



Budget Priorities  
 FY 2022 - 2023  
 Progress Update

FY 22-23 Budget Priority	Multiyear Goal (Y/N)	Current Progress
Student Achievement	Y	<p>Launched new professional learning series focused on advancing the instructional core: Focus on proficient pedagogy</p> <ul style="list-style-type: none"> <li>● 25 schools participating in learning series hosted by LPS/ANet</li> </ul> <p>Dedicated resources to improving Teacher Support &amp; Supervision</p> <ul style="list-style-type: none"> <li>● Impact Coaching Partners</li> <li>● Lynch Leadership Academy</li> </ul> <p>Operationalized Strategic Literacy Plan - Year 1</p> <ul style="list-style-type: none"> <li>● HILL for Literacy provided professional development modules on the Science of Reading to 300+ educators PK-2</li> <li>● Created structures for collaboration and cohesion including District Literacy Leadership Team and District Coaching Team</li> </ul> <p>Provided comprehensive data cycle professional development and coaching supports</p> <ul style="list-style-type: none"> <li>● Data Wise Institute</li> <li>● Data Wise In Action</li> </ul>



		<p>Continue to support purchase of high-quality instructional materials</p> <ul style="list-style-type: none"><li>● Know Atom</li><li>● Eureka Math</li><li>● Know Atom</li><li>● Amplify/CKLA</li><li>● PreAP &amp; AP curriculum</li></ul> <p>Increased Intervention curricular resources</p> <ul style="list-style-type: none"><li>● iReady</li><li>● mCLASS Intervention kids</li></ul> <p>Earned Autonomy Framework</p> <ul style="list-style-type: none"><li>● Developed a work outline for Fall 2022 through December 2023 at which time the project will be fully launched.</li><li>● Provided all schools with draft Earned Autonomy Dashboards; continue to update dashboards with new data (MCAS, survey data)</li><li>● Created and implemented a student survey for grades 3-12 with a 77% participation rate.</li><li>● Created and implemented a staff survey with an 84% participation rate.</li><li>● Launched year two of implementation pilot teams comprised of twelve principals across all grade bands.</li></ul> <p>Anti-Racism Committee</p> <ul style="list-style-type: none"><li>● Team reviewed the Equity Audit findings and agreed upon two priorities for the 2022-23 school year: (1) Definitions &amp; Professional Learning and (2) Recruitment &amp; Retention</li></ul>
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<p>Support Services</p>	<p>Y</p>	<p>Continuation of Student Support Services Redesign 2022-23            Fill 22/23 72 FTEs (Counselors, BCBAs, CNAs, Related Service Providers, Sped Teachers, Paras)            Continue to build &amp; redesign. Need to shift and repurpose some service providers.</p> <p>Strengthening Early Intervention Screenings/Integrated PREK</p> <p>Redesign EIST-Team Add Program manager. Need to provide specialized RSP.</p> <p>Added additional district programs (ILPs, etc.)            New Inclusion Director to offer Support. Process of developing entrance and exit criteria. Support and exploring purchase of high-quality instructional materials.</p> <p>Added Music Therapy (44 classes)            Continue to provide services to 44 classrooms.</p> <p>Launched Registered Behavior Technician course (70 PARAS)            Continue to launch the RBT initiative (redesign)            To meet program needs</p> <p>Launched Regulation and Sensory Support Teams (RSST) 13            Schools-proactive.?</p> <p>Launched Student Support and Stabilization Teams (SSST) (deploy to schools) Redesign-repurpose position to fit model and shift mission.</p>
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		<p>Continue to support Meaningful Embedded Professional Learning from national experts (Tammy Barron, Patricia McDaid, Allan Blume, etc.)</p>
<p>Grow a Culturally Responsive Workforce</p>	<p>Y</p>	<p>LPS Equity Audit was conducted by Black Print through support of the Nellie Mae Foundation and members of the LPS Anti-Racist Committee. As a result, we have two identified priorities:</p> <ol style="list-style-type: none"> <li>1. Create uniform definitions and frameworks of cultural responsiveness, equity, anti-racist practices.</li> <li>2. Increase percentage of staff members that identify as Latinx, BIPOC*, and Spanish-speaking particularly in the roles of teacher and administrator.</li> </ol> <p>LWFI partnership for Parent to Para program graduated 18 adults ready for work in LPS (includes Para Pro Test prep, paid internship, and free college course)</p> <p>Completed the DESE Teacher Diversification PLC and identified key recruitment and retention strategies towards diversifying our teaching workforce: teacher pipeline development; emergency license waivers; MTEL Bootcamp courses to include an ESL component.</p> <p>Received DESE Teacher Diversification Grant and created a pipeline for bilingual/bicultural educators:</p>



		<p>A. Initiated a High School Teacher Pathway that provided 25 students on-the-job training for students interested in careers in education by becoming First Aid/CPR Trained, attend Counselor-In-Training Programs, provide mentoring/tutoring for school-age students in in-school/out-of-school time programs at YMCA, YDO, Breen, and South Lawrence East Elementary.</p> <p>B. Created a Regis College Paraprofessional/LTS/BBE to Teacher Pipeline Program - enrolled 11 paraprofessionals into BA/MA licensure preparation programs to support tuition cost of over \$17,000 for summer courses.</p> <p>C. Provided recruitment and retention stipends to bilingual/bicultural classroom educators.</p> <p>D. Provided student loan repayment of \$3,710.00 for bilingual/bicultural educators.</p> <p>Re-Applied for a Second-Year Cycle of DESE Teacher Diversification Grant to continue the above initiatives.</p> <p>Partnered with the following additional university/colleges/partners to provide discounted tuition and tuition assistance for bilingual/bicultural staff who are on emergency licenses, paraprofessionals, LTS/BBE: UMass Lowell, Teach for America, and Merrimack College.</p>
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<p>Deepen Family &amp; Student Partnerships</p>	<p>Y</p>	<ul style="list-style-type: none"><li>● The District designed and implemented a new Zone Structure and was able to promote and build the capacity of the FRC team. Each zone consists of a Partnership Director, Family Engagement Specialist, Attendance Officer, and an Enrollment Specialist in order to enhance our partnerships within our schools, families, and community.</li><li>● Three enrollment/registration sites were staffed to allow families to complete the process either via Zoom, telephone, or in person. The large meeting room on the 1st floor of 255 Essex St was used for walk-in registrations twice weekly during the summer. The LINQ enrollment system is in year 2 of use for families to be able to complete and upload documents and student information prior to a registration appointment for greater efficiency. Beginning in May, the FRC team began family outreach for enrollment in grade Kindergarten to eighth, a process which included posting flyers and billboards throughout the community, as well as partnering with our local community and radio stations to promote early registration.</li></ul>
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		<p>The FRC implemented a new online scheduling platform to streamline and improve the district's scheduling process for student enrollment appointments. Lawrence residents scheduled over 1,100 appointments between June 1 and September 30, 2022 (for grades PK-12).</p> <ul style="list-style-type: none"><li>● Continuation of Lawrence Family Institute for Student Success. District sessions for LFISS will be hosted by FRC staff during late winter, early spring of 2023.</li><li>● Rolled out an outgrowth of LFISS, Play to Learn (early literacy and family engagement), in eight PK/K programs in Spring 2021 and held a second cohort in Fall 2021. Play to Learn will continue during the 22-23 School Year.</li><li>● Currently developing a Play to Learn Math version to be piloted in LFPA and then expanded.</li><li>● FRC recruited a district team to attend the Better Together Family Engagement Summit hosted by the DESE Office of Student &amp; Family Supports.</li><li>● Continued the Parent Liaison PLC for the district. Parent Liaisons meet monthly to learn and grow as high-quality engagement practitioners.</li><li>● Continued partnership with Cradles to Crayons, and donations of backpacks were</li></ul>
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## Lawrence Public Schools

		<p>sorted and distributed to the schools across the district. A total of 2,000 backpacks were distributed to LPS students.</p> <ul style="list-style-type: none"><li>● Continued funding for Lionbridge, the telephonic interpretation service for staff and families in our schools.</li><li>● Attending school open house events to promote the use of the PowerSchool Family Portal and to help families create accounts.</li><li>● LPS added three new Catie's Closets this school year, at the Leahy School, Guilmette Educational Complex, and South Lawrence East. Catie's Closets provide essential toiletries, school uniforms, and clothing for students experiencing financial hardship and housing instability. The total number of Closets in the district is now 12, serving more than 10,000 students in total.</li><li>● LPS launched a new initiative to help house homeless students and families while providing them with the necessary wraparound services to overcome housing insecurity for families. This new initiative is in collaboration with the City of Lawrence, Greater Lawrence Community Action Council, Lawrence CommunityWorks, Act Lawrence, and the Lawrence Housing Authority.</li><li>● Continuation of the Supt. Students' Cabinet, Supt. Coffee Hour, Tu Voz Council, and the Annual Family</li></ul>
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		<p>Engagement Survey.</p> <ul style="list-style-type: none"><li>• The Lawrence Working Families Initiative at LPS continues to support newcomer families with job seeking, job training and financial coaching. LWFI has also been supporting initiatives to diversify the field of education. LWFI is in our 5th cohort of training our LPS parents and adult learners to become para-educators in our district.</li></ul> <p>These efforts include identifying a number of bilingual/bicultural paras in the system who are interested in becoming teachers and have not yet passed the MTEs. This is the 3rd year of the Para to Teacher Pipeline and many bilingual paraprofessionals are now working as teachers in LPS classrooms.</p>
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## **Recommended District Priorities For 2023-2024 School Year**

- ★ **Student Achievement** - Provide equitable, standards-aligned curricula and instruction for all of our students
- ★ **Support Services** - Expand continuum of academic, social-emotional, and mental health support, particularly for at-risk students
- ★ **Grow a Culturally Responsive Workforce** - Deepen efforts to recruit, retain, and train culturally responsive, highly effective teaching and professional staff
- ★ **Deepen Family and Student Partnerships** - Deepen and expand ways in which the district engages with families and students. Grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development.