Lane School
School Improvement Plan

2019-2020

Accomplishments

- Successful integration of additional SAIL classroom

- New playground

- Highest ELA Scores in State for Gr 5

- Lucy Calkins Program

- Improved Fountas and Pinnell administration

- Responsive Classroom

- Improved data aggregation and disaggregation

- A coherent, high-level science curriculum

Context

- Increasingly complicated student population

- Social/Emotional Learning (SEL)

- Accountability/ Next Generation MCAS

- Maximizing learning time

Context

- ==Increasingly complicated student population==

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"HIGH NEEDS" STUDENTS

2013: 29%

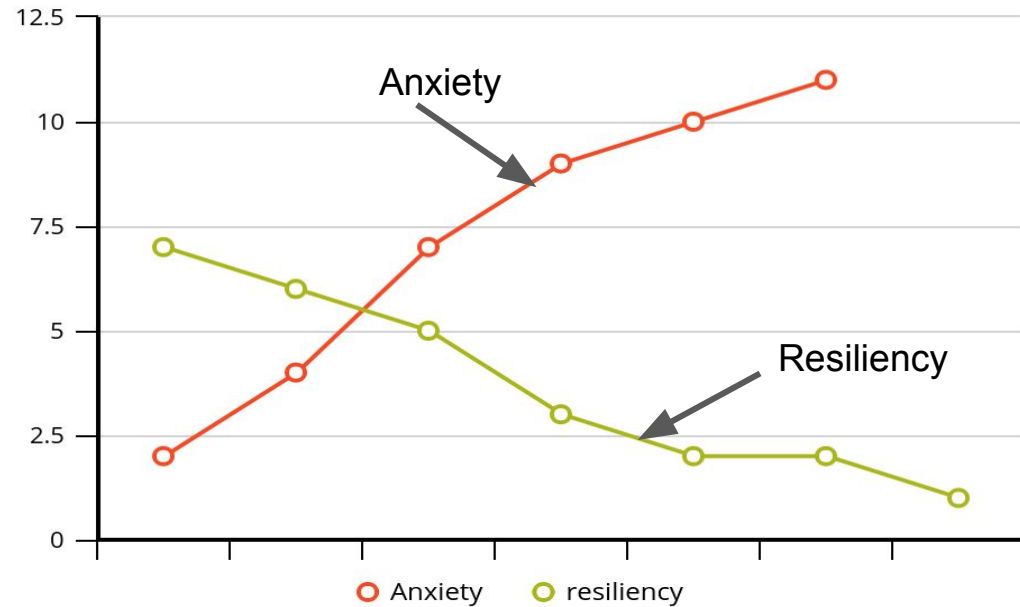2019: 35%

Anxiety vs Resiliency

Context

- Increasingly complicated student population

- **Social/Emotional Learning (SEL)**

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Need to create a school environment that fosters resilience

- Targeted Counseling Work

- Whole Class Lessons

- Responsive Classroom and Sanford Harmony

- Pilot Mindfulness Lessons

- Parent Education/Support

SEL for Equity and Diversity

- Transgender and Gender Identity
- Safe and Supportive Schools Dept of Ed.
- Continued Professional Development
- Culturally Responsive Teaching
- Connections

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Accountability/Next Generation MCAS

- ● **All grades do the online version- 2019**

- ● **Example: Words vs Drawings**

- ● **Focus on lowest performing students (25%)**

Bedford Literacy

"Developing <u>all</u> students' abilities to comprehend complex texts is essential to their achieving depth of understanding, analytical and inferencing skills, and enduring independence as thinkers and learners"

Enduring Understanding Gr 3 ELA

"Informational texts have specific features that aid in understanding."

Gr 3 Reading Standard

Use information gained from illustrations and words in a text to demonstrate understanding

NEXT GENERATION MCAS GRADE 3

"Write an essay that explains how the author uses text features to help the reader understand grizzly bears. Be sure to use information from the passage to develop your essay"

Grade 3 MCAS ELA Proficiency

2017　**65%**　　　HIGH NEEDS　**42%**

2018　**66%**　　　HIGH NEEDS　**43%**

What's New 2019-20?

- Improved Phonics Alignment- FUNDATIONS

- Scheduling Larger Literacy Blocks

- Increase in literacy coaching

- Landmark Outreach: Language-Based Classrooms

Lucy Calkins

- Full expansion to all classrooms

- Differentiate

- Integration for Social Studies/Science

- Expanded coaching

- Improve communication with families

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8:40		MORNING MEETING		
8:50				
9:00				
9:10				
9:20				
9:30	PE (smith)	Library	Music	Art	PE (smith)
9:40			9:30-10:15		
9:50					
10:00					
10:10					
10:20			SNACK TIME		
10:30					
10:40					
10:50					
11:00		Nolan/Grimes		Nolan/Grimes	Nolan/Grimes
11:10		11:05-11:30		11:05-11:30	11:05-11:30
11:20					
11:30					
11:40					
11:50			LUNCH		

How Do We Fit It All In?

- Committee 2019-20

- Competing vs Interdisciplinary

- Prioritizing

- Larger blocks of uninterrupted time

- Hard Choices

Supporting our Teachers

- New Math Coordinator
- Increase transparency with classroom observations
- Student Insights