

Superintendent Goals

Goal #1 Create a vision for instruction that drives student achievement (New goal 2022)

<p>Key action steps</p> <ul style="list-style-type: none">● Expand Science of Reading Series and implementation coaching to include adolescent literacy	<p><i>Strategic Literacy Plan</i></p> <p>Enacting the district-wide literacy plan through the launch of intensive, research-based professional learning for teachers was a key initiative in the 2022-2023 school year. The district’s strategic literacy team, comprised of instructional leaders across the district, accomplished the following through June 2023:</p> <ul style="list-style-type: none">● Science of Reading Series (10 modules, 2.5 hours each) were offered to all Pre-Kindergarten to second grade instructional staff, with 286 teacher and paras participating during the school year and an additional 15 staff members completing a summer course● Provided job-embedded coaching for all participating educators in the district’s fourteen PK-2 schools● Created a district wide literacy assessment framework● Engaged a partner to launch SY22-23 work with all PK-2 Schools <p><u>An analysis of data</u> for EOY (End of Year) 2023 DIBELS testing for grades K-2 showed that teacher participation in the SOR learning series resulted in higher growth for students. A positive correlation indicated that students in schools with high teacher participation in the Science of Reading (SOR) professional learning series are growing at higher rates than students with teachers with lower participation in the SOR series.</p> <p>Goals for school year 2023-2024 include:</p> <ul style="list-style-type: none">● Expand Science of Reading Series to include 3-5 grade staff● Establish scope and sequence for professional learning for both new and veteran staff to sustain research based literacy programs in the district● Create a plan to increase the scope of literacy work to include adolescent literacy● Develop information for parents on the district’s literacy vision, literacy curricula,
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	instructional strategies, and ways to support their child’s literacy
<ul style="list-style-type: none">Analyze student academic and social emotional data to plan accelerated learning, including the expansion of acceleration academies	<p><i>Acceleration Academies</i></p> <p>Acceleration Academies are week-long academic programs designed to accelerate student learning through engaging, standards-aligned lessons. Instruction is provided in person and lessons are tailored to the specific needs of students and should involve engaging, hands-on learning experiences. Students are invited to participate in an Academy based on specific metrics. Students receive four-plus hours of in-person literacy or math instruction each day for a total of 20+ hours of early literacy or math instruction during the Academy week. They also attend at least one special or enrichment class each day. Class sizes are small and are taught by highly effective teachers who are hired through a selective application process.</p> <p>In 2023, Acceleration Academies emphasized continued academic and social engagement, intensive small-group instruction, and learning acceleration. The program continued to serve an expanded population of students, reaching nearly 2,000 per academy (1,965 in February, 1,969 in April). The district continued to provide social-emotional staff at all locations and multilingual classes and co-taught classes with special education educators.</p> <p>The district shared its instructional vision with school sites and conducted learning walks to analyze the alignment with DESE’s Acceleration Academy model.</p> <p>Goals for school year 2023-2024 included:</p> <ul style="list-style-type: none">Refocus on the original rationale of Acceleration Academy to select students for high impact instruction by talented teachersProvide professional learning to Math and Literacy instructional leaders on planning targeted, standards aligned programming aligned to the instructional vision and using data to select and group studentsMeasure impact of acceleration academies on student growth as demonstrated on assessment (Dibels, MCAS, MAP)

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- Utilize School Quality Review findings and formative data to inform targeted professional development to support schools and staff

School Quality Reviews

A school quality review is a process that looks at how well schools are organized to support student learning and teacher practice. They are designed to support schools to engage in key practices correlated with raising student achievement. This process is comprehensive, involving a review of school documents and data; a one-day school visit; observations of classrooms and non-classroom spaces and teacher team meetings; and panels with parents, students, teachers, and school leaders.

In 2022-2023, school quality reviews were conducted for thirty schools. Nineteen out of thirty schools improved index ratings from prior year and five were flat with the prior year. Positive learning environment continues to be a district highlight with 28 out of 30 schools rated proficient or well-developed for this indicator, up five from the prior year. Ongoing progress is also noted for curriculum, pedagogy, goals and action plans, and distributed leadership. Significant progress was made in the number of underdeveloped ratings which reduced from 20 in prior year to only one in the spring of 2023.

Areas of focus based on the 2022-23 school quality reviews include:

- Pedagogy – 21/30 schools rated either “developing” or “underdeveloped”
- Enactment of Curriculum – area of focus for 10/30 schools with half schools rated as “developing”
- Teacher Support and Supervision – 16/30 schools received rating of “developing” or “underdeveloped”
- Assessment – 20/30 schools rated either “developing” or “underdeveloped”

Goals for school year 2023-2024 include:

- Develop, communicate and monitor four district priorities for SY24 that target improvement on teaching and learning and student outcomes.
- Provide schools with high quality professional development focused on improving the instructional core (LLCC year 2 and year 1 for LHS)
- Provide schools with professional development on teacher evaluation
- Provide schools with professional development for coaches

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	<ul style="list-style-type: none"> ● Add literacy coaches to all Early Childhood Centers ● Move from the pilot phase of the School Autonomy Framework (previously Earned Autonomy Framework) to the implementation phase in Fall 2023 ● Use the School Autonomy Framework to require supports for schools receiving “targeted support” designations during school planning
<ul style="list-style-type: none"> ● Develop comprehensive plan for additional funding (SOA/ESSER) that ensures funds are used to drive student achievement 	<p><i>Student Opportunity Act Plan - March 2022 Amendment</i></p> <p>The Student Opportunity Act offers 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 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, LPS should allocate a minimum of \$21.7 million each year in incremental Chapter 70 funds towards evidence-based programs. Starting in 2021-22, we allocated 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:</p> <ul style="list-style-type: none"> ● Expand 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 <p>The budget for these programs totaled \$21,784,737 and these related program efforts were aligned with the recommended minimum. These investments are summarized as follows:</p> <ul style="list-style-type: none"> ● Recommended Maximum Ch. 70 Amount Towards Ongoing Expenses YR 1 (FY22) (Contractual Obligations, Benefits, etc.) → \$5,060,904 ● Recommended Minimum Ch. 70 Amount Towards SOA Programs YR 1 (FY22) → \$16,723,833 <ul style="list-style-type: none"> ○ Expand inclusion/co-teaching for students with disabilities and English learners: Inclusion Support and Co-Teaching Expansion (22 FTEs) \$2,316,137 ○ Increase personnel and services to support holistic student needs: School-Based Stabilization Teams and Increased Mental Health Supports (47 FTEs) \$4,121,600

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- Supporting educators to Implement high-quality aligned curriculum: High Quality Professional Learning, Evidenced-Based Curricula, Intervention, and Assessment Supports \$7,286,096
- Improve facilities to create healthy and safe school environments: Improve Learning Conditions through a Commitment to Improved Facilities \$3,000,000


The March 2022 SOA Plan Amendment reaffirmed our commitment to a continued and expanded focus for the subgroups of Students with Disabilities and English Learners through the program areas identified. As such it is anticipated that this support will further provide:

- An increase in English Learners and Students with Disabilities remaining in the general education environment and an increase in inclusion opportunities. For 2023-24, the co-teaching program for English Learners and Students with Disabilities has increased from 40 Co-teachers to 84 Co-teachers across grades 1-12.
- 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. In 2022-2023 the development of the Behavior Intervention and Support Teams (BIST) was launched. In 2023-2024 up to four teams of highly qualified clinicians and classroom behavior specialists will work under the direction of the Director of Behavioral Health to meet the needs of at-risk students experiencing dysregulation, trauma, and/or mental health needs. The BIST team offers training to build capacity for schools to address students who may need additional support.
- 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.
 - During 2023-24 the district continues to focus on teacher and student materials for Core Knowledge Language Arts Second Edition providing the most current resources for our scientific approach to teaching reading through knowledge content and phonological mastery (Grades K-5).

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- During 2023-24 the district continues to focus on teacher and student materials for Eureka Math, the published version of Engage NY, to provide all students in Grades K-8 with a high quality math curriculum aligned to common core standards.
- During 2023-24 the district continues to utilize DIBELS NEXT MCLASS as a universal screener for all students in Grades K-3 to support ongoing efforts to provide intervention for students at-risk for reading difficulties including language-based needs such as Dyslexia. Each teacher was provided a dedicated iPad to monitor this BOY, MOY, and EOY tool for students.
- During 2023-24 the district adopted curricula from Jigsaw Education (TeachTown) for students assigned to substantially separate district programs (44 total programs) designed for our most vulnerable students with cognitive disabilities. These resources, aligned to Common Core standards, provide daily lessons in ELA, Math, Science and Social Studies. They include interactive student and teacher materials as well as classroom libraries. Additionally, the SOA funding provided 100-plus Promethean Smart Boards (65 inch) for each classroom to support the interactive lessons and increase student participation.
- During 2022-23 the district increased support for Assistive Technology and Augmentative and Alternative Communication (AAC) through the addition of 250 iPads to support the communication and language development needs of students with disabilities. Licensed Speech and Language Pathologists received embedded training in the use of AAC including access to low and high tech resources and applications matched to individualized student needs. In 2023-2024, the district will continue to provide coaching and high quality professional learning to build internal structures to address AAC needs for students.
- An investment in school facilities provides all students with a safe, healthy, and welcoming learning environment. In addition to large improvement projects including HVAC repairs and playground upgrades, LPS invested in providing schools with support for adding flexible seating options (rockers, cube seats, bean bags, etc.) to support the sensory and regulation needs of students. Professional learning was provided to schools in the area of regulation

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	<p>and sensory support tools leading to increased opportunities to practice mindfulness habits, peace retreats, and sensory breaks.</p> <ul style="list-style-type: none"> ● Continued Grant Funding will be woven into the support structures of the distinct focused goal areas. Specific grant funding will include: <ul style="list-style-type: none"> *ESSER III (through 9/30/2024) *Title I Multi-Year Overlapping Grant *Title II Multi-Year Overlapping Grant *Title III Multi-Year Overlapping Grant *Title IV Multi-Year Overlapping Grant *IDEA- Multi-Year Overlapping Grant *Targeted one-time DESE/DOE Grant initiatives--Most often One-Year allocated grant funds. <p style="text-align: center;"> Sept_13_2023-ESSER I,II,III Funds Overview</p>
<ul style="list-style-type: none"> ● Advance Portrait of a Graduate (POG) initiative 	<p>The LAE Board received an update on the community-driven agreed upon domains of <u>Lawrence’s Portrait of a Graduate at February 2022 Board Meeting</u>. The Portrait of a Graduate process and domain priorities builds upon and directly advances several existing themes and strategies in the district, outlined in the Renewed Turnaround Plan. These include:</p> <p><i>Provide great schools for LPS students:</i> Focus on schools as the unit of change aiming to build a system of highly autonomous, high-performing neighborhood schools with essential support from the district.</p> <p><i>Combine the many assets of Lawrence with the best assets of the Commonwealth:</i> Build on excellence in Lawrence and add top people and partners from across Massachusetts.</p> <p><i>Empower teachers, principals, parents, and the community:</i> Enable educators, parents, and community members to drive and lead school-level improvement. This Key Theme connects to the district’s stated vision to “Grow family and student engagement to build partnerships</p>

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in service of student success in the areas of attendance, academics, and holistic development.” This tenet has driven the launch of the Lawrence Family Institute for Student Success, the development of a Superintendent's Student Cabinet, the redesign of the President’s Council, and the creation of the Tu Voz Council along with the establishment of School Leadership Teams at each school.

The very public, inclusive, collaborative, and hopeful nature of the PoG is just what LPS needs to leverage the stakeholder groups that have been established – those convened specific to PoG and those created to bolster family and student partnership – to reach the vision.

Though the Portrait of a Graduate domain themes have their ultimate roots in early elementary, evidence of change in curriculum and pedagogy will occur first in high school and middle school. As stated in the Renewed Turnaround Plan, the PoG’s stakeholder engagement and collaborative process to determine our vision for graduates is the fuel needed to redesign the high school.

Our current Leadership capacity is currently working to execute the Portrait of a Graduate Domains:

- LHS Head of School, Victor Caraballo-Anderson has been a leader in the PoG process since it was initiated. He is fully committed to developing and executing on the steps needed to change pedagogy, curriculum, and professional development.
- Prior Assistant Superintendent of Curriculum and Instruction, now Deputy Superintendent, Melissa Spash, is a long-time leader in LPS and will continue to support expanding the Portrait of a Graduate initiative. This position is critical to having vertically aligned professional development, very much including time in CPTs, and curriculum that supports change in pedagogy. The work of the PoG will be operationalized most and most immediately in her and Victor’s areas.
- Geraldo Acosta, Assistant Superintendent, is in charge of community, family and student partnerships. He is a long-time school leader in Lawrence Public Schools and recently the former Principal for the International High School. He will continue to support the Portrait of a Graduate vision.
- Lynne Ellen Garcia, Director of Teacher Diversification, Recruitment, and Development,

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manages our relationships with the schools that supply our teachers, including Salem State, Fitchburg State, Gordon College, Regis College, UMass Lowell, and Merrimack College. She will continue sharing the PoG vision and specific instructional needs to ideally influence teacher preparation and referrals.

The priorities of the PoG are the priorities of the district. Rather than creating new bodies to inform and manage the work, we intend to make the PoG the work of already existing groups like the Superintendent's Student Cabinet, each school's School Leadership Teams, and Tu Voz Council.

Similarly, operationalizing the PoG vision will be the work of the LHS Head of School, the Deputy Superintendent, and Assistant Superintendent overseeing the Office of Student, Family and Community Engagement. Accountability is a strategic objective of the Turnaround Plan and progress toward district priorities is built into leader evaluations and annual School Turnaround Plans. Our plan is to integrate the PoG language and metrics into leader goals and school targets as soon as they are defined.

The leadership team at LPS has been working steadily on the below district-wide initiatives that both lay the groundwork for the new vision of graduates and demonstrate that we have a track record of effective implementation across diverse teams and people in the district. These include:

- Restorative Justice
- Implementing Multi-tiered Systems of Supports (MTSS)
- Anti-racist School Practices
- Data driven instruction through Data Wise
- Early college

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Goal #2 Deepen efforts to recruit and retain culturally responsive and highly effective teaching and professional staff (Continuing goal, updated action steps)

<p>Key action steps</p> <ul style="list-style-type: none">● Utilize Equity Audit findings data to inform targeted professional development to support schools and staff● Utilize Equity Audit to inform policies, procedures and district-wide protocols	<p>Equity audit completed in Spring 2022 was presented to the district’s Anti-Racism Committee (ARC) in May 2022 and the district principals in August 2022. The ARC reviewed findings and identified two goals to work on in the 2022-2023 school year:</p> <ul style="list-style-type: none">○ Driven by stakeholder engagement, agree upon district-wide, uniform definitions and frameworks of cultural responsiveness, equity, anti-racist practices○ Develop the method by which the entire community will learn about the frameworks and definitions <p>In 2022-2023, the ARC developed a draft of district-wide, uniform definitions and frameworks of cultural responsiveness, equity, anti-racist practices and engaged stakeholder groups in providing feedback on the draft with the assistance of Great Schools Partnership (GSP). GSP conducted 14 focus groups in May and June 2023 with students, educators, administrators, families and community members. This feedback was incorporated into agreed upon district-wide, uniform definitions and frameworks of cultural responsiveness, equity, anti-racist practices, which were shared with principals in August 2023.</p> <p>Goals for school year 2023-2024 include:</p> <ol style="list-style-type: none">1. District will develop and rollout professional development modules on recently adopted Definitions and Frameworks for all staff<ul style="list-style-type: none">○ Targeting rollout by January 2024○ Led by the Executive Director of Equity, Inclusion, and Belonging; this was developed jointly with Dr. Colin Rose from Perennial Ed2. Recruitment and Retention<ul style="list-style-type: none">○ Recruit and retain individuals who are demographically reflective of our student population and who are culturally responsive and anti-racist.
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- Increase percentage of staff members that identify as Latinx, BIPOC*, and Spanish-speaking particularly in the roles of teacher and administrator.

In 2022-2023, the district continued to deepen efforts to recruit, retain and train a culturally responsive, highly effective teaching and professional staff. All workforce segments increased the number of BIPOC staff from 2018 to 2023: Administrators including district leaders increased from 28% to 37%; principals increased from 9% to 28%; teachers increased from 12% to 19%; and paraprofessionals increased from 28% to 37%. The district also enacted strategies to bolster recruiting, retention, and training. Specific strategies are included below:

Recruiting

- \$2,500 hiring bonus bilingual/bicultural candidates
- Grow Your Own HS Education Pathway with paid internships
- Hiring Fairs
- Teach for America - Provisional Licensure
- Retention Tuition Reimbursement
- Tuition Assistance
- Student Loan Forgiveness
- MTEL Fee Waiver
- 5-year Commitment to LPS
- Latinos For Education Fellowships for Teachers and Administrators

Training

- BASE - Conversational Spanish Workshops
- LCW Parent-to-Para Program
- Para Pro Bootcamp
- NECC Special Ed Course
- MTEL Bootcamp
- BA/MA - Regis College
- BA/MA - UMass Lowell
- BA/MA - Merrimack College
- MSW - UMass Boston

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	<ul style="list-style-type: none"> ● PRPIL - Initial Licensure <p>Goals for school year 2023-2024 include:</p> <ol style="list-style-type: none"> 1. District will develop retention measures and conduct focus groups to inform strategic plan for improving retention 2. Continue to increase BIPOC staff <ul style="list-style-type: none"> ○ Administrators including district leadership from 37% to 39% ○ Principals from 28% to 31% ○ Teachers from 19% to 20.5% ○ Paraprofessionals from 80% to 83.5%
<ul style="list-style-type: none"> ● Increase high-quality professional culturally responsive learning opportunities for educators 	<p>As outlined in the prior key action step, a comprehensive professional development plan on recently adopted Definitions & Frameworks for all staff will be developed and rolled out in 2023-2024.</p> <p>Additionally, the district will:</p> <ul style="list-style-type: none"> ● Enter its third year of participating in the DESE-sponsored CRPLA series ● Offer a professional learning series for interest schools focused on elevating student voice and engagement. ● Through the LLCC professional learning series, incorporate CRIOP rubric elements on Academic Discourse and CFUs into look for tools for participating (93%) of schools.
<ul style="list-style-type: none"> ● Develop a culturally responsive hiring and onboarding process 	<p>A team of LPS staff participated in DESE's <i>Teacher Diversification Professional Learning Community</i>; engaged in monthly 2.5 hours of virtual sessions from October 2021 through June 2022 to support and enhance school and district understanding of the components needed to develop and implement a comprehensive talent diversification strategy (recruitment, selection, and retention) centered on cultural proficiency.</p> <p>Membership:</p> <ul style="list-style-type: none"> ● Genithia Hodges, Music Teacher, Arlington Elementary ● Robin Finn, Principal, Leonard Middle (formally Arlington Middle) ● Yolanda Fonseca, Director of HR (formally HR Specialist)

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	<ul style="list-style-type: none"> ● Lynne Ellen Garcia, Director of Teacher Diversification, Recruitment and Development (formerly Assistant Principal on Special Assignment) ● Maricel Goris, former Assistant Superintendent <p>We continue to offer a one-time sign-on bonus to commit to working with LPS students and families. Our Human Resources Team has increased their bicultural/bilingual staff by 50% and will be key to implementing the talent diversification strategy learned through the DESE-provided professional learning sessions.</p> <p>For school year 2023-2024 the district will seek to engage with DESE on a possible extension to the Teacher Diversification Grant to continue this work.</p>
<ul style="list-style-type: none"> ● Continue funding resources to attract and retain bilingual/bicultural staff to become licensed educators 	<p><u>Parent to Para-Educator through Lawrence Working Families Initiative</u> Each year graduates 18-25 students; geared towards passing ParaPro in first semester and 2nd semester paid internship at one of our schools; along with a paid college course through NECC.</p> <p><u>BA/MA for Paraprofessionals with an AA</u> Regis College and LPS have become educational partners that have created affordable opportunities for Lawrence Public employees to further their education. This includes: 30% off tuition for bachelor completion programs; flexible mix of programs held online and onsite at LPS; real work internship experiences; close-knit classes with one-to-one support from professors; and access to Regis' academic tutoring and support services. LPS employees who possess an AA degree with a GPA of 2.5 or higher can pursue a BA in Education for LPS Paraprofessionals, BA in Humanities, MEd in Teaching Special Education, Med in Student Success, MS in Social Work and much more.</p> <p><u>Paraprofessional to Licensed Educator</u> LWFI-based Para to Educator Program currently supports paraprofessionals with BA to get help with MTEL participation and passing through an MTEL bootcamp. We have assigned a staff person to assist with case management to support with a combination of MTEL preparation and support; applying to take the MTEL; provide mentorship and support to initiate registration and execution of MTEL test participation.</p>

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Lynch Leadership Academy

Currently, two school leaders have been accepted and are participating in Lynch Leadership Academy: Carlos Cordero, Principal at RISE Academy; and Katherine Cora, Assistant Principal at the Tarbox.

Educator Pipeline Program

LPS applied for and received DESE's Teacher Diversification Pilot Grant to strengthen our homegrown initiatives: Para to Educator licensure program; our High School Education Pathway for students at LHS through paid internships at local out-of-school time programs; and providing financial assistance for bilingual/bicultural staff to complete their BA and/or MA and commit to working with LPS students and families for four years as a licensed educator.

As a result, we deepened our partnership with Regis College to grow a culturally responsive and diverse teaching workforce and have enrolled 14 LPS bilingual/bicultural paraprofessionals to complete their BA or MA degrees and move towards being licensed classroom educators. Additionally, 18 LPS bilingual/bicultural paraprofessionals enrolled in an MTEL bootcamp course to become licensed classroom educators. Lastly, we have offered the opportunity to learn conversational Spanish through the Boston Area Spanish Exchange organizations to 25 LPS teachers and are looking to expand this offering beyond this school year to increase communication and partnership between teachers and families.

For our high school students participating in the Education focus of the Public Administration Pathway, we have opened opportunities for 10 junior/senior students to engage in paid internships for Summer of 2023 at Lawrence area Out-of School Time Summer Programs at Greater Lawrence Community Action Council, YMCA, YDO and LPS Summer Programs. Students will have hands-on experience with school-age students, earn first aid/CPR certification and receive training to take and pass the ParaPro Test to be able to have the experience and requirement to be a paraprofessional at LPS upon graduation. Our goal is for our LHS alumnus beginning their careers in LPS as paraprofessionals to become licensed classroom educators by enrolling in our pipeline programs

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	<p>through continued partnerships with our area colleges/universities and dedicated grant, state and local funds.</p> <ul style="list-style-type: none"> ● Lawrence Public Schools and UMass Lowell ● Master of Education and Educational Administration Licensure Program <p>LPS has applied for grants to support individuals with tuition assistance beyond the tuition reimbursement amount offered by the district. These grants require that anyone who receives tuition assistance to support tuition costs towards completion of a licensure program commit to their current school district for five years after receiving licensure.</p> <p>The M.Ed. in Educational Administration: Principal Option is a 30-credit degree program. The program is a blend of online course work, field experience and practicum. Candidates must have three years of preK-12 teaching/professional experience and hold an initial or professional PK-12 license. Candidates must be working in a school system in order to complete field experiences in all courses. They must be mentored by a principal or assistant principal who holds a Massachusetts principal license. This is our commitment to the school community to provide bilingual/bicultural educational leaders.</p>
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Goal #3 Deepen and expand ways the district engages with families and students (continuing goal, updated action steps)

<p>Key action steps</p> <ul style="list-style-type: none"> ● Work closely with the Assistant Superintendent to partner with and support schools 	<p>The LPS Office of Community, Family, and Student Partnerships has been restructured into a zone format to increase direct support to schools. Four zones will work to support preK-8 schools. FRC consists of four Partnership Directors who oversee family engagement, enrollment, attendance/residency, and district-wide initiatives. Schools in each zone will feed into each other so that families will work with the same zone personnel in grades preK through 8. Support staff will work with zone schools on engagement work, including strengthening school leadership teams, the</p>
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	<p>Home-School Compact process, regular meetings with families to resolve school issues, streamlining enrollment, and improving school attendance.</p> <p>Having staff work with a smaller set of schools will deepen relationships with school staff, students, families, and community stakeholders.</p> <p>The Engagement Roundtable for School Leaders and a Professional Learning Community (PLC) for Parent Liaisons have continued. The Roundtable is an abbreviated opportunity for leaders to learn about new Massachusetts frameworks for engagement, reflect on data and past practices, and learn from each other regarding promising strategies for meaningful partnerships. The Parent Liaison PLC sessions have been led by OSFCP staff. They have been an opportunity to connect individuals who typically work in silos in their buildings to a peer network and a learning community. This effort has been highly successful in sharing best practices across schools with staff who are the primary contacts at school for families.</p>
<ul style="list-style-type: none"> ● Expand district initiatives that build school-based skills (LFISS, Play to Learn) 	<p>The Lawrence Family Institute for Student Success has continued to support schools across the district throughout the school year. Four schools are participating during the fall, and others are scheduled to implement the program. LFISS continues to use the Parent Institute for Quality Education curriculum to share information with parents about grade point average, standardized testing, and student attendance.</p> <p>Play to Learn is a series of five family workshops designed to raise awareness about the power of play and the learning process. The Play to Learn program is implemented in six PK-K schools this year.</p> <p>Partnership Directors will seek to expand LFISS and Play to Learn offerings for students and families across the district.</p>
<ul style="list-style-type: none"> ● Redouble efforts to engage families in parent workshop series 	<p>The Interim Superintendent has continued to host Tu Voz Council and Coffee Hours sessions for all families across the district. The Multi-Lingual Department has regularly supported ELPAC meetings</p>

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<p>designed to support and partner with SPED and EL families</p>	<p>for families of students learning English. Throughout the 2023-24 School Year the Office of Student Support Services will send out monthly newsletters to the families of our special education students, will host parent workshops and listening sessions and will continue to promote family and community engagement at functions planned throughout the school year. Information covered during the workshop sessions are based on family feedback gathered during the 2022-23 School Year. Topics include but are not limited to; Healthy Relationships and Boundaries, Bullying Prevention and Intervention, Augmentative Communication for Families, and Community Provider Information Sessions. The Office of Student Support Services will continue to regularly support SEPAC meetings and provide training for the families of special education students.</p>
<ul style="list-style-type: none"> ● Establish feedback loop at Tu Voz Council that includes family voice and promote shared decision making 	<p>The Interim Superintendent has scheduled five sessions of Tu Voz Council. The most recent offering consisted of a visit from Safe Routes To Schools (program of MassDOT) and planning the Council’s mission for the school year. All LPS families and community partners are invited to these sessions. Support staff from the OSFCP have attended the meeting to capture notes on family concerns and ideas. Tu Voz Council meetings include a Q&A format where attendees can offer thoughts in group sessions to support staff and have an opportunity to ask the Superintendent direct questions.</p>
<ul style="list-style-type: none"> ● Host just-in-time Virtual Coffee series to address unexpected district challenges and parent concerns 	<p>The Interim Superintendent will host a regular series of Virtual Coffee Hours for LPS families. These series consist of grade levels specific to families. The topics of these sessions have been on subjects such as updating families on students’ academic progress, the school district budgetary process, health information for families, and any district-wide updates.</p>
<ul style="list-style-type: none"> ● (LWFI) district/partnership that provides a comprehensive strategy to increase family economic success 	<p>Lawrence Working Families Initiative (LWFI) is a collaborative led by Lawrence Community Works (LCW) in partnership with the district. LWFI continues to make employment and family engagement the cornerstones of a comprehensive strategy to increase family economic success and to support the Lawrence Public Schools (LPS) turnaround effort – a two-generation approach to family and community progress. The OCFSP continuously maintains an LCW Coach and a Partnership Specialist who oversee the Initiative and help support families on a one-to-one basis with the resources needed.</p>

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Goal #4 Maintain effective lines of communication and collaboration with all community and city stakeholders including LAE, city officials, school committee members (Revised goal 2022)

<p>Key action steps</p> <ul style="list-style-type: none"> ● Provide LAE regular communication regarding teaching and learning efforts and progress 	<p>LAE Board Meetings</p> <ul style="list-style-type: none"> ● February 8, 2023 ● March 28, 2023 ● April 12, 2023 ● May 10, 2023 ● June 14, 2023 ● September 13, 2023 ● October 11, 2023
<ul style="list-style-type: none"> ● Maintain open communications with LAE members to ensure productive relationships and regular exchange of information and perspectives 	<p>The Superintendent holds regularly scheduled and additional as-needed meetings with the LAE Chair to provide district updates, deepen the partnership and ensure transparent communication and collaboration on board agendas. Every LAE meeting features a Superintendent’s Report with comprehensive district updates on teaching and learning, recent operational developments or items, and school or student activities and achievements.</p>
<ul style="list-style-type: none"> ● Meetings with Mayor DePeña 	<p>Ongoing biweekly Department Head meetings with Mayor DePeña. Meet as needed.</p>
<ul style="list-style-type: none"> ● Build and maintain collaborative relationship with Lawrence City Council 	<p>The Superintendent will continue to maintain an open door policy for all City Councilors, hosting meetings at his office or meeting at locations and times of their convenience as needed. In addition to making himself available for public meetings of the Council and subcommittees – such as leading 2023 safety and budget discussions, joined by the district leadership team and school principals – the Chief Operating Officer is regularly assigned to appear at City Council to address ongoing building projects, facilities items or other operational matters.</p>