



LAWRENCE
PUBLIC SCHOOLS

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Student Opportunity Act Plan 2021 – 2023
DRAFT

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Superintendent

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Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

LPS DISTRICT PRIORITIES 2020-2021

- 1. Student Achievement** - Provide equitable, standards-aligned curricula and instruction for all of our students
- 2. Support Services** - Expand continuum of academic, social-emotional and mental health support, particularly for at-risk students
- 3. Engagement** - Grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, holistic development.

Lawrence Public Schools (LPS) serves over 13,700 students PK-12 including over 5,000 English Learners (EL) and over 2,400 Students with Disabilities (SWD). In November 2011, the Massachusetts Board of Elementary and Secondary Education voted to place LPS in state receivership. Despite the improvement that LPS has shown in many measures, including student achievement and graduation rates, we have not significantly closed achievement gaps for two of our subgroups: English Learners and Students with Disabilities. Please see tables below for specific data as it relates to the achievement of Students with Disabilities (SWD), Non-Disabled Students (ND), English Learners (EL) and Non-English Learners (Non-EL).

Population	% of District
First Language not English	72.3
English Learner	36.2
Students with Disabilities	18.5
High Needs	85.6
Economically Disadvantaged	70.7

ELA MCAS % of Students Meeting or Exceeding Expectations																				
	2017						2018						2019						3 Year Gap Analysis	
	SWD	ND	Gap	EL	Non-EL	Gap	SWD	ND	Gap	EL	Non-EL	Gap	SWD	ND	Gap	EL	Non-EL	Gap	SWD	EL
Grade 3	3	31	28	12	36	24	7	38	31	14	42	28	12	41	29	21	43	22	1	-2
Grade 4	2	32	30	6	33	27	4	38	34	11	45	34	5	34	29	10	38	28	-1	1
Grade 5	4	27	23	5	27	22	4	37	33	5	38	33	5	36	31	3	41	38	8	16
Grade 6	5	35	30	3	37	34	5	34	29	3	35	32	6	41	35	3	44	41	5	7
Grade 7	2	32	30	5	32	27	2	29	27	3	31	28	7	35	28	6	36	30	-2	3
Grade 8	4	37	33	6	38	32	4	32	28	5	33	28	3	32	29	2	37	35	-4	3
Grade 10*	43	84	41	42	85	43	45	81	36	52	87	35	7	36	29	1	44	43	-12	0
Grades 3-8	2	32	30	6	33	27	5	35	30	8	37	29	6	36	30	8	40	32	0	5

*Grade 10 implemented Legacy MCAS in 2017 and 2018, in 2019 they implemented NextGen MCAS

MATH MCAS % of Students Meeting or Exceeding Expectations																				
	2017						2018						2019						3 Year Gap Analysis	
	SWD	ND	Gap	EL	Non-EL	Gap	SWD	ND	Gap	EL	Non-EL	Gap	SWD	ND	Gap	EL	Non-EL	Gap	SWD	EL
Grade 3	6	45	39	24	48	24	11	40	29	21	41	20	11	33	22	19	34	15	-17	-9
Grade 4	9	38	29	17	38	21	7	38	31	18	41	23	9	37	28	16	38	22	-1	1
Grade 5	9	35	26	10	35	25	4	27	23	4	29	25	4	29	25	5	33	28	-1	3
Grade 6	6	37	31	7	38	31	6	33	27	4	34	30	9	41	32	7	43	36	1	5
Grade 7	4	36	32	8	36	28	4	30	26	4	33	29	11	42	31	11	44	33	-1	5
Grade 8	8	43	35	15	42	27	6	45	39	12	45	33	5	40	35	7	45	38	0	11
Grade 10*	15	64	49	20	64	44	17	62	45	30	66	36	9	36	27	5	43	38	-22	-6
Grades 3-8	7	39	32	15	39	24	6	36	30	12	37	25	8	37	29	11	40	29	-3	5

*Grade 10 implemented Legacy MCAS in 2017 and 2018, in 2019 they implemented NextGen MCAS

In ELA, we have seen the gap between SWD and ND students increase over the past three years, most significantly in grades 5 and 6. In ELA we have seen the gap between ELs and Non-ELs increase in every grade level with the exception of grade 3. In Math, LPS has done a relatively better job closing the gap between SWD and ND, especially at the 10th grade level, where the gap has shrunk by 22 points. The EL achievement gap has grown in Math in every grade with the exception of grade 3 and grade 10. While this data is based on summative state tests, our local data (both quantitative and qualitative) shows similar trends that we are not closing the gaps for our highest needs subgroups, ELs and SWD.

Our data analysis leads us to summarize the following conclusions:

- An expansion of our current co-teaching pilot for English Learners and Students with Disabilities will lead to an increase in student achievement of both subgroups.
- An increase in personnel and services to support holistic student needs with a focus on Students with Disabilities and English Learners will ensure students are supported in a holistic manner consistent with academic, intervention, enrichment, and wraparound services.
- An increased attention to supporting educators in their implementation of high-quality aligned curriculum will help LPS reduce the achievement gap in ELA and Math, specifically for our ELs and SWD.
- An investment in school facilities will provide all students with a safe, healthy, and welcoming learning environment

→ **Commitment 2: Using Evidence-Based Programs to Close Gaps**

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

The Student Opportunity Act offers the Lawrence Public Schools (LPS) the chance to commit to additional evidence-based programs to close opportunity and achievement gaps among our student subgroups most in need of this support. Specifically, the plans described in this proposal will focus on *Students with Disabilities* and *English Learners*. The Department of Elementary and Secondary Education has recommended that, based on our district’s projected increase in Chapter 70 state aid and less a reasonable factor for inflation, LPS should allocate a minimum of \$21.7 million in Year 1 (FY21) incremental Chapter 70 funds towards evidence-based programs. Based on internal projections, we anticipate that incremental Chapter 70 funds for evidence-based programs in Years 2 and 3 will continue in a similar amount of an additional \$22 million each year.

We intend to use our Student Opportunity Act funds to deepen proven programs, launch stakeholder approved initiatives, and commit to multi-year, sustained resolve to the following priority areas:

- I. Expand inclusion/co-teaching for students with disabilities and English learners*
- II. Increase personnel and services to support holistic student needs*
- III. Supporting Educators to Implement high-quality aligned curriculum*
- IV. Improve facilities to create healthy and safe school environments*

In addition to the narrative included in this proposal, the accompanying budget file provides a detailed FY21 budget for these programs totaling **\$16,723,833** which is aligned with the recommended minimum. These investments are summarized as follows:

DESE Evidence-Based Program	LPS Initiative	Allocated Funds
<i>Expand inclusion/co-teaching for students with disabilities and English learners</i>	Inclusion Support and Co-Teaching Expansion	\$2,316,137

<i>Increase personnel and services to support holistic student needs</i>	School-Based Stabilization Teams and Increased Mental Health Supports	\$4,048,600
<i>Supporting Educators to Implement high-quality aligned curriculum</i>	High Quality Professional Learning, Evidenced-Based Curricula, Intervention, and Assessment Supports	\$10,420,000
<i>Improve facilities to create healthy and safe school environments</i>	Improve Learning Conditions through a Commitment to Improved Facilities	\$5,000,000

Please read below for more detailed information on each LPS Initiative.

I. Expand inclusion/co-teaching for Students with Disabilities and English learners

The Lawrence Public Schools’ (LPS) Office of Student Support Services is dedicated to providing a continuum of services and programs to meet the individualized needs of all students identified with one or more disabilities in the least restrictive environment (LRE). The district is invested in continuing robust models of meaningful inclusion alongside typical peers. At present, more than 70% of students identified with disabilities are served in full or partial inclusion settings with the goal of increasing meaningful inclusion opportunities over the next several years.

Additionally, LPS is committed to a vision of inclusion for all students that has been defined by members of the *2019-20 Special Education Advocacy Cabinet*. This stakeholder workgroup includes school leaders, teachers, parents, and community members. This vision has been shared and promoted with members of the SEPAC and ELPAC and can be on the LPS website under the Office of Student Supports.

The vision ensures that LPS is committed to embracing effective inclusive practices by providing increased and meaningful opportunities, supporting additional resources for each neighborhood zone of feeder pattern schools to ensure a continuum of services, offering high quality professional learning and advocacy, and promoting the understanding that student’s individual needs must be considered. The specific tenets of this vision are as follows:

- Inclusion in Lawrence Public Schools relies on a values-oriented mindset.
- Inclusion in Lawrence Public Schools requires strategic scheduling.
- Inclusion in Lawrence Public Schools must be student-centered.

The goal of advancing the ideals of this vision through the funding stream provided by the Student Opportunity Act allows LPS to expand on the solid foundation of a high quality and well-supported co-teaching model. Further, this opportunity will increase support for an ever-increasing number of students identified with Autism who will benefit from learning alongside typical peers while supported by specialized educators.

2019-2020 Co-Teaching Pilot

Through a residency partnership with Dr. Marilyn Friend, LPS launched a very successful co-teaching pilot in four schools during 2019-20. Marilyn Friend, Ph.D., Professor Emerita of Education in the Department of Specialized Education Services at The University of North Carolina at Greensboro, is also Past President of the Council for Exceptional Children (CEC), the largest international professional organization dedicated to improving the

educational success of children and youth with disabilities and/or gifts and talents. Dr. Friend is the author or co-author of widely used college textbooks on special education: a variety of co-teaching materials for teachers and administrators; more than 50 articles about collaboration, inclusive practices, and co-teaching; and a highly popular video series on co-teaching and other inclusive practices.

The four LPS co-teaching elementary classrooms included a general education teacher and a dedicated full-time special education teacher. Each class was composed of 60% typically performing students along with 40% of students identified with significant learning disabilities. Most of the Students with Disabilities (SWD) were formerly assigned to pull-out services for as much as 60% of their school day prior to the full inclusion co-teaching opportunity. Additionally, two middle school teams were afforded an additional special education teacher to support the needs of SWD in core content classes. An initial data review of student growth outcomes from Fall 2019 to Winter 2020 (NorthWest Evaluation Association, Measures of Academic Progress) demonstrated strong results. For example, 12 of 18 students assigned to the co-teaching classroom at Frost Elementary School posted growth levels above the 40th percentile, with eight of those students above the high growth, gap closing level of the 60th percentile.

During the 2020-21 expanded Co-Teaching Initiative, LPS will add 12 dedicated Special Education Teachers and six licensed English as a Second Language Teachers who will each partner with a general education teacher. The goal will be to ensure that at least one co-teaching team will be available and supported for each school serving students in Grades K-12.

During 2020-21, Dr. Friend's services to Lawrence Public Schools will be assigned as a residency that will focus on collaboration, co-teaching, inclusive school practices, team building, shared problem solving, and interpersonal communication. During the residency co-teachers will learn:

- **Co-teaching is a service delivery mechanism.** Co-teaching exists as a means for providing the specially designed instruction to which students with disabilities and/or English Learners are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services.
- **Two or more professionals with equivalent licensure and employment status are the participants in co-teaching.** Co-teaching is based on parity. When paraprofessionals or other adults assist in classrooms, the contribution is valuable, but it is appropriately considered support rather than co-teaching.
- **Co-teachers share instructional responsibility and accountability for a single group of students for whom they both have ownership.** Both educators contribute to instruction as part of co-teaching. Perhaps the most significant re-conceptualization critical for co-teaching is the notion of a two-teacher classroom—rather than a one-teacher classroom with “help” available from the other teacher.
- **Co-teaching occurs primarily in a shared classroom or workspace.** Although instructional reasons sometimes exist for physically separating students and teachers, co-teaching usually involves multiple activities occurring in one place. Of course, this implies that co-taught classes tend to be highly interactive places with high levels of student engagement.
- **Co-teachers' specific level of participation may vary based on their skills and the instructional needs of the student group.** This is important, especially in middle and high school, when special educators and/or ESL teachers are co-teaching in subjects in which they have had limited professional preparation. Their skill and comfort for contributing to initial instruction may take time to develop. In such situations, care must be taken by co-teachers to outline roles and responsibilities so that both professionals have meaningful roles.

Expansion of the Independent Learning Program for Students with Autism

A successful pilot for students with Autism and Intellectual Impairment was launched in 2017-18 and has grown to 12 programs serving students across the district in Grades PK-12. Many of these students were formerly assigned to the district's more restrictive Therapeutic Day School (School for Exceptional Studies) and are now accessing their education in inclusive environments. The district has also coordinated and supported the increased

assignment of Board Certified Behavior Analysts (BCBAs) to support the staff and students in these Independent Learning Programs (ILP) for students with Autism. During 2019-20, LPS also increased the number of BCBAs from five to eight.

A focus on Inclusion that ensures that all students have the opportunity to learn in schools and classrooms alongside typical peers is required. Ensuring specialized supports, expert behavior analysis, and augmentative/assistive technology is paramount to success for this growing group of students. Launched with two programs during 2017-19, LPS has expanded the Independent Learning Program (ILP) to include 12 models for more than 300 students in Grades PreK-12. While approximately 50 students with Autism continue to be served at the School for Exceptional Studies, the vast majority are learning in full or partial inclusion programs across the district.

The ILP has been designed as a well-supported setting for students diagnosed with Autism Spectrum Disorder. The program is resourced with educators, special education teachers, paraprofessionals, and BCBAs, trained in the principles of Applied Behavior Analysis. Students supported by this program have access to the general education setting and activities, exposure to the Common Core and related curriculums as well as social opportunities with same age, non-disabled peers, while still receiving individualized supports as needed in the ILP setting. Focused on academic achievement, work habit behavior, and generalizing socially appropriate behaviors, the ILP also reinforces learning related to functional communication, independence, and self-regulation. Each student has an appropriate grade level homeroom, is included in grade level core content, integrated studies, and enrichment opportunities. Families are included in the community with opportunities to engage in school related functions.

Second only to Specific Learning Disabilities, students identified with a primary disability of Autism now represent more than 13% of all LPS students with disabilities. A number of these students are also identified as English Learners. It is critical that LPS provide enhanced supports, expert professional development, and a continued focus on program expansion.

The SOA funding will ensure that LPS can sustain and expand the ILP program. LPS will add another four ILP programs for 2020-21. These programs are needed for students who are aging out of current ILP programs launched at the primary and elementary levels. Of particular focus will be support for students with Autism who will be transitioning to the high school campus.

In addition to adding FTEs, LPS will expand the services of Dr. Patricia McDaid, a Autism and Behavior Specialist to include an in-district residency. Dr. McDaid completed her doctorate at Boston University where she taught several university classes in the department of special education. Dr. McDaid has worked with students having intensive educational needs for the past 27 years, with a special focus on positive behavioral interventions and developing augmentative/alternative communication systems for individuals with severe and profound disabilities.

While partnering with LPS, Dr. McDaid has been instrumental in training and supporting special education educators and BCBAs who are supporting ILPs. For 2020-21, Dr. McDaid will expand this focus to provide individual student consultation, training, in-class coaching and technical assistance to educators, including general education teachers and administrators serving students identified with Autism. These supports will be delivered as embedded school-based professional learning where Dr. McDaid will facilitate educators to design educational/behavioral support materials, develop rating materials to share with colleagues, create student specific tools, and share examples of curriculum modifications. Dr. McDaid will also provide monthly in-class coaching to each ILP program providing a summary of strengths and next steps.

Specific topics for Dr. McDaid's coaching will include:

- Creating inclusive school communities
- Inclusive education for students with autism spectrum disorder
- Increasing inclusive opportunities for students with intensive special needs

- Strategies to decrease and prevent challenging behavior in the classrooms
- Creating trauma-informed classrooms to support positive behavioral outcomes
- Introduction to functional behavioral assessment for non-special educators
- Creating function-based behavior intervention plans
- Using Zones of Regulation with schools, classrooms, and individual students
- Evidence-based classroom management strategies
- Supporting students with complex social-emotional and behavioral needs
- Verbal de-escalation strategies for classroom teachers

Augmentative and Alternative Communication to Increase Inclusion Opportunities

Another critical area of need for LPS related to inclusion opportunities for students identified with communication disabilities is in the area of Augmentative and Alternative communication (AAC). SOA resources will also provide training along with increased access to the technology and communication applications our students will benefit from.

AAC encompasses the communication methods used to supplement or replace speech or writing for students with impairments in the production or comprehension of spoken or written language. For 2020-21, LPS will expand a partnership with Gray Consulting. Gray is a proven partner offering educational consulting specializing in Augmentative Communication, Assistive Technology, and speech therapy. Relying on a weekly school consultation module, Gray will be available to schools, special education directors, case managers, and educators to offer recommendations and guidance. In addition, Gray will provide evaluations and reports for team meetings as needed. Gray will continue to support and empower LPS to develop internal Assistive Technology systems.

Additionally, Gray will support LPS to continue a course for selected Speech Language Pathologists and Occupational Therapists to develop the skills needed to act in the role of a district-based AAC Assessment Team for LPS. It is anticipated that as more LPS Related Service Providers become skilled in the area of AAC, we will be best positioned to offer low and/or high tech AAC devices and applications for our students in need.

II. Increase personnel and services to support holistic student needs

There are significant data available to support the focus for LPS to ensure students are supported in a holistic manner consistent with academic, intervention, enrichment, and wraparound services. The social and emotional health of students is a critical area for support that LPS has identified for improvement. These data promote the need for services most dramatically for Students with Disabilities and English Learners:

STUDENT DROPOUT RATES	2017-18 MA	2017-18 LPS	2018-19 MA	2018-19 LPS
ALL Students	1.9%	5.1%	1.8%	5.0%
English Learner	7.6%	9.3%	7.1%	7.3%
Students with Disabilities	3.4%	8.2%	3.1%	4.7%

4 YEAR GRADUATION RATES	2018 MA	2018 LPS	2019 MA	2019 LPS

<i>ALL Students</i>	87.9%	71.9%	88%	71.4%
<i>English Learner</i>	64.1%	62.9%	64.4%	56.3%
<i>Students with Disabilities</i>	72.4%	47.8%	73.9%	50.0%

OUT OF SCHOOL SUSPENSION	2017-18 MA	2017-18 LPS	2018-19 MA	2018-19 LPS
<i>ALL Students</i>	2.9%	4.0%	3.0%	4.7%
<i>English Learner</i>	3.7%	4.7%	3.6%	4.1%
<i>Students with Disabilities</i>	5.8%	8.9%	5.7%	9.4%

Student Assistance and Support Stabilization Teams

To meet the growing need for students struggling with emotional and/or behavioral regulation, the district is proposing the addition of four Student Support and Assistance (SSA) Stabilization Teams. These teams will be composed of specialized personnel that will include Social Workers, Psychologists, Counselors, and/or BCBA's. An SSA Team will be deployed to one or more schools as a resource for observing the student(s) in need, determining functions of behavior(s) including antecedents, performing functional behavior assessments, developing behavior intervention plans, and training school-based staff to implement, monitor, and assess the progress.

With SOA funding, it is anticipated that the SSA teams will be recruited, trained, and available for the 2020-21 school year. SSA teams will provide consultation, resources, community/agency outreach, family engagement, and stabilization for Tier 3 students exhibiting internal and/or external maladaptive behaviors or dysregulation.

The district will adopt one or more universal screening tools to identify those students who present as at-risk and in need of supports that may not be available at the school level. Such screeners may include the **Systematic Screening for Behavior Disorders (SSBD)** for Grades PK -9 and/or the **Holistic Student Assessment** from the PEAR Institute at McLean Hospital for Grades 4-12. The premise for adopting universal screeners is related to the well documented fact that early intervention can make a positive difference in the lives of students with severe and/or chronic behavior disorders.

Early identification of at-risk students—and subsequent intervention—can increase students' opportunities for school success dramatically. Universal screening allows teams to provide early intervention and remediation. By identifying students proactively early in their development, SSA teams may prevent escalation of problems before they become more serious. While the full plan and protocol for the function of SSA teams is evolving, the following steps will be included:

1. At-risk students, identified by school personnel, will be first referred to the school based **Response to Instruction and Intervention (RtII)** team for a 4-6 week period of data collection. Data related to the student's response to the specific school-based interventions will be monitored and documented in the

student's profile via the Frontline RtII Module. This will also ensure that parents/guardians have been included and informed of interventions and supports.

2. At-risk students not responding to the initial interventions/supports, will move into a second round of RtII and will be referred for review with one or more universal screeners to include parent notification and consent as part of the RtII process.
3. Recommendations from the screening that rise to a Tier 3 level of needed support will signal a referral to an SSA team.
4. The SSA team will review the RtII module documentation along with the screener reports and recommendations. The SSA team will provide the necessary family, agency, and school outreach necessary to support regulation and improvement.
5. Depending on the specific needs of the case, an SSA team may spend a number of days or weeks at the school supporting the at-risk student and school-based professionals. During this time, a more detailed Functional Behavioral Assessment and related Behavior Intervention plan will be implemented.

Several Universal Screeners are under review for adoption with SOA funding including the Systematic Screening for Behavior Disorders (SSBD) and the Holistic Student Assessment (HSA).

Social Emotional Learning Grounded in a Multi-Tiered System of Supports

Students' ability to learn well depends not only on instruction, but also on factors such as school climate, a sense of belonging with peers, positive relationships with educators, and the feedback they receive. These areas are best addressed by a commitment to a Multi-Tiered System of Supports with attention to robust programs that focus on Social and Emotional Learning (SEL). It is critical that all LPS educators understand and promote the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. SOA support for SEL is necessary to develop competencies - in addition to academic content knowledge - that will be necessary to succeed in college and in careers. Effective SEL programming must begin in preschool and continue through high school. Effective SEL programming in LPS will promote the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Many risky behaviors such as drug use, violence, bullying, and dropping out can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, along with broad parent and community involvement in program planning, implementation, and evaluation. As Maurice Elias, the head of Rutgers University's Social Emotional Learning Lab, has stated, schools have a "moral and ethical imperative" to take responsibility for students' well-being, not just their academic knowledge.

To that end, LPS will expand the commitment to Restorative Justice Practice and offer additional supports in the form of increased FTEs for school counselors. In some LPS schools, student:counselor ratios are more than 500:1. This is unacceptable. Through SOA, LPS plans to shift this trajectory in favor of increased support, relentless professional learning, and vetted SEL curricula that promotes the competencies advocated by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

III. Supporting Educators to Implement High-Quality Aligned Curriculum

The Lawrence Public Schools' community is committed to providing all students with a high-quality education that closes both the opportunity and achievement gaps between our students and their suburban peers. This begins with a significant commitment to our youngest students. With support from SOA, LPS will leverage external

partners - including the Achievement Network, UnboundEd, and HGSE Datawise - alongside our district and school-based personnel to build and communicate a clear vision for excellent instruction, determine the tools (including curricula) needed to support that vision, and provide excellent, job-embedded professional development. Through a consistent long-term vision and aligned support, we will work to provide all students in Lawrence, especially Students with Disabilities and English Learners, with instruction that both meets them where they are and provides them with the grade-level, standards aligned instruction they need to meet the high expectations they deserve.

The district's ultimate goal is for each Lawrence school to **provide students with a rich, high-quality education that enables them to graduate from college or enter the workforce at comparable rates to their suburban peers.** To achieve this goal, our schools share a common vision for excellent teaching and learning, which we call the "Four Pillars."

LPS Four Pillars of High-Quality Teaching & Learning:

- I. Rigorous standards are the foundation for student achievement.
- II. High-quality enrichment opportunities engage students and create well-rounded learners.
- III. All students can achieve at high levels if they believe that hard work can drive success.
- IV. Critical thinking skills prepare students for success in college and the workforce.

Although each school in Lawrence sets its own academic program, the entire **LPS community shares this common vision of Four Pillars of excellent teaching and learning.** This is what makes Lawrence unique: *We are a district of self-directed schools with individual plans for innovation and growth, yet all working to achieve a common vision for our community's students.*

LPS has demonstrated a strong commitment in this area through a districtwide commitment to immersive professional learning with close to 200 educators completing UnboundEd's week-long Standards Institute. In addition, eight schools have already sent a team to the Harvard Graduate School of Education to participate in the immersive DataWise program along with follow up embedded school-based coaching.

As we look to build upon the success we have experienced over the past several years since entering receivership, we recognize that these high quality professional learning opportunities, coupled with a commitment to promote researched-based curricula, are critical levers for closing achievement gaps. As a direct result of SOA funding, LPS will be well positioned to expand the commitment for providing equitable, standards-aligned instruction to all of our students, starting with those at the earliest grades.

Partnering with Keys to Literacy

The Lawrence Public Schools will partner with **Keys to Literacy** to facilitate a process to develop a district-wide literacy plan for all students Grades PK-12 with an emphasis on students identified as English Learners and Students with Disabilities. The purpose of the plan is to develop short- and long-term goals and action steps that will guide decisions related to literacy at the school and district levels.

A **Keys to Literacy** consultant will assist a taskforce in using a literacy planning model and process to develop this plan. The Literacy Task Force, inclusive of central office leaders, principals, and teachers (general, special education,

and ESL) will be at the center of the process. **Keys to Literacy** will provide support and facilitation to bring the team through the stages of the process.

- **Initiation Stage (Spring/Summer 2020):** Taskforce members will participate in professional development to develop shared knowledge related to K-12 literacy, learn the model that will be used to develop the literacy plan, and identify roles that team members will play in the process including identifying the lead team facilitator.
- **Action-Planning Stage (Fall 2020):** Based on data analysis of current practices, programs, and curricula, the team will identify and prioritize goals and action steps in each component area. The Literacy Taskforce will work in concert with the High Quality Professional Learning Initiative.
- **Writing Plan Stage (2020-21):** A three-to-five year, flexible literacy plan will be developed as a roadmap for literacy-related decisions based on the identified goals. The roadmap will include specific recommendations, benchmarks, and supports for Students with Disabilities and English Learners.

High Quality Professional Learning (HQPL) – A Cohort-Based Plan for Closing Achievement Gaps in Partnership with the Achievement Network

Finding balance in this opportunity



Under the leadership of Superintendent Cynthia Paris, school leaders and district directors in Lawrence Public Schools are committed to strengthening high-quality practices that support cycles of planning from complex texts and standards, purposeful use of formative data, and grade-level instruction. The Achievement Network has worked alongside Lawrence leaders and teachers more deeply in the past two years through a combination of Communities of Practice and full partnership coaching to complement long-time use of ANet interim assessments. During 2019-20, six schools are partnering with ANet instructional leadership coaches, building their leadership teams to own regular teaching and learning cycles in a variety of ways and at differing levels of skill. This effort will benefit all learners but will be targeted toward students with unfinished learning, especially those identified as English Learners and/or Students with Disabilities.

LPS is confident that this grade-alike cohort plan will support school leaders' continued progress and will allow increased participation. This plan will translate into more consistent teaching practices and steadily improved learning outcomes. By helping teachers more deeply understand the standards and choose researched-based curricula while providing them with quality instructional leadership, they will be well positioned to help their students reach the expectations of the grade-level standards.

In order to provide equitable instruction for all students, we need to:

- **Create a clear vision for strong instruction** - The first step in our process is to define what we mean when we say we want to see strong, equitable instruction in each classroom. This includes the content and pedagogical practices we expect to see in classrooms, the data we will use to inform instruction, and a consistent approach to classroom observation.
- **Align on a limited set of curriculum options, outline what strong implementation looks like, and determine the support needed to achieve it** - While we have made great strides in the number of schools who are using high-quality materials, the vast number of materials in use across the district (and within schools) makes it hard to effectively support their implementation. Through a collaborative process guided by experts, Lawrence leaders in their respective grade-alike cohorts will focus on one content area along with an aligned curriculum that will be supported through professional learning led both by the district and by instructional partners. Curriculum selection will also include an analysis of materials through the lens of embedded supports for English Learners. With these selected curricula, we will outline a clear vision for implementation including a plan for preparing instructional coaches to support it. This will potentially include curriculum-specific training by curriculum providers and ongoing implementation guidance from ANet.
- **Define roles for instructional leaders in supporting great instruction grounded in the standards and high-quality curriculum** - After defining best practices in instruction and curriculum implementation, we must determine how best to support schools in achieving these visions. This begins with a clear articulation of the roles and responsibilities of the members of a school's instructional leadership team, as well as central office support. We expect to reduce the ratio of teachers to instructional coaches and allow instructional coaches to be content-specific starting in the earliest grades.
- **Provide immersive experiences and job-embedded professional development to support instructional leaders** - Once we have roles and responsibilities defined, we need to provide the professional development leaders need to be successful in their buildings. This will include increased opportunities for immersive experiences such as Standards Institute and trainings provided by curriculum experts as well as job-embedded coaching for principals and instructional coaches provided by ANet. To ensure coherence, we will aim for ANet coaches and district leaders to attend trainings alongside school-based instructional leadership teams.
- **Establish a formalized way to reflect on progress:** We will come together quarterly as a leadership team (central office and school based) to define progress against goals and share learning. We will hold ourselves accountable to the annual goals we have set.

HQPL Approach Overview

We will begin our work by bringing cohorts from interested schools together to generate Ideas and build towards our vision for excellence as it relates to curriculum, instruction, and coaching in our district. School teams will be composed of the building principal, instructional coach, and at least one teacher. These teams will be leveraged throughout the spring/summer 2020 and will also be target attendees at Standards Institute, Data Wise, and other immersive training.

Schools will be matched in grade-alike cohorts to allow them opportunities to network, learn together, and select and commit to specific curricular resources. To date, 18 LPS schools have indicated enthusiastic interest for participating in this HQPL shared work.

Each partnering school will be assigned to one of three cohorts currently assigned as follows: Early Childhood (Grades PK -2 - Five Schools); Elementary (Includes Grades 3-5 - Seven Schools); and Middle School (Includes Grades 6-8 – Six Schools). These grade focused cohorts will allow schools with similar grade structures to align along curriculum choices, instructional practice, coaching, and assessment.

The three grade-alike cohorts will meet in the spring and will work with ANet System advising and Directors of Science/Math and Humanities/ELA to do three major activities:

1. **Coalesce around aligned curriculum per grade band for each content area that the district will support in more depth-** With support from ANet System Advising, we will build a common understanding of what constitutes High Quality Materials, evaluate the current materials in place, choose district supported curricula, and develop a plan for supporting schools in implementing the chosen options.
2. **Begin generating ideas and opinions around clear district instructional vision-** The teams will work to generate ideas that will be reviewed and codified by the Directors of Humanities/ELA and Science/Math and clearly communicated to schools. Areas that need a clear vision include: excellent instruction, support for teachers, and roles and support for members of schools Instructional Leadership Teams.
3. **Identify the current state of curriculum adoption, instruction, and professional learning as well as the support needed to move from current state to ideal state-** This group will also help identify not just the vision for excellence, but the current state as well. They will work to determine the support needed to get from current state to future state, which may include training from curriculum-specific partners to launch on-going implementation. This work will form the basis of a Summer Leadership Summit taking place in August 2020 as well as the focus of the work that will continue throughout the 2020-21 school year.
4. **Focus on Evidenced-Based Intervention and Blended Learning Resources-**All students, but specifically Students with Disabilities and English Learners, require individualized resources and high quality blended learning resources to close achievement gaps. HQPL will focus on the needs of these learners along with continued support for educators providing direct support to them.

Phase I – Spring/Summer 2020

Cohort specific working groups will align on an instructional vision and help select curriculum. This work will culminate in a Summer Leadership Summit. By September 2020, the district will have a clear vision for excellence and a detailed plan for how to achieve that vision with milestones clearly marked along the way.

- **System Advising-** ANet’s System Advising team will facilitate convenings with Instructional Leadership Teams (ILTs) from 18 schools alongside the Assistant Superintendent for Student Services and the Directors of Science/Math and Humanities/ELA. These convenings will focus each cohort (Early Childhood, Elementary, and Middle) on curriculum selection and implementation.
- **Communities of Practice-** ANet’s local New England team will continue to lead Communities of Practice (CoP) focused on defining a vision for excellent instruction as well as the support needed to provide it for all students. Step forward in 2020-21: offer a CoP series to each cohort of grade alike schools (Early Childhood – 5 Schools; Elementary – 7 Schools; and Middle – 6 Schools) and expect consistent participation from District Directors (EL, Student Support Services, Science/Math, and Humanities/ELA)
- **Internal Immersive Experience-** Learnings from the System Advising work will inform an instructional leadership summit in August, at which time we will identify a revised vision of excellence, support that will be provided to be able to meet it, and the method for how we will hold ourselves accountable.
- **Leaders and Educators to July 2020 Standards Institute-** LPS will rely on SOA funds to support 30-40 educators to attend the July 2020 Standards Institute in Orlando, Florida. UnboundEd’s Standards Institute is a unique and transformative five-day professional learning experience grounded in the intersection of high standards, grade-level content, aligned curriculum, and equitable instructional practices. LPS participants leave Standards Institute with practical strategies that can improve instructional practice and leadership in our schools.

- **Data Wise Institute at Harvard Graduate School of Education June 2020-** LPS will enhance the commitment for additional school teams to participate in the Data Wise Project to support educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students.. Four new school teams will participate in June 2020.
- **Eureka Math Institute-**The vast majority of LPS schools rely on Engage NY as the preferred math curriculum. Great Minds publishes Engage NY under the name of Eureka Math. The HQPL Initiative coupled with SOA funds will provide needed resources to support educators with print materials and digital navigation tools for improving the delivery of math instruction. The summer 2020 Eureka Math Institute, scheduled to take place in Boston will provide a foundation for 30-40 educators.

Phase II – 2020-21

- **School level coaching-** ANet’s full partnership model (20 interactions) of instructional leadership coaching along with aligned tools and resources, including interim assessments for cohort schools. Coaching will build leaders’ capacity to develop their staff through content-based feedback, aligned professional development, and a focus on student data.
- **Communities of Practice-** ANet will continue to lead Communities of Practice with district leaders, school leaders, and teachers. Work will focus on providing equitable experiences for all students.
- **System Level Coaching -** Directors of Science/Math and ELA/Humanities will partner with ANet and other committed district partners to ensure a coherent system of Professional Learning for school-based Instructional Leadership Teams.
- **Measuring Progress-** In addition to ANet Interim Assessments aligned to grade-level standards, cohort schools will rely on NorthWest Evaluation Association’s Measures of Academic Progress to measure individual student growth over time, monitor school by school implementation progress, and identify specific skills gaps for Students with Disabilities and English Learners.

Additional Phases of the HQPL Initiative with support from SOA funding will be defined for 2021-2022 and beyond.

Advancing Professional Learning for 9-12 Educators to serve High Need Sub Groups

LPS High School Programs are working collaboratively to support students across programs to stay engaged, be well supported and persist towards academic achievement. The following strategies will support access to standards-aligned curriculum towards equitable access to high quality learning for all students but specifically targeted to our subgroups ELs and SWD:

- **Effective Literacy Practices for English Learners and Former English Language Learners Across Content Areas -** Collaborative planning time will be structured and targeted to increase teacher skills, knowledge and strategies towards effective engagement of students through speaking, listening, reading and writing practices.
- **Measure Academic Progress through Academic Interventions -** Teacher Leaders, Assistant Principals, Directors of Curriculum and Instructions and Pathway Directors will be trained through HGSE - Data Wise for effective use of MTSS. Use of MAPS as an assessment for student skill development in ELA and Math across all programs.
- **Vertical Alignment of Curriculum by Content -** School leaders and teams of teachers will attend UnboundEd Standards Institute to ensure equitable access to standards-aligned curriculum.
- **Effective Inclusion and Co-Teaching for ESL and SWD -** In collaboration with Districtor and HS EL Director identify key leaders in training and coaching teachers to effectively co-teach for ESL. Support the effective inclusion of SWD across programs with appropriate support by establishing Learning Centers by Academy/Programs.

- **Grades 7-12 Newcomer Programming** - Lawrence must develop a continuum of programming for our newcomer ELs (including SLIFE students). In year 1 (SY20-21), an external consultant will facilitate a process/workgroup to analyze current programming for newcomer ELs and make recommendations for a timeline of implementation. Year 2 (21-22) would be an implementation year. Associated costs would include:
 - Contractual services
 - Stipends for workgroup participants
 - Travel reimbursement
- **Competency-Based Education for Struggling Readers in Alternative Education Programs/Schools** - School leaders and Teacher Leaders will explore components of effective models of competency-based education for under-credited, over-aged students who are SLIFE/ELs/FELS/SWD. In year 1 (SY20-21): coordinate site visits to surrounding competency-based programs that serve similar populations, as well as, attend competency-based educator training through Boston Day and Evening Academy and a timeline for implementation. Year 2 (21-22) will be an implementation year.

Immersive and Embedded Professional Learning Opportunities for Culturally Responsive and Trauma-Informed Teaching Practices

LPS has embarked on a district-wide approach to increasing students’ time on learning through Restorative Practices. These practices promote advocacy, accountability, youth leadership, problem-solving and academics (critical thinking and collaboration) and social-emotional skill development while keeping the student(s) in class connected to the school community.

Restorative practice is a philosophy that values relationships, accountability and community problem-solving focused on the school environment as a community. These value-based approaches also increase the social competencies of those who have harmed the community through their actions.

Expand Training in all Three Tiers of Restorative Practices

Through the Greater School Partnerships and the Center for Restorative Justice, many schools have created a multi-year plan with clear action steps, to successfully integrate restorative practices into staff meetings, classrooms, counseling and advisory, codes of conduct and procedures, parent and community meetings through training. Many LPS staff are trained in Tier 1 - Circle Training and Introduction to Restorative Practices . While a subset of schools and their staff began steps towards training and practicing Tier 2 – Addressing Conflict and Harm using Restorative Practices and fewer schools trained and practicing Tier 3 - Restorative Conferencing for Discipline.

We have an opportunity to enhance Restorative Justice Practice through Culturally Responsive Pedagogy. The CRJ has the following available trainings towards culturally-responsive practices:

- Restorative Justice and Racial Equity
- Restorative Justice in Classroom Pedagogy
- Trauma-Informed Restorative Practice for Educators
- Family-Focused Circle Training

Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. Zaretta Hammond author of *Culturally Responsive Teaching and the Brain*

affirms,

“Cultural responsiveness is a way to use culture to build trust and relationships with students as well as develop the cognitive scaffolding that builds on the broader knowledge students already have so that they can become competent, independent learners.”

Therefore, culturally responsive pedagogy and trauma-informed practices will be a part of the natural progression of our district.

Create a Culturally Responsive Pedagogy and Trauma-Informed Practices Subcommittee of our LPS/LTU Districtwide Culture and Climate Committee (SY20-21)

Recommend an LPS Vision that is culturally responsive to the community we serve which promotes: relationship building, mutual respect, students finding themselves in curriculum and books, staff understanding structures of privilege, power and bias, staff understanding and integrating students’ culture into the learning, communication of high expectations, and a positive perspective of parents and families.

1. **Conduct a broad-based needs assessment** that will highlight more of our students and families strengths. The unique Individual and cultural strengths of LPS students are: learning a second-language, immigrating to a new country, life experiences, and their families’ stories of resiliency.
2. **Plan for Culture, Race and Bias Training for LPS staff** through the partnership with consultants and identified experts within and outside of the district.
3. **Identify Competencies for Culturally Responsive Teaching and Curriculum Training** beginning with a book study on Zaretta Hammonds, Culturally Responsive Teaching and the Brain
4. **Incorporate Components of Trauma-Informed School Practices** into the fabric of schools, including strategic planning by administrators, staff training, and direct intervention with traumatized students.

IV. Improve facilities to create healthy and safe school environments

Lawrence Public Schools enrolls more than 14,000 students in 34 schools, housed in 21 buildings, with various grade configurations. The five larger elementary complexes house an average of 1,000 students grades K-8, typically broken into two individual schools K-4 and 5-8, to ensure a small school environment while maintaining an educational continuum. Lawrence Public Schools is committed to ensuring that our students are provided with a high-quality education in appropriate facilities, which support the learning environment.

To that end, in 2015 Lawrence Public Schools hired Symmes, Maini & McKee Associates (SMMA) to conduct a feasibility assessment and created a master plan to improve our facilities. This assessment, combined with existing data, culminated in a draft document listing the existing general overall facility conditions and provided a database of facilities information for future Master Planning. It should be noted that most of the district's schools were constructed in the late 19th or early 20th centuries. The building configurations, room sizes and other characteristics reflect those periods of educational thinking, class size, and construction. With this in mind, the SOA funding for facilities will target repairs and upgrades including:

- HVAC: boiler repairs and air conditioning
- Plumbing repairs
- Electrical upgrades and repairs to support technology
- School safety necessities such as cameras

- Electronic door devices and intercom systems
- Painting
- Window replacements including security screens
- Door and lock upgrades, and
- Playground equipment

Additionally, Educators know that modern movable furniture and fixtures provide students the opportunity to increase hands-on classroom activities and collaborative teams. Furniture upgrades are a luxury in this district instead of a necessity.

Our proposal for improved facilities addresses critical demands that have been underfunded. Implementation of the proposed improvements will help to create educational environments for our students that are safe, healthy, welcoming, and productive; move us in the direction of universal design for classrooms; and, that provide equitable access to outdoor learning and enrichment critical to healthy bodies and minds.

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your district use to monitor the success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall)

DESE outcome metrics:

Category	Outcome Metrics
Student Achievement	<ul style="list-style-type: none"> ● English Language Arts (ELA) achievement ● Mathematics achievement ● Science achievement
Student Growth	<ul style="list-style-type: none"> ● ELA mean student growth percentile (SGP) ● Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> ● Four-year cohort graduation rate ● Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled) ● Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none"> ● Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)
Additional Indicators	<ul style="list-style-type: none"> ● Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) ● Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, Project Lead the Way, dual enrollment courses, Chapter 74-approved vocational/technical secondary cooperative education programs, and other selected rigorous courses)

<p>Post-secondary Success</p>	<ul style="list-style-type: none"> ● First semester college matriculation rate ● Third semester college persistence rate
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Custom district metrics:

- District Benchmarks (NWEA MAP, Common Formative Assessments)
- Classroom Observations
- Learning Walks (school-based and district)

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students’ needs?

Lawrence Public Schools recognizes that family partnerships are critical to ensuring successful outcomes for all of our students. While our proposal largely focuses on closing opportunity and achievement gaps for Students with Disabilities and English Learners subgroups, we recognize that our High Needs subgroup represents upwards of 85% of our student population -- the vast majority of students in LPS. Therefore, if we are to substantially change outcomes for our students in all of our subgroups, we will need to implement a comprehensive and intentional effort to engage in two-way communication with all families, even as we continue to customize strategies to overcome barriers that may have previously limited the way we interact with families in some of the subgroups.

At the core of our strategies is the fundamental of dual capacity building. Too often, language access, low income or limited educational attainment can be seen as barriers to engagement with families. Eliminating barriers is our goal. While we build capacity in our families to navigate schools, support learning, and productively advocate for their children, we must also build capacity in our schools to develop effective communication strategies, build cultural competence and responsiveness, and mindfully plan to incorporate time for the development and nurturing of family partnerships into the schedules of schools. To this end, our plans include the following capacity building strategies.

Our New Family and Student Engagement Policies were launched in August, 2019 and support meaningful, two-way engagement, partnership and shared decision making with both students and families. Our policies outline necessary practices and ensure their sustainability. The practices that bring these policies to life are embedded in our current work, with intent to deepen, and are included below.

- [LPS Family and Student Engagement Policy](#)
- [LPS School Leadership Teams Policy](#)
- [Student Involvement in Decision Making Policy](#)

● LPS Engagement Tool Box

To support schools in their efforts to carry out guidance outlined in our new engagement policies, LPS recently released an online resource for school communities. The Tool Box is a work in progress but already includes links to best practices, sample scripts, and videos. While the site will remain a living document and subject to updates, completion of the Tool Box is anticipated by the end of 2020.

● LPS Family Engagement Fellowship

In SY20-21, LPS will launch the third cohort of its Family Engagement Fellowship. This program is a 32-hour deep dive into the fundamentals of high quality engagement, designed to provide a strong knowledge base, identify school level problems of practice, and build skills among educators to more adeptly address barriers to student and family engagement. Cohorts are typically five to six schools, with four to five members serving on each team, for a total participation of approximately 25 in a cohort. Teams must include at least

one school administrator with decision making ability and are encouraged to include a parent or student representative.

- **Lawrence Family Institute for Student Success**

The Lawrence Family Institute for Student Success (LFISS), which is based on the Parent Institute for Quality Education (PIQE) founded nearly 30 years ago in San Diego, CA, will launch its third cohort of programming in SY20-21. This nine-week program of 1.5 hour weekly parent workshops, which is held in schools and led by trained educators, is offered in Spanish and English, and is focused on helping families navigate our school system, understand standards and curriculum, learn how to support learning at home, and build relationships with educators and with one another. To date, more than 200 parents and caregivers have completed the program in six schools. Two programs are currently in progress, including the pilot of an early literacy version for PK-2, and four more are slated for fall. LPS plans to expand programming over six years to twenty-five schools, the maximum allowed under our license.

- **Family Resource Center**

The Family Resource Center (FRC) is the first point of contact for new to LPS families, PK-8, many of whom are also new to Lawrence and/or new to the Country. During their enrollment experience, families are able to learn about community resources, receive school specific information, and access services offered by our Lawrence Working Families Initiative, geared toward helping families with economic stability as a way to expand capacity to engage with schools. The FRC is also home to many support services for students and families, including Family Engagement Facilitators who help families navigate challenges they may be having in their schools, our Education Stability Specialist, who provides support for homeless students and those in foster care, and our attendance officer, who troubleshoots issues around chronic absenteeism. The FRC staff work in close collaboration with additional and critical student support services, including special education, transportation, nursing and counseling services. Beyond these family-facing resources, the FRC also hosts professional trainings for school leaders and staff to support their family and student partnership building capacity.

- **ESOL for Parents and Caregivers**

Through a collaboration with the Lawrence Working Families Initiative (LWFI), the district provides ESOL for parents in three school locations spread out across the city, serving 120 annually. This is in addition to ESOL classes provided by the LPS Adult Learning Center, which also serves an additional 30 adult learners, most of whom are parents, at two more school locations.

- **English Learner Parent Advisory Council (ELPAC)**

The district's new ELPAC is a fledgling organization, the framework for which was developed last school year. As the group continues to recruit families, it is also working on creating the structure to be productive, transparent and supportive for families. Given our large EL population, commitment to developing this council is a priority for LPS. As such, we are currently developing marketing to introduce both ELPAC and SEPAC to our fast growing LFISS graduate population.

- **Special Education Parent Advisory Council (SEPAC)**

SPED-Pac continues to be the leading parent voice group on issues specific to students with disabilities. Led by a district parent, meetings encourage space for meaningful conversations about meeting student needs, developing opportunities, and tackling district or school-based challenges, while offering support for families.

- **Student Assistance and Support Stabilization Teams (New)**

Woven into the responsibilities of the SSA Teams, which will be composed of Social Workers, Psychologists,

Counselors, and/or BCBA's, will be the critical role of communicating with families of students who may be in need of additional supports. Specifically, the SSA team will provide the necessary family, agency, and school outreach and partnership necessary to support regulation and improvement.

- **Tu Voz Council**

LPS continues to expand its shared decision making and partnership with parents and students via our Tu Voz Council. Formerly called the Presidents' Council, this organization has rebranded to emphasize its collaborative and inclusive nature. Parent and student members work alongside educators, school leaders and district administrators to problem solve and build meaningful engagement in service of our students. Last year, more than 50 council members collaborated on the issue of chronic absenteeism, working to better understand underlying issues, develop promising practices, and create a messaging campaign to combat some of the challenges expressed. Our current year has focused on understanding restorative practices and how they contribute to strong school communities. The council will continue to explore and tackle together issues facing our students and schools, and is an excellent forum for the type of meaningful engagement that is critical to our success in closing opportunity and achievement gaps.

Certifications:

- By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act**

Please summarize your stakeholder engagement process, including specific groups that were engaged:

Lawrence Public Schools utilized an organic, grassroots effort to engage a representative cross-section of stakeholders in our community in dialogue about our Student Opportunity Plan proposals. Specifically, we targeted every scheduled stakeholder meeting over a 30-day period as our main engagement strategy. When emergency closures and social distancing halted that schedule, we moved to virtual meetings to complete our goal. The comprehensive list of meetings included:

- Superintendent's Student Cabinet
- Lawrence Partnership
- HS Campus Instructional Leadership Team
- English Learner Parent Advisory Council
- Family Engagement Partnership Council Meeting
- LTU Executive Board
- Community, Family, Student Engagement Staff Meeting
- Language Acquisition Team Facilitators
- LHS Campus School Leadership Team
- Grade 11/12 LHS Student Council
- Principals' Meeting
- APAN (non-profit network)
- Parent meetings in English and Spanish (Held virtually in lieu of the Tu Voz Council Meeting, expanded to include LFISS graduates)
- Joint meeting of special education stakeholders (Held virtually, included SpedPac)

Through these efforts, we engaged:

- Parents/guardians
- Staff (teachers, support staff, central office staff)
- Students (all grade levels)

- Local non-profits
- Special Education Parent Advisory Council
- English Learner Parent Advisory Council
- Lawrence Teachers Union Leadership
- School administrators

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.

Date of vote:

Outcome: