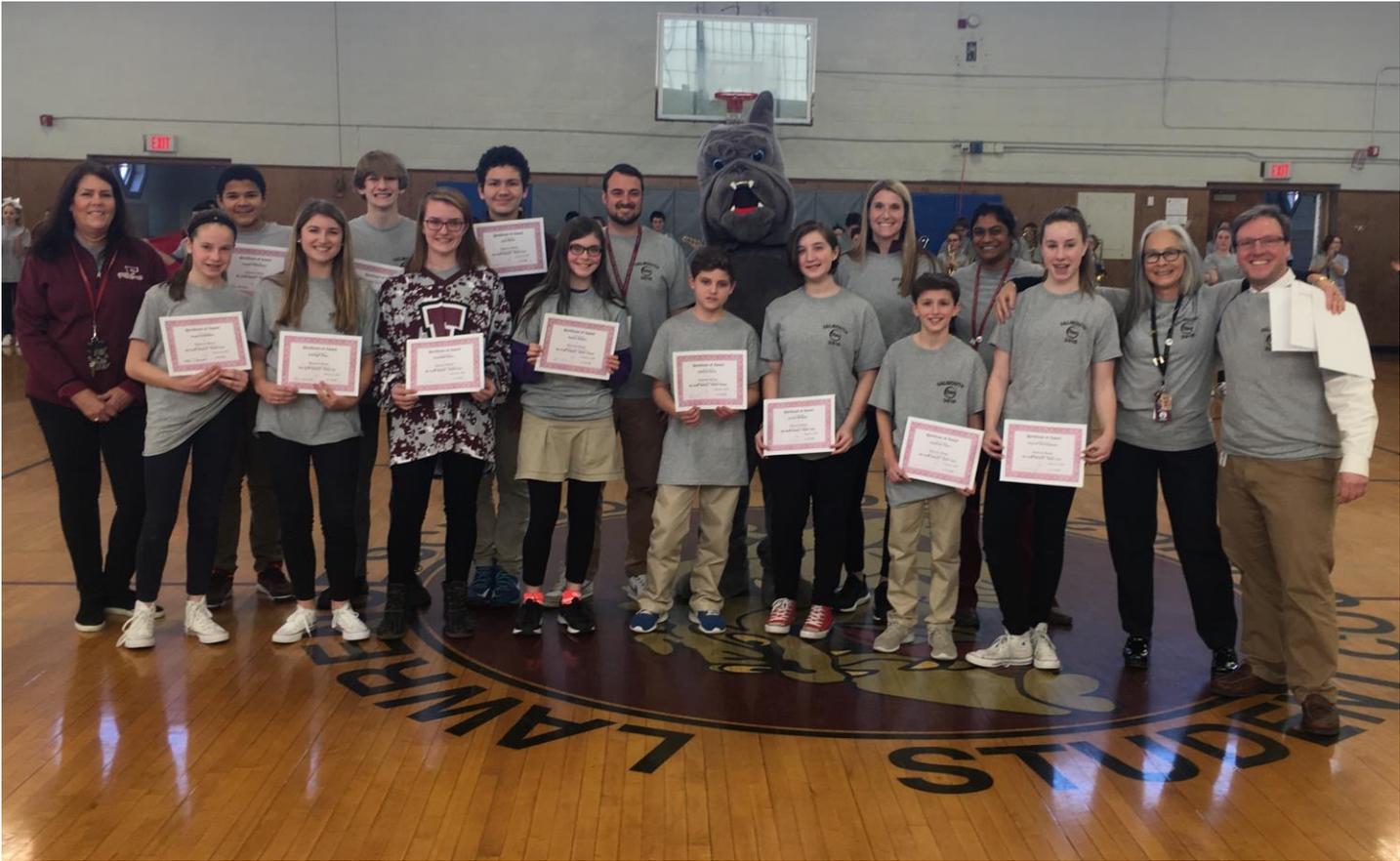
- ✓ Maintain and enhance relationships with municipal, county and state agencies to continually improve safety planning, drills and implementation of additional security measures

Community Partnerships - Strategic Initiative 3

- ✓ Establish a comprehensive communication plan for effective communication with all stakeholders

Action Steps

- Recruited two faculty members who attended ALICE training in the summer of 2018
- Participate in full staff ALICE training
- Participate in district's roll out of ALICE training
- Develop a request plan for Go-Buckets and accompanying supplies
- Participated in mass casualty incident drill
- Participate in fire drills
- Participate in lockdown drills
- Participate in reunification drill
- Coordinate with Falmouth Police Department and Falmouth Fire Department as necessary
- Schedule police details for school events as necessary
- Plan in-house medical emergency drill with Lawrence School Medical Emergency Team
- Solicit feedback from faculty, staff and students regarding school safety and security protocols
- Monthly Lawrence School Safety Committee Meetings
- Weekly Lawrence School Administrative Team Meetings
- Ongoing review and assessment of school's security camera system
- Ongoing and regular communication and collaboration with SRO
- Ongoing review and development of building-based safety and security protocols



LAWRENCE SCHOOL