

Lawrence Student Opportunity Plan

March 31, 2020



Stakeholder Engagement for SOA - Context and Process

Student Opportunity Act (Chapter 132 of the Acts of 2019)

- ❖ Lawrence will receive \$21,784,737 in Student Opportunity Act funds next year.
- ❖ Districts are required to submit a three-year, evidence-based plan aimed at closing persistent disparities in achievement among **student subgroups**.
 - District plans should be **a commitment to do a few things well**; it should not be a comprehensive strategic plan
 - The Student Opportunity Plan is due April 1, 2020
 - **We have spent the past 6 weeks gathering feedback and ideas from the Lawrence community**

LPS Priorities + DESE's Evidence-Based Programs = LPS Student Opportunity Plan Possibilities

- I. **LPS Priority** (*These priorities were developed by the district leadership team in accordance with the superintendent's approved goals and budget guidelines, and incorporated in SY21 school plans*)
 - A. **Evidenced-Based Program** (*DESE identified high-quality, evidenced-based programs that are aligned to the Student Opportunity Act*)
 - 1. **Lawrence Possibilities** (*The district leadership team identified some possible initiatives aligned to the priorities and evidenced-based programs*)

Feedback Survey



Lawrence Student Opportunity Plan Possibilities - Feedback and Ideas

* Required

Evidence-Based Program Feedback

Be sure to review/reference the "LPS School Opportunity Plan Possibilities" that includes specific examples of what each evidence-based program might look like in Lawrence

Check off the THREE evidence-based programs that you most strongly believe should be in Lawrence's Student Opportunity Plan *

- Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers
- Research-based early literacy programs in pre-kindergarten and early elementary grades
- Early College programs focused primarily on students under-represented in higher education
- Supporting educators to implement high-quality, aligned curriculum
- Expanding the educator/administrator workforce through recruitment and retention
- Providing supports to support holistic student needs

Priority I: Student Achievement - Provide equitable, standards-aligned curricula and instruction for all of our students

CHOOSE up to SIX initiatives that you feel LPS should include related to this Priority: *

- Collaborate with community partners to expand number of free PK seats
- Expand LPS PK offerings for students with significant learning needs
- Assemble a Literacy Task Force to develop a comprehensive Literacy Plan
- Adopt Early Literacy Curricula to reflect current editions supported with Professional Learning
- Expand certification in specialized reading instruction
- Expand Early College opportunities to increase access for English Learners and Students with Disabilities
- Offer socio-emotional, cultural, and identity development supports for Early College students to increase college persistency rate
- Professional learning opportunities for developmentally appropriate researched-based intervention curriculum for struggling readers
- Deepen and expand Restorative Justice Practices
- Expand Para-educator and Para to Educator pathways
- Collaborate with higher education institutions to create licensure pathways for career transitioners and/or those licensed in another country

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Stakeholder Engagement Update

Pre March 14th

- Superintendent's Student Cabinet
- Community, Family, Student Engagement Staff
- Lawrence Partnership
- HS Campus Instructional Leadership Team
- English Learner Parent Advisory Council
- Family Engagement Partnership Council Meeting
- LTU Executive Board
- Language Acquisition Team Facilitators
- LHS Campus School Leadership Team
- Grade 11/12 LHS Student Council
- Principals' Meeting
- APAN (non-profit network)

Post School Closure

- Special Education: Special Education Directors, Related Service Providers (RSP), Psychologists, Evaluation Team Facilitators (ETFs), the Special Education Advocacy Council, and the Special Education Parent Advisory Council participated in a 2-hour virtual meeting on **3/16/20**
- Parent/Family: Tu Voz parent participants, LFISS graduates, and parent-to-para program graduates were invited to participate in two virtual sessions (english and spanish) on **3/19/20**

Stakeholder Response - Summary

Stakeholder Group	% of Responses
Teacher	50.6
School Administrator	23.3
Student	8.9
Parent/Guardian	8.3
District Administrator	5.6
Community Partner	3.3

Stakeholder Engagement for SOA - Results

DESE Evidence-Based Programs

- 1. *Inclusion/co-teaching for students with disabilities and English learners***
- 2. *Increase personnel and services to support holistic student needs***
- 3. *Research-based early literacy programs in pre-kindergarten and early elementary grades***
- 4. Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers*
- 5. Supporting educators to implement high-quality, aligned curriculum*
- 6. Early College programs focused primarily on students underrepresented in higher education*
- 7. Diversifying the educator/administrator workforce through recruitment and retention*
- 8. Dropout prevention and recovery programs*
- 9. Community partnerships for in-school enrichment and wraparound services*

Priority I: Student Achievement – Provide equitable, standards-aligned curricula and instruction for all of our students

- 1. Professional learning opportunities for developmentally appropriate researched-based intervention curriculum for struggling readers*
- 2. Immersive and embedded professional learning opportunities for Culturally Responsive and Trauma-Informed teaching practices*
- 3. Assemble a Literacy Task Force to develop a comprehensive Literacy Plan*

Priority II: Support Services – Expand continuum of academic, social-emotional and mental health support, particularly for at-risk students

- 1. Increase the number of FTEs to address the growing need for mental health and behavioral supports*
- 2. Provide professional learning for staff related to co-teaching best practices for Students with Disabilities and English Learners*
- 3. Design and implement multi-disciplinary stabilization teams that address the behavioral and mental health needs for at-risk learners*₁₁

Priority III: Engagement – Grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development.

- 1. Collaborate with community partners to increase skills and capacity to provide meaningful outreach and support for families of at-risk students*
- 2. Expand programs that help families navigate schools, deepen relationships with educators, and build networks of support with other families*
- 3. Expand enrichment opportunities in schools, offered by community partners*

Lawrence Student Opportunity Plan - Overview

LPS Student Opportunity Plan

Commitment One: Focus on Student Subgroups (Pages 1-3)

- LPS will focus on the following student subgroups:
 - Students with Disabilities (SWD)
 - English Learners (ELs)

Commitment Two: Select Evidence-Based Programs (Pages 3-17)

- LPS selected four evidence-based programs:
 - Inclusion/co-teaching for students with disabilities and English learners
 - Increase personnel and services to support holistic student needs
 - Supporting educators to implement high-quality aligned curriculum
 - Improve facilities to create healthy and safe school environments

LPS Student Opportunity Plan

Commitment Three: Outcome Metrics [\(Pages 17-18\)](#)

- LPS will use the following outcome metrics:
 - DESE outcome metrics
 - Custom district metrics

Commitment Four: Family Engagement [\(Pages 18 - 20\)](#)

- LPS will use the following structures to engage our families:
 - Existing collaborative stakeholder groups, such as SPED-Pac, EL-Pac, Tu Voz Council
 - The Family Resource Center and related services and programs
 - Capacity building with families and schools
 - Expansion of LFISS (Lawrence Family Institute for Student Success)

SOA Budget Proposal - Year 1

DESE Evidence-Based Program	LPS Initiative	Proposed Allocations
Expand inclusion/co-teaching for students with disabilities and English learners	Inclusion Support and Co-Teaching Expansion	\$2,316,137
Increase personnel and services to support holistic student needs	School-Based Stabilization Teams and Increased Mental Health Supports	\$4,048,600
Supporting Educators to Implement high-quality aligned curriculum	High Quality Professional Learning, Evidenced-Based Curricula, Intervention, and Assessment Supports	\$10,420,000
Improve facilities to create healthy and safe school environments	Improve Learning Conditions through a Commitment to Improved Facilities	\$5,000,000

Next Steps

- Input from LAE Board
- Vote to approve
- Submission to DESE
- Once approved, planning with school leaders and teams begins!
- Update to LAE in the fall