

Lexington Public Schools



Elementary, Middle and High School
Improvement Plan Highlights 2015-
2016



Bowman Elementary School

Success: Mathematics Education

Bowman was in the second year of a two-year focus on Mathematics in our professional learning (faculty and principal Thursday time). This year, all staff learned ways to support growth mindset in math, how to use questioning to support math reasoning and we unpacked essential math practices at every level. Teachers engaged in job embedded co-teaching as well. Faculty met thirteen times this year led by Sharon FitzGerald and Linda Menkis.

To Work On: Next Steps in Cultural Proficiency

Bowman has been working on developing educators understanding of culturally proficient teaching practice. This summer and coming year we will be working on integrating a curricular focus on global understanding and anti-racist education with our current curriculum in Responsive Classroom (Serious News) and Open Circle. We are fortunate to have been invited to partner with the HGSE "Reimagining Integration Project", looking how schools promote best practices creating inclusive environments where all voices are honored.



Bridge Elementary School

Success: Positive Behavior Intervention and Support Systems (PBIS)

The growth and development of our Positive Behavior and Support Systems. This includes alignment to our All School Morning utilizing the Responsive Classroom Morning Meeting format as well as the embracement by staff and students regarding the program. Bridge has developed the ABCs (Attitude Behavior and Character) that guide rewards and positive reinforcement

To Work On: Professional Learning

Continue the growth and refinement of the implementation of Teachers' College Readers' and Writers' workshops through the professional learning offered by the curriculum and literacy departments as well as embedded professional learning through the literacy coaching model.



Estabrook Elementary School

Success: Embedded professional learning

Estabrook focused on a teacher-led form of professional learning called “unconferences” sharing their professional expertise with one another over a wide span of topics. Estabrook also focused on peer observations and classroom walkthroughs across grade levels and vertically K-5 with mentors, coaches, district colleagues, Teachers College trainers, and Lowell as a partner school. Embedded professional learning helps us become an even stronger learning community by sharing our expertise and growing collectively.

To Work On: Digital citizenship curriculum

This year, Estabrook developed a diverse working group of educators to create additional digital citizenship lessons and parent resources. This summer, Estabrook will join with district elementary educators to expand the district’s elementary curriculum in this area. In 2016-2017, Estabrook seeks to implement expanded Internet safety lessons and increase parent education to help promote a stronger digital citizenship partnership between home and school.



Fiske Elementary School

Success: Data Team Student Profiles

Fiske has worked to develop longitudinal student profiles for each student with the beginning grade being kindergarten this year. The profiles include performance data and intervention data that is easily shared and follows a student as they progress through the school. Teachers are very excited to have all information compiled in one location as we work in data teams and to meet the needs of all students. This is one tool that supports the work of the school with providing intervention for students.

To Work On:

Plan and establish professional learning opportunities for staff that will correlate to professional learning opportunities for parents. This will continue to strengthen the home-school partnership and bring the most consistency for parents. This includes professional learning with staff and outside professional development providers.



Harrington Elementary School

Success: Coaching & Student Voice

“Everyone Deserves a Coach”

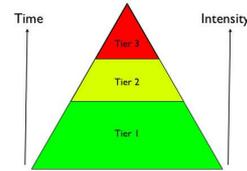


Student Leadership & Student Voice



To Work On: RTI & Transition

Refining RTI Model - Academic & Pro-Social



Building Professional Community





Hastings Elementary School

Success: Coaching Model

We provided expanded opportunities for coaching across literacy and math content areas, across classrooms, grade levels and buildings. Hastings grade level teams and individual teachers met with both the literacy and math coaches to plan and co-teach lessons. Hastings teachers visited Bowman to see Labsite Wednesdays in action. Four new classroom teachers observed in each other's rooms and debriefed. Coaches facilitated many professional learning sessions with all teaching staff.

To Work On: Building Project

The opportunity to partner with MSBA moves forward the process for the building project. Recognizing the critical need for increased space, MSBA has approved our enrollment projection of 645. The community will work with professionals to design a facility that meets the district's educational program and addresses the enrollment increases with a 30 section building on the current site.



Jonas Clarke Middle School

Success: WIN Block Implementation

The implementation of the WIN block pilot in our schedule this year was a success. Based on survey results, teachers, students and parents indicated that providing time during the school day for students to get what they need, when they need it was important for the academic achievement and social / emotional development of our students.

- 77% of staff reported they have better access to students for intervention during the school day
- 85% of parents felt that WIN helps their child feel less stressed about school
- 74% of students feel less stress because they were able to take a break during the school day

To Work On: Continue to refine the RtI process at the secondary level by focusing on on Tier 1 instructional practices

Next year Clarke will focus on identifying, implementing and monitoring a variety of best practices to sustain and improve the academic achievement and social emotional development of all students. Some of these best practices include creating opportunities for students to show their thinking in the classroom, using personalized technology as a tool for learning, and offering a variety of professional learning opportunities for staff.



William Diamond Middle School

Success: RTI Framework

After several years of work, we have crafted a draft framework for our secondary level RTI (“child study”) system. The system involves layers of teams with diverse functions, all designed to play a part in supporting learners. The key foundation of the system is the frontline teacher teams, who have been working hard to understand and support diverse learners. Multiple other teams serve as a resource when additional ideas or supports are still needed.

To Work On: “Tier 1” Strategies

We plan to allocate professional time next year to investigate strategies that will help us make our daily practice even more accessible and inclusive. Teachers and teacher teams are working hard to support all learners. We want to give teachers time to gather even more tools for their toolkits. We plan to explore approaches designed to support specific types of learners, as well as approaches designed specifically to be open to all.



Lexington High School

Success: Flexible Intervention Blocks

In response to discussions we have had around academic workload and time, we formed 2 faculty committees to explore options for providing flexible blocks during the school day. Committee members, other faculty, students, and the LEA president visited Conval High School to observe and ask questions about the school's model. In April, the faculty voted to include 3 flexible blocks to: re-learn, receive extra help, make-up work, and complete individual and group work.

To Work On: School Safety

In order to continue to support the social, emotional, and physical well-being of students, faculty, and staff, we need to work closely with the Central Office, Public Facilities, and safety officials to improve the security of buildings through physical infrastructure changes and related procedures. We also need to partner with the community on continued education for the appropriate use of social media.